Application for Registration of a New Program

Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.

This application should NOT be used for the following types of program proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed Professionals;
- Revisions to Existing Registered Programs; or
- Programs Leading to a credit-bearing Certificate or Advanced Certificate.

The application materials for those types of proposals can be found at: http://www.highered.nysed.gov/ocue/aipr/register.html

Doctoral programs: please contact the Office of College and University Evaluation (OCUE).

Directions for submission of proposal:

1. Create a single PDF document that includes the following completed forms:
   - Application for Registration of a New Program
   - Master Plan Amendment Supplement and Abstract (if applicable)
   - External Review of Certain Degree Programs and Response (if applicable)
   - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
   - CEO (or Designee) Approval Form

2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)

3. Attach the PDF documents to an e-mail.

4. Send e-mail to OCUERevAdmin@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail:
Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, New Program, Master of Science, English Literature

---

1 CUNY and SUNY institutions: contact System Administration for proposal submission process.
# Task 1: Institution and Program Information

## Institution Information

<table>
<thead>
<tr>
<th><strong>Institution Name:</strong></th>
<th>John Jay College CUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Code (6 digits):</strong></td>
<td>333000</td>
</tr>
<tr>
<td>The name and code of the institution should reflect the information found on the Inventory of Registered Programs</td>
<td></td>
</tr>
<tr>
<td><strong>Institution Address:</strong></td>
<td>524 West 59th Street</td>
</tr>
<tr>
<td><strong>City:</strong></td>
<td>New York</td>
</tr>
<tr>
<td><strong>State/Country:</strong></td>
<td>NY</td>
</tr>
<tr>
<td><strong>Zip:</strong></td>
<td>10019</td>
</tr>
<tr>
<td><strong>Regents Regions:</strong></td>
<td>New York City</td>
</tr>
<tr>
<td>Specify campus(s) of the institution where program is offered, if other than the main campus:</td>
<td></td>
</tr>
<tr>
<td>The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs</td>
<td></td>
</tr>
<tr>
<td>Specify any other additional campus(s) where the program is offered besides the ones selected above:</td>
<td></td>
</tr>
<tr>
<td>If any courses will be offered off campus, indicate the location and number of courses and credits:</td>
<td></td>
</tr>
<tr>
<td>If the program will be registered jointly with another institution, please provide the partner institution's name:</td>
<td></td>
</tr>
</tbody>
</table>
### Program Information for New Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Master of Arts in Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Award:</strong></td>
<td>MA</td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td>2204</td>
</tr>
<tr>
<td><strong>Number of Credits</strong>:</td>
<td>36</td>
</tr>
</tbody>
</table>

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

<table>
<thead>
<tr>
<th>Option/Concentration Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If program is part of a dual degree program, provide the following information:

<table>
<thead>
<tr>
<th>Program Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Award:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Section III. Contact Information

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>Catherine P. Mulder</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of contact person:</strong></td>
<td>Associate Professor, Department of Economics</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>212-484-1309</td>
</tr>
<tr>
<td><strong>Fax</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:cmulder@jjay.cuny.edu">cmulder@jjay.cuny.edu</a></td>
</tr>
</tbody>
</table>
## Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

### a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evening</strong></td>
<td>All requirements for the award must be offered during evening study.</td>
</tr>
<tr>
<td><strong>Weekend</strong></td>
<td>All requirements for the award must be offered during weekend study.</td>
</tr>
<tr>
<td><strong>Evening/Weekend</strong></td>
<td>All requirements for the award must be offered during a combination of evening and weekend study.</td>
</tr>
<tr>
<td><strong>Day Addition</strong></td>
<td>For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.</td>
</tr>
<tr>
<td><strong>Not Full-Time</strong></td>
<td>The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.</td>
</tr>
<tr>
<td><strong>5-Year baccalaureate</strong></td>
<td>Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.</td>
</tr>
<tr>
<td><strong>4.5 Year baccalaureate</strong></td>
<td>Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.</td>
</tr>
<tr>
<td><strong>Upper-Division</strong></td>
<td>A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.</td>
</tr>
<tr>
<td><strong>Independent Study</strong></td>
<td>A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.</td>
</tr>
<tr>
<td><strong>Cooperative</strong></td>
<td>The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.</td>
</tr>
<tr>
<td><strong>Distance Education</strong></td>
<td>50% or more of the course requirements for the award can be completed through study delivered by distance education.</td>
</tr>
<tr>
<td><strong>External</strong></td>
<td>All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.</td>
</tr>
<tr>
<td><strong>Accelerated</strong></td>
<td>The program is offered in an accelerated curricular pattern which provides for early completion. Semester hour requirements in Commissioner’s Regulations for instruction and supplementary assignments apply.</td>
</tr>
<tr>
<td><strong>Standard Addition</strong></td>
<td>For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.</td>
</tr>
<tr>
<td><strong>Bilingual</strong></td>
<td>Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.</td>
</tr>
<tr>
<td><strong>Language Other Than English</strong></td>
<td>The program is taught in a language other than English.</td>
</tr>
<tr>
<td><strong>Other Non-Standard Feature(s)</strong></td>
<td>Please provide a detailed explanation.</td>
</tr>
</tbody>
</table>
b. Diploma Programs

If the program is credit bearing and will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply:

c. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution’s catalog.
   
   Answer:

   The Master of Arts in Economics provides students with a comprehensive and foundational knowledge of applied economics. The program is distinct in that it requires students to examine the unjust and just application of economic analysis and subsequent policies. The program utilizes a heterodox/pluralist approach that focuses primarily on issues of justice such as diversity, equality and sustainability. The degree will require students to have a firm understanding of the theory, skills, and tools used by practitioners in the field. Students who complete this degree will be prepared to seek employment and promotion in the public and non-profit sectors as economic analysts or to continue their education in PhD programs, law school, or other educational pursuits. Students will graduate with a distinct advantage by studying Economics from multiple perspectives.

2) List the educational and (if appropriate) career objectives of the program.
   
   Answer:

   Learning Outcomes
   Upon completion of this program students will be able to:
   1. conduct applied research suitable for government and nonprofit advocacy organizations
   2. critically evaluate public policies from multiple economic perspectives
   3. produce effective formal and informal communications

   Learning objectives
   1. Conduct applied economic research suitable for government and nonprofit advocacy organizations
      • demonstrate ability to find, evaluate and manage data sets
      • demonstrate ability to produce descriptive statistics
      • demonstrate ability to produce analytical statistics and regression analysis
   2. Critically evaluate policies from multiple economic perspectives
      • determine the costs and benefits from a particular public policy from a perspective that includes implicit as well as explicit costs
      • determine the economic and social equity implications from policies
      • determine the effect of policy on demographic and other diversity issues
      • detect methodological errors in policy making and offering an alternative analysis
   3. Produce effective communications
      • writing for the appropriate audience
      • peer review and editing
      • able to understand and incorporate editing advise on his/her own work
      • engage in sophisticated oral debate

3) How does the program relate to the institution’s mission and/or master plan?
   
   Answer:

   The proposed Master of Arts in Economics is uniquely designed to further the college’s justice-centered mission. It will also complement existing graduate programs by emphasizing justice, diversity, inclusion, and critical thinking. The curriculum is consistent with the college’s mission; nearly every course explores justice in multiple dimensions. The curriculum offers students both basic theoretical perspectives and the essential tools to practice economic justice in their professional lives. The curriculum is set apart by the required Political Economy course.
where students learn to critique and analyze the dominant economic paradigm. The application of economics to justice is most evident in the Community Development course. All courses emphasize the importance of examining economics from multiple viewpoints and justice is prevalent in all.

4) What is the documented need for this program?

Answer:

According to the Bureau of Labor Statistics, those with master’s-level preparation in economics will benefit from a steadily improving occupation outlook both nationally and in New York state. For example, the BLS lists “Market research analyst and marketing specialists” (median pay $60,300) as one of the fastest growing occupations, with a projected 10-year growth rate of 31.6%. To enter this occupational track, graduates need to possess strong data-analysis skills. While the proposed degree does not presently include specializations in market research and marketing, the skills required for these careers will be learned in the program. Moreover, our focus on justice-inspired economics will appeal to private sector employers who pursue sustainable and humane business practices. Conveniently, graduates strong in data analysis will have additional employment opportunities, and graduate programs that help develop those skills, such as the one proposed here, will be more in demand.

5) Describe the role of faculty in the program’s design.

Answer:

The program, including its objectives, outcomes, and courses, was conceived and developed by full-time faculty in John Jay’s Department in Economics.

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer:

The Economics faculty members and John Jay College administration sought input from communities of practice to discuss the demand for program graduates and the qualifications and qualities desired by likely employers. The COP meeting affirmed a demand for graduates from a Master of Arts in Economics program where the curriculum represents real world issues and phenomena with critical applications. The general sentiment from these potential employers is that non-profit advocacy organizations and government agencies need workers with advanced economics literacy who have clearly mastered writing, editing and data management. This helpful sentiment informed program development.

7) What are the anticipated Year 1 through Year 5 enrollments?

Answer:

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Cohort Size</td>
<td>20</td>
<td>35</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Existing Full Time In State</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Existing Full Time Out State</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Existing Part Time In State</td>
<td>11</td>
<td>29</td>
<td>52</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Existing Part Time Out State</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>New Full Time In State</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>New Full Time Out State</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>New Part Time In State</td>
<td>14</td>
<td>25</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>New Part Time Out State</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>20</td>
<td>50</td>
<td>89</td>
<td>117</td>
<td>131</td>
</tr>
</tbody>
</table>

d. **Admissions**

1) **List all program admission requirements** (or note if identical to the institution’s admission requirements).  
*Answer:*

Admissions Requirements:
- Calculus 1 and 2
- Undergraduate statistics
- Applicants who did not complete their undergraduate degree at an English-speaking institution are required to submit the Test of English as a Foreign Language (TOEFL) score report. John Jay College’s TOEFL code number is 2115-99. The required minimum TOEFL scores are 550 for the paper-based test, 213 for the computer-based test and 79-80 for the Internet-based test. Students can also take the International English Language Testing System (IELTS). A score of 7.0 is required on the IELTS.

2) **Describe the process for evaluating exceptions to these requirements.**  
*Answer:*

Applications are initially screened by the Office of Graduate Admissions, and acceptance, rejection, and exceptions are determined by program faculty members who evaluate graduate applications, including the program director.

3) **How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?**  
*Answer:*

John Jay has long been committed to attracting students from traditionally underrepresented minorities and is a Hispanic-serving institution. In addition, our Office of Graduate Admissions engages in outreach to colleges with concentrations of traditionally underrepresented students.

e. **Academic Support Services**

Summarize the academic support services available to help students succeed in the program.  
*Answer:*

Faculty teaching graduate courses hold regular office hours to confer with students. John Jay also offers writing support to graduate students via its Writing Center, and the Office of Graduate Studies offers a series of co-curricular workshops on statistics, writing, presentations, and other crucial academic skills.

f. **Credit for Experience**

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.  
*Answer:*

Substantial credit for experiential learning will not be given at this time.
g. Program Assessment and Improvement

**Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.**

*Answer:*

All graduate programs at John Jay undergo academic program review on a five-year cycle. As part of the APR process, programs must draft a self-study that collects and analyzes data on program learning outcomes, retention and graduation rates, and student satisfaction. Student course evaluations will also be reviewed by the program's core faculty to identify areas of improvement in instruction.

h. Transfer to Baccalaureate Programs

If the program will be **promoted as preparing students for transfer to a baccalaureate program**, provide a copy of an articulation agreement with at least one institution.

*Not Applicable: ✗*
## Task 3 - Sample Program Schedule

**NOTE:** The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: Department Expectations: Curriculum (including Internships, Financial Aid Considerations, and Liberal Arts and Sciences)

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 3

<table>
<thead>
<tr>
<th>a)</th>
<th>Complete <strong>Table 1a</strong> (for undergraduate programs) or <strong>Table 1b</strong> (for graduate programs). See Table 1b (both full- and part-time) below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>If the program will be <strong>offered through a nontraditional schedule</strong>, provide a brief explanation of the schedule, including its impact on financial aid eligibility. <strong>Answer:</strong></td>
</tr>
<tr>
<td>c)</td>
<td>As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master’s degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable. <strong>Answer:</strong> The Master of Arts Program in Economics culminates in the course ECO 799 Seminar in Economics. In this required course, students will craft a manuscript worthy of publication in a peer-reviewed journal and will produce and deliver conference-quality presentations of their research.</td>
</tr>
<tr>
<td>d)</td>
<td>For existing courses that are a part of the major, enter the <strong>catalog description</strong> of the courses: <strong>Answer:</strong></td>
</tr>
<tr>
<td>e)</td>
<td><strong>Syllabi:</strong> For undergraduate programs, provide syllabi for all new courses in the major. For graduate programs, provide syllabi for all new courses. The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document. <strong>Note:</strong> Although it is required to submit syllabi for all new courses as noted, syllabi for all courses required for the proposed program should be available upon request. <strong>Instructions for submitting syllabi:</strong> All required syllabi must be included in a single, separate PDF document.</td>
</tr>
</tbody>
</table>
Table 1b: Graduate Program Schedule – Full-Time Attendance

- Indicate academic calendar type: ☑ Semester ☐ Quarter ☐ Trimester ☐ Other (describe):
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 713 Political Economy</td>
<td>3</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 750 Mathematical Economics</td>
<td>3</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 720 Macroeconomics</td>
<td>3</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 752 Research Methods II – Econometrics</td>
<td>3</td>
<td>☑</td>
<td>ECO 751 Research Methods I</td>
</tr>
<tr>
<td></td>
<td>ECO 740 Community Development</td>
<td>3</td>
<td>☑</td>
<td>ECO 713 Political Economy</td>
</tr>
<tr>
<td></td>
<td>ECO 7XX Elective #2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 799 Seminar in Economics</td>
<td>3</td>
<td>☑</td>
<td>ECO 7XX Elective #3</td>
</tr>
<tr>
<td></td>
<td>ECO 7XX Elective #4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Totals:</th>
<th>Credits:</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culminating element: ECO 799 Seminar in Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1b: Graduate Program Schedule – Part-Time Attendance

- Indicate academic calendar type: ☒ Semester ☐ Quarter ☐ Trimester ☐ Other (describe):
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 713 Political Economy</td>
<td>3</td>
<td>☒</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 750 Mathematical Economics</td>
<td>3</td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>ECO 720 Macroeconomics</td>
<td>3</td>
<td>☒</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 751 Research Methods I – Quantitative Analysis</td>
<td>3</td>
<td>☒</td>
<td>ECO 750</td>
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<td></td>
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<tr>
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<td>Term credit total: 6</td>
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<tr>
<td></td>
<td>ECO 752 Research Methods II – Econometrics</td>
<td>3</td>
<td>☒</td>
<td>ECO 751</td>
<td></td>
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<tr>
<td></td>
<td>ECO 725 Microeconomics</td>
<td>3</td>
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<td></td>
<td>Term credit total: 6</td>
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<tr>
<td></td>
<td>ECO 799 Seminar in Economics</td>
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<tr>
<td></td>
<td>ECO 7XX Elective #1</td>
<td>3</td>
<td>☒</td>
<td>ECO 713</td>
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<tr>
<td></td>
<td>ECO 7XX Elective #2</td>
<td>3</td>
<td>☒</td>
<td>ECO 7XX Elective #1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Term credit total: 6</td>
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<td></td>
<td>ECO 7XX Elective #3</td>
<td>3</td>
<td>☒</td>
<td>ECO 7XX Elective #2</td>
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<tr>
<td></td>
<td>ECO 7XX Elective #4</td>
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<td>☒</td>
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<tr>
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<td>Term credit total: 6</td>
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</tr>
</tbody>
</table>

Program Totals: Credits: 36

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:
- ECO 799 Seminar in Economics

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted course
**Task 4. Faculty**

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

<table>
<thead>
<tr>
<th>Task 4. Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance for this task can be found by clicking here: <a href="#">Department Expectations: Faculty</a></td>
</tr>
<tr>
<td>Relevant regulations for this task can be found by clicking here: <a href="#">Relevant Regulations for Task 4</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a) <strong>Complete the faculty tables</strong> that describe faculty (Table 2 and Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) <strong>What is the institution’s definition of “full-time” faculty?</strong> Include the number of credits expected to be taught by full-time faculty per academic term.</td>
</tr>
</tbody>
</table>

**Answer:**

Full-time faculty carry 21 credits per academic year with a maximum of 12 credits in one semester.
Table 2: Current Faculty, Full-Time

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Expected Program Course Assignments</th>
<th>Percent of Teaching Time to Program</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine P. Mulder, Initial Program Director</td>
<td>Political Economy Seminar in Economics Global Political Economy of Work and Social Welfare Community Development</td>
<td>80</td>
<td>University of Massachusetts, PhD (Economics) Temple University, MA (Economics)</td>
<td></td>
</tr>
<tr>
<td>Jay Hamilton, Assistant Professor</td>
<td>Microeconomics Global capitalism and debt Contending Economic Theories Sustainable Global Development</td>
<td>15</td>
<td>University of California-Riverside, PhD (Economics) Chair, Department of Economics</td>
<td></td>
</tr>
<tr>
<td>Geert Dhondt, Assistant Professor</td>
<td>Research Methods I Research Methods II Mathematical Economics Political Economy</td>
<td>30</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td></td>
</tr>
<tr>
<td>Mathieu Dufour, Assistant Professor</td>
<td>Seminar in Economics International Trade International Finance Macroeconomics</td>
<td>15</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td></td>
</tr>
<tr>
<td>Ian Seda-Irizarry, Assistant Professor</td>
<td>Political Economy Seminar in Economics History of Economic Thought Mathematical Economics</td>
<td>15</td>
<td>University of Massachusetts, PhD (Economics) Editorial Board, Rethinking Marxism</td>
<td></td>
</tr>
<tr>
<td>Michelle Holder, Assistant Professor</td>
<td>Research Methods I Research Methods II Community Development Seminar in Economics</td>
<td>15</td>
<td>New School of Social Research, PhD (Economics) MPA, University of Michigan</td>
<td></td>
</tr>
<tr>
<td>Joshua Mason, Assistant Professor</td>
<td>Macroeconomics International Trade International Finance Seminar in Economics</td>
<td>30</td>
<td>University of Massachusetts, PhD (Economics) Fellow, Roosevelt Institute</td>
<td></td>
</tr>
<tr>
<td>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</td>
<td>Expected Program Course Assignments</td>
<td>Percent of Teaching Time to Program</td>
<td>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</td>
<td>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Joan Hoffman, Professor</td>
<td>Seminar in Economics Sustainable Global Development Political Economy of the Environment</td>
<td>15</td>
<td>New School of Social Research, PhD (Economics)</td>
<td></td>
</tr>
<tr>
<td>Joseph Rebello, Assistant Professor</td>
<td>Political Economy Seminar in Economics Research Methods II History of Thought Research Methods I</td>
<td>15</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td>Editorial Board, <em>Rethinking Marxism</em></td>
</tr>
</tbody>
</table>
Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Program Courses which may be Taught</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Gordon-Nembhart, Professor, Department of Africana Studies</td>
<td>Community Development Global Political Economy of Work and Social Welfare</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

- If faculty must be hired to teach in the proposed program, specify the title/rank of each new position, the number of new positions, full-time or part-time status, a listing of the expected course assignments for each position, and the expected hiring date.
- Position descriptions and/or announcements may also be submitted.
- Prior to offering the assigned courses, the Department must be notified that a faculty meeting the requirements has been hired.
- These proposed faculty should be reflected in Task 5, Table 5, New Resources

Full-time Faculty

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th># of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable. No new faculty will be required.</td>
<td></td>
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</tbody>
</table>

Part-time Faculty

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th># of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Task 5. Financial Resources and Instructional Facilities

Guidance for this task can be found by clicking here: Department Expectations: Financial Resources and Instructional Facilities

Relevant Regulations for this task can be found by clicking here: Relevant Regulations for Task 5

- **a) Summarize** the instructional facilities and equipment committed to ensure the success of the program.

  *Answer*: No new facilities or equipment will be required for this program; current resources, including student-support services and technology, will be sufficient to support the program as proposed.

- **b) Complete the new resources table (Table 5).**

  *Not Applicable: ✓*

---

**Table 5: New Resources**

List the costs of the **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
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<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other Than Personal Service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task 6. Library Resources</strong></td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Guidance for this task can be found by clicking here: <a href="#">Department Expectations: Library Resources</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant regulations for this task can be found by clicking here: <a href="#">Relevant Regulations for Task 6</a></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| a) **Summarize the analysis of library resources for this program** by the collection librarian and program faculty. Include an **assessment of existing library resources** and their accessibility to students. |
| Answer: |
| The Lloyd Sealy Library at John Jay currently provides resources in its collection and via electronic databases sufficient to support the proposed program’s faculty and students. And as part of the CUNY system, faculty and students at John Jay can take advantage of collections at other CUNY colleges directly or through interlibrary loan. |

| b) **Describe the institution’s response to identified needs and its plan for library development.** |
| Answer: |
| Not applicable. |
Application to Add the Distance Education Format To a New or Registered Program

This application should NOT be used to add the Distance Education Format to the following types of programs or proposals:
- Programs Preparing Teachers, Educational Leaders, and Other School Personnel

The application materials for those types of proposals can be found at: http://www.highered.nysed.gov/ocue/aipr/register.html

Doctoral programs: please contact the Office of College and University Evaluation.

Directions for submission of application:

1. For an application to add the distance education format to an existing general academic (non-licensure) program:

Create a single PDF document that includes the following completed forms:
- Application to Add the Distance Education Format
- CEO (or Designee) Approval Form

Attach the PDF document to an e-mail and send to:

OCUERevAdmin@nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail:
Institution Name, Distance Education Format, Degree Award, and Program Title

E.g., Subject: AAA College, Distance Education Format, Master of Science, English Literature

2. For an application to add the distance education format to a proposed general academic (non-licensure) program:

Complete the form and include it in the application PDF document.

3. For proposals to add distance education to a proposed or existing program in a licensed profession or a related field, complete this distance education form but submit it to the Office of the Professions.

---

2 CUNY and SUNY institutions: contact System Administration for application submission process.
Task 1 Institution and Program Information: Complete this task for applications to add the distance education format to an *existing* program.

<table>
<thead>
<tr>
<th><strong>Institution Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Name:</strong></td>
</tr>
<tr>
<td><strong>Institution Code (6 digits):</strong></td>
</tr>
<tr>
<td><strong>Institution Address:</strong></td>
</tr>
<tr>
<td><strong>City:</strong></td>
</tr>
<tr>
<td><strong>State/Country:</strong></td>
</tr>
<tr>
<td><strong>Zip:</strong></td>
</tr>
<tr>
<td><strong>Regents Regions:</strong></td>
</tr>
<tr>
<td><strong>Specify campus(s) of the institution where program is offered, if other than the main campus:</strong></td>
</tr>
<tr>
<td><strong>Specify any other additional campus(s) where the program is offered besides the ones selected above:</strong></td>
</tr>
<tr>
<td><strong>If any courses will be offered off campus, indicate the location and number of courses and credits:</strong></td>
</tr>
<tr>
<td><strong>If the program will be registered jointly with another institution, please</strong></td>
</tr>
</tbody>
</table>
Program Information for Existing Programs: *Program information should reflect the information found on the Inventory of Registered Programs*

<table>
<thead>
<tr>
<th>Program Code: (for registered programs only)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Master of Arts in Economics</td>
</tr>
<tr>
<td>Degree Award:</td>
<td>MA</td>
</tr>
<tr>
<td>HEGIS code:</td>
<td>2204</td>
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</table>

**Contact Information**

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>Judith Cahn, EdD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of contact person:</td>
<td>Director, John Jay Online</td>
</tr>
<tr>
<td>Telephone</td>
<td>212-484-1193</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jcahn@jjay.cuny.edu">jcahn@jjay.cuny.edu</a></td>
</tr>
</tbody>
</table>
Instructions

Guidance for this task can be found by clicking here: Review Process for Approval of Programs in the Distance Education Format

1. Anticipated enrollment in distance program

| Initial Enrollment: 10 | Maximum by year 3: 30 |

2. Program Information

   a). Term length (in weeks) for the distance program: 8

   b). Is this the same as term length for the classroom program? ☒ Yes ☐ No

   c). How much “instructional time” is required per week per credit for a distance course in this program (do not include time spent on activities that would be done outside “class time”, such as research, writing assignments, or chat rooms)

   Answer: 100 minutes per week per credit (300 minutes or 5 hours per week per 3-credit course)

   d). What proportion of the program will be offered in Distance Education format?

   Answer: 100%

   e). What is the maximum number of students who will be enrolled in an online course section?

   Answer: 20

Part A: Institution-wide Issues: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

Note: Part A has been submitted, and we have no changes to report.

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

III. Learning Design

1. How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

   Answer: College policy requires that the standards and requirements of academic programs, regardless of modality, be subject to the same governance and review processes. The proposed Master of Arts in Economics will deliver the same curriculum online as on campus, and any modifications to this program will have to be approved via campus and CUNY governance and the NYSED where appropriate.
2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Answer: The curriculum for the online master’s program in Economics will share the sequencing of core courses, including regular scheduling of ECO 713 Political Economy and ECO 750 and ECO 751, the two research-method courses. The face-to-face program is scaffolded and scheduled so that full-time students can complete all requirements within four terms. Online delivery will progress in eight-week sessions, which will allow students to accumulate credits as quickly as they would when taking the on-campus program. Like campus delivery, required core courses will be offered online at least once each fall and spring semester. We will also allow on-campus students to take online classes, which means that online sections should have sufficient enrollments to run regularly.

3. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

Answer: Faculty partner with John Jay Online Instructional Designers to capitalize on their expertise in best practices for online teaching and learning to design course activities and assignments that maximize student engagement and success.

John Jay also recently launched the Discover, Design, and Develop (D3) fellowship program. This program supports faculty development in online teaching and learning, educating participants in the latest developments in online pedagogy, best practices, and tools for crafting online courses that promote student learning. Faculty response has been extremely positive thus far.

Students evaluate online classes with the same instrument used for campus-delivered content. In addition, student evaluations for online sections ask for specific feedback about students’ experiences with distance delivery as such. Both faculty from the Economics master’s program and John Jay Online staff will use the results to assess student satisfaction with online teaching tools.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Answer: We have implemented a suite of interactive course tools in Blackboard, our learning management platform, for use by instructors and students in our online programs. In translating courses for online delivery, faculty receive instruction and support from John Jay Online’s staff of Instructional Designers in how to develop online discussions, collaborative reading and writing projects, and multimedia educational technology tools, such as short-video scenarios that students respond to together. Faculty are trained to use such tools to foster an online community of learners.

5. How do faculty teaching online courses verify that students are doing their own work?

Answer: Academic integrity will be encouraged through various methods: (a) Students are required to use their institutional email for all course and college correspondence to ensure that the student who is registered is the online student in the course; (b) Blackboard rosters are restricted to students who have matriculated at the college and who have officially registered for courses; and (c) an online service, such as ProctorU, will be employed to validate student identities and proctor exams.

**IV. Outcomes and Assessment**

1. Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified -- in terms
of knowledge, skills, or credentials -- in course and program materials?

Answer: Learning outcomes for each course, whether delivered online or on campus, are listed on the syllabus distributed to students at the beginning of the term. Program-level learning outcomes will be prominently listed on the program website. Any changes to course or program structure or outcomes must be approved by college governance and, once approved, will be reflected on program materials and websites. Requirements for degree completion are listed in both the Graduate Bulletin available online and on the program’s website.

2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer: Assessment of student learning will, like campus delivery, be in terms of expected learning outcomes and methods of evaluation as stated on course syllabi, including assignments for the term, grading rubrics, and weight given to those assignments in calculating final grades. Class assignments and activities will include quizzes, exams, manipulation of data sets, and written work, but also group projects and scenario analyses that provide opportunities to assess student problem-solving, research and writing, and collaboration skills.

We will regularly evaluate our program offerings in order to ensure that our assessment approaches are appropriate to the evolving online learning environment. John Jay Online’s instructional designers and program administrators will engage in ongoing professional development on learning assessment and evaluation and will work closely with program faculty to implement the latest assessment approaches in distance education where applicable.

V. Program Evaluation

1. What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

Answer: The online MA program in Economics will share curricular design, learning outcomes, and academic standards with the program delivered on campus and will therefore be subject to the regular governance structures and review processes at the program, college, and CUNY levels. The program assesses its effectiveness with regard to student learning through a systematic approach required by the institution. All courses must have stated learning outcomes that introduce, reinforce, or bring to mastery program-level outcomes. The program collects direct and indirect data to measure student progress with regard to these outcomes, and this data is used to revise course content, activities, and assignments. John Jay Online also captures student feedback specifically about their online experience and uses that feedback to help guide faculty in improving delivery of current offerings and to help shape the development of new courses and programs. These processes are already in place from our implementation of other online graduate programs.

2. How will the evaluation results will be used for continuous program improvement?

Answer: The online MA program in Economics will be included of the recurring academic program review cycle for the graduate program in Economics. In addition, faculty teaching online work closely with John Jay Online instructional designers during the course-development process and maintain regular contact during the term. Both the program and John Jay Online review student performance and course evaluations at the end of the term and collaborate to improve course content and delivery in future
Just as they do with our current online graduate programs, instructors for online courses will collaborate with the instructional design team to review data analysis results, latest developments in content areas, and evolving best practices in distance education. Based on the review, instructors will revise their courses with support from the instructional design team before offering them to future students. This systematic evaluation and revision process ensures continuous improvement to all our online programs.

3. How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

Answer: As mentioned above, the Economics master’s program will undergo regular academic program review to assess student-learning outcomes, student satisfaction, and retention and graduation rates, and the online version will be included in that review. In between APR review cycles, the program director and faculty teaching in the program will regularly to review student success in meeting course and program outcomes.
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN ECONOMICS
LEADING TO THE MASTER OF ARTS DEGREE

EFFECTIVE FALL 2017

SPONSORED BY THE DEPARTMENT OF ECONOMICS

APPROVED BY

JOHN JAY COLLEGE GOVERNANCE
Department Approval: November 10, 2015
Committee on Graduate Studies: November 17, 2015
College Council: December 14, 2015

College Representative: Catherine P. Mulder, Associate Professor, Department of Economics
Telephone: (212) 484-1309
Email: cmulder@jjay.cuny.edu

Provost’s Signature: ____________________________
Provost’s Name: Dr. Jane Bowers
EXECUTIVE SUMMARY

The proposed Master of Arts degree in Economics at John Jay College of Criminal Justice is an applied graduate program that provides students with comprehensive and foundational knowledge required for either the workplace or pursuit of higher degrees. This program is distinct from other City University of New York (CUNY) and nearby MA programs in that it requires students to examine economic analysis and policy from a variety of perspectives with a focus on issues of economic justice, an area central to John Jay College’s mission. Within five years of launching the program, a total headcount enrollment of 131 students is anticipated.

The program has been developed in response to market needs for professionals with advanced economics literacy who have clearly mastered writing, editing and data management. According to national and local market research, opportunities for individuals with such skill-sets in the profit sector abound. These openings are complemented by an ever-increasing number of employment opportunities in non-profit advocacy organizations and government agencies. Quantitatively sophisticated analysts, policy developers and planners are in short supply. To meet these needs and prepare graduates who can demonstrate a competitive advantage, a 36-credit curriculum has been designed. Graduates will demonstrate the following outcomes: 1) Conduct applied economic research suitable for government and nonprofit advocacy organizations. This includes demonstrating the ability to find, evaluate and manage data sets, produce descriptive statistics, analytical statistics and regression analyses. 2) Critically evaluate policies from multiple economic perspectives. This includes the determination of costs and benefits of a particular policy, the economic and social equity implications from policies, the effects of policy on demographic and other issue, the detection of methodological errors in policy making, and the execution of alternative analyses. Finally, 3) graduates of the program will produce effective communications, write for appropriate audiences, conduct peer reviews, understand and incorporate editing advice and engage in sophisticated oral debates.

The following courses have been designed to achieve the outcomes described above and move students through the successful completion of the degree: Political Economy, Mathematical Economics, Macroeconomics, Research Methods I, Quantitative Analysis, Microeconomics, Research Methods II, Econometrics, and the Seminar in Economics. A rich set of electives complement the program’s required offerings: History of Economic Thought, Economic History, Contending Economic Theories, Global Capitalism and Debt, International Trade, International Finance, and Political Economy of the Environment.

The College’s Economics faculty undergirds the program. Faculty expertise includes Micro and Macroeconomics, Statistics, and Econometrics, and specialty areas such as Labor, Environmental, Gender, Criminal Justice, and Development Economics among others. This versatility enhances the proposed MA program. Most current faculty members have experience teaching at the graduate level. There is no need for additional staff. It is anticipated the program will pay for itself in the short term.
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Abstract

The Master of Arts degree in Economics at John Jay College of Criminal Justice will be an applied graduate program providing students with comprehensive and foundational knowledge required for either the workplace or pursuit of higher degrees. This program is distinct from other City University of New York (CUNY) and nearby MA programs in that it requires students to examine economic analysis and policy from a variety of perspectives with a focus on issues of economic justice. The curriculum of 36 credits requires students to take several quantitative courses as well as Political Economy and Community Development. The program’s learning objectives include: (1) conducting applied research suitable for government and nonprofit advocacy organizations, (2) critical evaluation of public policies from multiple economic perspectives and (3) producing effective communications. Within five years of launching in fall 2017 we anticipate total headcount enrollment of 131 students.
Purpose and Goals

The Master of Arts (MA) degree in Economics at John Jay College of Criminal Justice will be an applied graduate program providing students with comprehensive and foundational knowledge required for either the workplace or pursuit of higher degrees. This program is distinct from other City University of New York (CUNY) and nearby MA programs in that it requires students to examine economic analysis and policy from a variety of perspectives with a focus on issues of economic justice. The degree will provide students with a firm grasp of theories, skills, and tools used by practitioners and be able to apply these to economic analyses. Students who complete this degree will be eligible for new employment, promotion, or the pursuit of doctoral, juris doctorate, and other terminal degrees.

John Jay College’s international reputation for an unparalleled justice-based education will draw attention to the proposed MA. The program’s unique emphasis on justice-inspired applied economics will ensure the college’s attractions translate into a robust program serving local, national and international students. International and national students looking to relocate for their master’s education will be drawn to the college, our unique program and our location in one of the world’s great cities. New York City hosts the United Nations and numerous multinational advocacy organizations that this program is designed to serve. Most of the Economics MA programs in the immediate region focus on mainstream topics and approaches. Four CUNY colleges currently host master’s degree programs: Hunter, Brooklyn, Baruch and City College. The MA programs in Economics at Fordham and New York University also do not address alternative approaches to applied economics and issues of justice. Indeed, Fordham boasts on its website that there is a thin line between the university and the “powerhouse” financial investment and international banking firms. The MA at John Jay College will empower students to conduct research and craft policy that explicitly considers all the ramifications of their actions. These skills will become increasingly more valuable as industry and governments consider the economic justice dimensions of their actions. The only similar program in the area is at The New School for Social Research. The New School’s tuition is substantially more than CUNY’s tuition.

Faculty expertise and commitment

The Economics faculty members at John Jay College of Criminal Justice are dedicated to making the master’s degree a reality. The Economics Department was reconstituted in 2009 after a long absence from the college. The administration has made a commitment to redeveloping it as part of John Jay College’s transition to a senior college with an increased emphasis on liberal arts. In its recreation, the Economics Department faculty members have designed courses and programs around the concept of “Economics in Context” where students are simultaneously exposed to lessons from political economy, history, political science, sociology, anthropology and the humanities.

John Jay College has attracted talented and well-respected economists who share a commitment to teaching Economics in Context. Our economists come from some of the best schools that offer PhDs in Political Economy that focus on pluralist approaches. Our economics department has attracted these talented professionals because of their interest in developing not only this MA program, but our undergraduate program as well. The faculty commitment to pursuing transformative scholarship is evident by their professional activities such as leadership in the Left Forum, which brought in over 4500 conference attendees in May 2014 to John Jay College. Additionally, we developed the Economic Justice Speaker Series that has brought in many economics luminaries from around the world to talk to our students. Our presence and two
receptions at the recent Eastern Economics Association Conference has also given our
department much notoriety, and we heard many positive comments from our colleges at other
institutions about a possible MA program at John Jay College—most said it was desperately
needed.

The department’s expertise resides in the area of Political Economy. This is evidenced by their
research, including books, articles, short pieces, and the media (radio and press). Our faculty
members have been published in prestigious peer-reviewed journals such as American
Economic Review: Macroeconomics, Rethinking Marxism and the Review of Radical Political
Economy and have published peer-reviewed books from Routledge and Palgrave-Macmillan.
Their research has the common theme of challenging or critically analyzing the status quo of the
dominant classes in the global economy.

The Economics Department at John Jay has taken advantage of the breadth of Political
Economy as a discipline to develop a challenging yet diverse curriculum. Our faculty
members are not only astute in teaching the traditional economics courses such as Micro and
Macroeconomics, Statistics, and Econometrics, they also cover a wide-range of “specialty”
courses, such as Labor, Environmental, Gender, Criminal Justice, and Development economics
among others. This versatility will enhance our proposed MA program given that we should
always have full-time faculty members teaching in the graduate program. The faculty members
are also notable for their incredible versatility in teaching, as many have expertise in other
disciplines as well, such as Labor Studies, Math, Writing, Languages, and Urban Studies. John
Jay College’s central location also affords us with the luxury of having large a pool of award-
winning economists within the New York metropolitan area and within CUNY itself to draw
from for a special seminar class or to come speak. Most of our current faculty members have
experience teaching at the graduate level either at John Jay College, CUNY’s Murphy Institute,
or at other institutions.

**Effect of establishment of the proposed program at John Jay College and its
relationship to the mission of the College.**

The proposed Master of Arts in Economics is uniquely designed to further the college’s justice-
centered mission. It will also complement existing graduate programs by emphasizing justice,
diversity, inclusion, and critical thinking.

Historically, economics is rooted in public policy; however, most programs have opted to make
mathematical formulae their central focus and have disregarded critical analyses. They may
analyze public policies, but without placing them in a social context and without an appreciation
for justice. These programs focus on scarcity and efficiency with little consideration for other
ideals such as equality, diversity, and fairness. Our program will emphasize critical analyses of
the dominant economic paradigm and provide a formal understanding of the prevailing
economic system’s inherent injustices by using various alternative approaches. The program’s
commitment to placing “Economics in Context” is evidenced by the inclusion of a course in
Political Economy in the first semester, coupled with more traditional courses such as
Macroeconomics and Mathematical Economics which is necessary to appreciate and analyze
economic models.

The proposed Economics degree will complement existing masters’ programs at John Jay
College without creating competition. Indeed, two of John Jay College’s masters’ programs, the
Masters of Public Administration and the MA in International Crime and Justice, currently
require economics in their curriculum. Thus, we expect a synergy to develop between the three disciplines. Economics will not overlap the existing programs because it will not emphasize public administration, management, crime or criminal justice, but will emphasize the economic impact of these other disciplines.

Need and Justification

Our proposed economics MA provides a curriculum that is unique to the other CUNY programs because our curriculum educates students in issues at the heart of economic justice. The program utilizes a heterodox/pluralist approach that focuses primarily upon issues of economic justice such as diversity, equality and sustainability. Target employers include government agencies and nonprofit advocacy organizations.

In June 2014, the college hosted a Community of Practice (COP) meeting bringing together potential employers, administrators, and faculty members to discuss the demand for program graduates and the qualities those employers desire. The COP meeting affirmed a demand for graduates from a Master of Arts in Economics program where the curriculum represents real world issues and phenomena with critical applications. The general sentiment from these potential employers is that non-profit advocacy organizations and government agencies need workers with advanced economics literacy who have clearly mastered writing, editing and data management.

These potential employers specifically highlighted these three areas of expertise and our faculty members designed the curriculum to reflect this. The three issues are:

1. The need to write well and clearly—not full of jargon and equations.
2. The ability to work in a team setting with a focus on peer review and editing.
3. The ability to work extensively with massive data sets.

As you will see in Appendix A, the course descriptions and degree requirements meet these three demands. Specifically, our research methods courses are designed for practical application as the employers described.

In exploring the creation of a Master of Arts program in Economics at John Jay College of Criminal Justice, we sought answers to the following questions: Does this program have market potential? And if so, how should the college position this program to maximize its market potential? Or if this program does not have sufficient market viability, what factors limit its potential, and how can the college address these factors to improve marketability?

To answer these questions, we applied a supply-and-demand model. We first look at demand by (1) defining general demand for Economics graduates, (2) assessing whether this demand exists, and (3) assessing the outlook of this demand. It is assumed that demand for the specialized curriculum of the program will increase with a general increase in demand for all Economics graduates. We then considered supply by (1) defining our program as an offering, (2) identifying a set of potential competitors, (3) using that competitor set to make curricular comparisons and to identify concentration and patterns, and (4) identifying non-curricular relative advantage/disadvantage.
Demand
We assume that demand for this program reflects broader labor-market demand and that an increase in labor-market demand for a given set of occupations will drive demand for the corresponding specialized education. Demand for the proposed program will also increase if it can serve as an intermediary for obtaining a higher level of education required by the labor market experiencing increased demand.

We define our (labor/occupational) demand by reverse-look-up of Standard Occupational Classification (SOC) from the Bureau of Labor Statistics\(^1\) by Direct Match Occupational Titles.\(^2\) Data used in assessment on labor market potential are derived from labor statistics provided by the Bureau of Labor Statistics\(^3\) (U.S. Department of Labor).

Below is the list of occupations relevant to the present proposal. The occupations contain a mix of employers from the for-profit, not for profit and governmental sectors.

<table>
<thead>
<tr>
<th>2012 National Employment Matrix title and code</th>
<th>Median Pay</th>
<th>Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economists</td>
<td>$91,860.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Survey researchers</td>
<td>$45,050.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Urban and regional planners</td>
<td>$65,230.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Economics teachers, postsecondary</td>
<td>$87,950.00</td>
<td>Doctoral</td>
</tr>
<tr>
<td>Market research analysts and marketing specialists</td>
<td>$60,300.00</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Social science research assistants</td>
<td>$37,140.00</td>
<td>Associate's</td>
</tr>
<tr>
<td>Financial specialists</td>
<td>$63,070.00</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Financial analysts</td>
<td>$76,950.00</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Social and community service managers</td>
<td>$59,970.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Statisticians</td>
<td>$75,560.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Statistical assistants</td>
<td>$39,840.00</td>
<td>Bachelor's</td>
</tr>
</tbody>
</table>

As the table below indicates, those with master’s-level preparation in economics will benefit from a steadily improving occupation outlook both nationally and in New York state.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent distribution</td>
</tr>
<tr>
<td>Economists</td>
<td>19-3011</td>
<td>16.9 19.2 0.0 0.0</td>
</tr>
<tr>
<td>Survey researchers</td>
<td>19-3022</td>
<td>18.0 21.2 0.0 0.0</td>
</tr>
<tr>
<td>Urban and regional planners</td>
<td>19-3051</td>
<td>38.7 42.7 0.0 0.0</td>
</tr>
<tr>
<td>Economics teachers, postsecondary</td>
<td>25-1063</td>
<td>16.8 19.2 0.0 0.0</td>
</tr>
<tr>
<td>Market research analysts and marketing specialists</td>
<td>13-1161</td>
<td>415.7 547.2 0.3 0.3</td>
</tr>
<tr>
<td>Social science research assistants</td>
<td>19-4061</td>
<td>29.6 34.0 0.0 0.0</td>
</tr>
<tr>
<td>Financial specialists</td>
<td>13-2000</td>
<td>2,735.3 3,056.5 1.9 1.9</td>
</tr>
<tr>
<td>Financial analysts</td>
<td>13-2061</td>
<td>253.0 262.4 0.2 0.2</td>
</tr>
<tr>
<td>Social and community service managers</td>
<td>11-9151</td>
<td>132.9 160.6 0.1 0.1</td>
</tr>
<tr>
<td>Statisticians</td>
<td>43-9111</td>
<td>17.2 18.8 0.0 0.0</td>
</tr>
</tbody>
</table>

\(^1\) http://www.bls.gov/home.htm
\(^3\) http://www.bls.gov/ooh/
Moreover, the Bureau of Labor Statistics lists “Market research analyst and marketing specialists” (median pay $60,300) as one of the fastest growing occupations, with a projected 10-year growth rate of 31.6%. To enter this occupational track, graduates need to possess strong data-analysis skills. While market research and marketing are not specializations in the proposal, the skills required for these careers will be learned in the program. Our focus on justice-inspired economics will appeal to private sector employers who pursue sustainable and humane business practices. Conveniently, graduates strong in data analysis will have additional employment opportunities, and graduate programs that help develop those skills, such as the one proposed here, will be more in demand.

Supply
Demand for master’s-level preparation in Economics and for financial specialists with quantitative skills clearly exists and looks to grow in the coming decade. How, then, would an MA program in Economics compare with other higher-education institutions that provide similar preparation?

We investigated current competition by performing a reverse-look-up (through College Navigator4) to identify program categorizations (CIP Codes) that fit the profile of a master’s program in Economics for John Jay College of Criminal Justice. The relevant CIP codes are listed below:


We queried the National Center for Education Statistics5 (NCES)’s IPEDS dataset6 using these codes to establish a list of potential competitor institutions. We further distinguished these potential competitors by setting: Proximity and Outside Proximity. Proximity is defined as the college’s current and desired area of influence. This segmentation allows us to focus our traditional/on-campus education offerings (due to our market positioning as a regional school) and to identify distance-education potentials based upon the norm of distance education7. Using this method we identified 66 competitors.

### Employment Change Annual Average Openings

<table>
<thead>
<tr>
<th>New York State</th>
<th>Employment 2012</th>
<th>Employment 2022</th>
<th>Change Net Percent Total Growth Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economists</td>
<td>580</td>
<td>610</td>
<td>30 5.2%</td>
</tr>
<tr>
<td>Survey researchers</td>
<td>900</td>
<td>990</td>
<td>90 10.0%</td>
</tr>
<tr>
<td>Urban and regional planners</td>
<td>1,740</td>
<td>1,860</td>
<td>120 6.9%</td>
</tr>
<tr>
<td>Economics teachers, postsecondary</td>
<td>1,460</td>
<td>1,596</td>
<td>156 10.2%</td>
</tr>
<tr>
<td>Market research analysts and marketing specialists</td>
<td>38,380</td>
<td>51,480</td>
<td>13,100 34.1%</td>
</tr>
<tr>
<td>Social science research assistants</td>
<td>6,560</td>
<td>7,630</td>
<td>1,070 16.3%</td>
</tr>
<tr>
<td>Financial specialists</td>
<td>227,940</td>
<td>253,130</td>
<td>25,190 11.5%</td>
</tr>
<tr>
<td>Financial analysts</td>
<td>34,120</td>
<td>37,790</td>
<td>3,670 10.8%</td>
</tr>
<tr>
<td>Social and community service managers</td>
<td>12,560</td>
<td>14,320</td>
<td>1,760 14.7%</td>
</tr>
<tr>
<td>Statisticians</td>
<td>1,370</td>
<td>1,840</td>
<td>470 34.3%</td>
</tr>
<tr>
<td>Statistical assistants</td>
<td>1,580</td>
<td>1,750</td>
<td>170 10.8%</td>
</tr>
</tbody>
</table>

4 https://nces.ed.gov/collegenavigator/  
5 https://nces.ed.gov/  
6 https://nces.ed.gov/ipeds/datacenter/  
7 Students seek distance education from institutions that are (a) local and (b) with a physical campus.
Curricular Comparison

We reviewed relevant program curricula as presented on competitor websites and transformed them into a meaningful data set. These topic-of-interest data were then plotted into what we call a Curriculum Matrix that allows us to observe any common areas of concentration or focus and patterns of interest.

Our topic data strongly indicates that nearly all competitors’ curricula include Microeconomic and Macroeconomic Theories, Econometrics, mathematics, and data analysis. Beyond these foundational requirements, dominant topics in the competitor group include labor, international, financial, environmental, political, public, and monetary.

The John Jay College keyword “justice” rarely appears in our records of curricula from the 66 institutions (14 counts, from a 293 page word document of all the available course descriptions, and mostly repeat references). The word “justice” appears only twice in curricular topics gathered from competitors—“Social Choice and Economic Justice,” and “Theories of Distributive Justice.” (See Appendix K.) This infrequency indicates that John Jay College’s justice-themed master’s program could distinguish itself significantly.

Non-curricular Comparison

Using IPEDS data, we compared John Jay with the competitor group in the following categories: (1) Price Point, (2) Distance Education, (3) Degree of Urbanization, (4) Ranking, (5) Part Time Percentage, and (6) Student-to-Faculty Ratio. We assume that these categories serve as contributing factors to enrollment decisions.

Unsurprisingly, John Jay College’s low cost, coupled with an average percentage of allowance,\(^8\) gives the college a cost advantage over its competitors both inside and outside proximity. John Jay College also offers an above-average availability of distance-education delivery.

\(^8\) The generalization of (Allowance)/(Allowance + After Allowance Tuition & Fees), where Allowance is defined as discounts + scholarships + any other deduction from payable tuition & fees.
Ranking\(^9\) (not shown above), however, can be a relative disadvantage for the college. The competitor group consists primarily of national schools, including some tier 1 and 2 institutions, whereas John Jay College is considered regional. We believe that the college can overcome this relative disadvantage through a unique, justice-themed master’s program consistent with our institutional mission and faculty strengths.

**Need and Justification Conclusion**
Our review of the general employment landscape and potential competitor institutions strongly suggests that demand exists for a master’s program in Economics at John Jay College. The occupation outlook may be narrow in terms of available choices of employment, but potential careers are expected to see above-average growth. And though John Jay College faces competition from other institutions of higher education, the college’s proposed program would provide a high-quality, relatively inexpensive option in New York City and could expand greatly in distance format. Perhaps most importantly, our analysis indicates that a justice-oriented curriculum built upon core skills would greatly distinguish the proposed program from other offerings and would provide a clear, rigorous option for those interested in careers in non-profit and governmental institutions.

**Students**

**Interest and Demand**
John Jay College currently has over 200 undergraduate economics majors and interest at the college has increased rapidly over the last six years. In 2012, the valedictorian was an economics major who subsequently pursued a law degree at the University of California-Berkeley. Our graduates have pursued master’s degrees in a variety of fields, but many of them wanted to pursue economics further and were disappointed to find that John Jay College offered no graduate economics program. This program will provide such an option.

Preparing John Jay College undergraduate students for advanced degrees in Economics has always been challenging due to the mathematics entrance requirements of graduate programs. The Economics Department has prepared undergraduates interested in pursuing graduate work in economics through intensive counseling and independent studies. Adoption of this MA will necessitate additional efforts by the Economics Department to prepare students for graduate education. Hosting an MA will aid that effort by providing undergraduates with immediate and tangible examples of the uses of mathematics in graduate school. The Economics Department is likely to develop an optional advanced curriculum for undergraduates desiring to enter the MA program as well as a BS/MA program.

**Enrollment Projections**
Based upon our market analysis and current undergraduate student population and interest, we project the following enrollments for the first five years of the program. We intend to eventually offer 100% of the program online, and enrollment projections include students completing the program through distance-education delivery as well as those matriculated on campus.

---

\(^9\) Ranking data are derived from *US News and World Report* and other public information.
<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Cohort Size</td>
<td>20</td>
<td>35</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Existing Full Time In State</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Existing Full Time Out State</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Existing Part Time In State</td>
<td>11</td>
<td>29</td>
<td>52</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Existing Part Time Out State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time In State</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>New Full Time Out State</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>New Part Time In State</td>
<td>14</td>
<td>25</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>New Part Time Out State</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>20</td>
<td>50</td>
<td>89</td>
<td>117</td>
<td>131</td>
</tr>
</tbody>
</table>

**Assumptions:**

- Semester Retention Rate: 90.00%
- Full-Time Percentage: 20.00%
- Part-Time Percentage: 80.00%
- In-State Percentage: 88.40%
- Out-of-State Percentage: 11.60%
- Full-Time Average Yearly Credit Load: 24
- Part-Time Average Yearly Credit Load: 15
- Full-Time Years to Complete: 2
- Part-Time Years to Complete: 4

**Admission Requirements**

- Calculus 1 and 2
- Undergraduate statistics
- Applicants who did not complete their undergraduate degree at an English-speaking institution are required to submit the Test of English as a Foreign Language (TOEFL) score report. John Jay College’s TOEFL code number is 2115-99. The required minimum TOEFL scores are 550 for the paper-based test, 213 for the computer-based test and 79-80 for the Internet-based test. Students can also take the International English Language Testing System (IELTS). A score of 7.0 is required on the IELTS.
Curriculum

Learning Outcomes
Upon completion of this program students will be able to:
1. conduct applied research suitable for government and nonprofit advocacy organizations
2. critically evaluate public policies from multiple economic perspectives
3. produce effective formal and informal communications

Learning objectives
1. Conduct applied economic research suitable for government and nonprofit advocacy organizations
   - demonstrate ability to find, evaluate and manage data sets
   - demonstrate ability to produce descriptive statistics
   - demonstrate ability to produce analytical statistics and regression analysis
2. Critically evaluate policies from multiple economic perspectives
   - determine the costs and benefits from a particular public policy from a perspective that includes implicit as well as explicit costs
   - determine the economic and social equity implications from policies
   - determine the effect of policy on demographic and other diversity issues
   - detect methodological errors in policy making and offering an alternative analysis
3. Produce effective communications
   - writing for the appropriate audience
   - peer review and editing
   - able to understand and incorporate editing advise on his/her own work
   - engage in sophisticated oral debate

All courses require their own learning objectives to meet the program learning objectives. Most courses will relate to all three program objectives. Special emphasis on program learning outcomes will be placed in certain courses to ensure a proper scaffolding of skills development. The mathematical and research methods course will build on the program objective to conduct applied research. The required field classes in Macroeconomics, Microeconomics and Development will emphasize the program learning objective to critically evaluate policies. The program objective to produce effective communication skills will be emphasize in the first semester Political Economy course and the subsequent elective courses. All three threads of the program learning objectives will weave into the objectives for the program’s required culminating experience, the Seminar in Economics course in the final semester.

The curriculum is consistent with the college’s mission; nearly every course explores justice in multiple dimensions. The curriculum offers students both basic theoretical perspectives and the essential tools to practice economic justice in their professional lives. The curriculum is set apart by the required Political Economy course where students learn to critique and analyze the dominant economic paradigm. The application of economics to justice is most evident in the Community Development course. All courses emphasize the importance of examining economics from multiple viewpoints and justice is prevalent in all. While distinct, the
curriculum is congruent to most Economics master’s degrees and should prepare students for furthering their education in PhD programs.

All courses will require students to learn professional writing skills as practiced by economists and other social scientists, but in particular: Political Economy, Research Methods I and II, Community Economic Development, Sustainable Global Development and the Seminar in Economics.

The program requires students to take 12 courses, each earning 3 credits for a total requirement of 36 credits for graduation. Eight of the courses are required leaving one third of the curriculum open for electives from a wide range of fields within Economics. Students will be required to take Mathematical Economics in their first semester unless otherwise approved by the graduate program director.

The required Seminar in Economics class serves as the program’s capstone and culminating experience, a final showcase of what students have learned throughout the program. This course replaces both a formal thesis requirement and comprehensive exams, and requires students to produce research projects worthy of publication and conference-quality presentations. Students must complete Research Methods II before enrolling in this course. The course is dedicated to the refinement of research already conducted in the Research Methods and elective courses.

**Proposed Curriculum and those qualified to instruct such classes:**

**Semester 1**
ECO 713 Political Economy (Mulder, Dhondt, Rebello, Seda)
ECO 750 Mathematical Economics (Dufour, Holder, Dhondt, Seda, Mulder)
ECO 720 Macroeconomics (Mason, Dufour)

**Semester 2**
ECO 751 Research Methods I Quantitative Analysis (Holder, Seda, Dhondt)
ECO 725 Microeconomics (Holder, Hamilton, Dhondt)
Elective #1

**Semester 3**
ECO 752 Research Methods II Econometrics (Seda, Holder, Dhondt, Mason, Mulder)
Elective #2
ECO 740 Community Development (Holder, Mulder, Gordon-Nembhard)

**Semester 4**
799 Seminar in Economics (All faculty members)
Elective #3
Elective #4

**Possible (Selected) Electives**
Eco 710 History of Economic Thought
ECO 711 Economic History
ECO 715 Contending Economic Theories
ECO 724 Global Capitalism and Debt
ECO 745 International Trade
ECO 746 International Finance
The Master of Arts in Economics provides students with a comprehensive and foundational knowledge of applied economics. The program is distinct in that it requires students to examine the unjust and just application of economic analysis and subsequent policies. The program utilizes a heterodox/pluralist approach that focuses primarily on issues of justice such as diversity, equality and sustainability. The degree will require students to have a firm understanding of the theory, skills, and tools used by practitioners in the field. Students who complete this degree will be prepared to seek employment and promotion in the public and non-profit sectors as economic analysts or to continue their education in PhD programs, law school, or other educational pursuits. Students will graduate with a distinct advantage by studying Economics from multiple perspectives.

DEGREE REQUIREMENTS
The Master of Arts in Economics requires 36 credits of coursework consisting of 8 required courses and 4 elective courses.

CORE REQUIREMENTS
Subtotal: 24
ECO 713 Political Economy
ECO 720 Macroeconomics
ECO 725 Microeconomics
ECO 740 Community Development
ECO 750 Mathematical Economics
ECO 751 Research Methods I- Quantitative Analysis
ECO 752 Research Methods II - Econometrics
ECO 799 Seminar in Economics

ELECTIVES
Subtotal: 12
ECO 710 History of Economic Thought
ECO 711 Economic History
ECO 715 Contending Economic Theories
ECO 724 Global Capitalism, Gender and Debt
ECO 745 International Trade
ECO 746 International Finance
ECO 760 Political Economy of the Environment
ECO 780 Global Political Economy of Work and Social Welfare

TOTAL CREDITS: 36
Cost Assessment

Faculty

There are currently 9 full-time faculty members in the Department of Economics and 1 full-time faculty member in Africana Studies Program at John Jay College who all hold PhDs from the leading graduate programs in Political Economy. All 10 faculty members are qualified to teach the proposed courses. Moreover, given our central location in midtown Manhattan, many prominent Economists who reside in New York have indicated that they would be amenable to teaching as adjuncts in our graduate program.

All proposed classes can be covered by our current faculty members. Complete curriculum vitae are available from the Department of Economics at John Jay College of Criminal Justice upon request.

We understand and respect our external reviewer’s concerns about faculty and staff coverage for projected enrollments, and we have revised our initial estimates to be more conservative. We believe that current faculty and staff levels will be sufficient to support the anticipated size of the program in its first five years. John Jay has an active Center for Career and Professional Development that greatly assists in students with internship and employment preparation and placement. Moreover, graduate programs at John Jay with steady growth have received additional faculty and support staff, particularly for academic advising. Should this program surpass expectations, the college is willing to meet its needs.

Facilities and Equipment

We expect that no new physical facilities and equipment will be needed in the first five years of the program. Despite our external reviewer’s reasonable concern about the lack of a request for additional funding for program resources, we believe that we have sufficient space and administrative support to launch the program as proposed. Future resource allocations will be made on the basis of program growth at both the undergraduate and graduate levels.

Library and Instructional Materials

Given the plethora of academic peer-reviewed journals already available to the college community via CUNY and John Jay College’s libraries, we do not expect any additional materials will be needed at this time.
APPENDIX A: COURSE DESCRIPTIONS FOR REQUIRED COURSES
APPENDIX A: COURSE DESCRIPTIONS FOR REQUIRED COURSES

**Political Economy ECO 713**
This course covers major theories and debates in the tradition of heterodox political economy. Topics include debates over economic methodology, value theory, historical materialism, modes of production, the labor process, the dynamics of capitalist production/competition/concentration, crisis theory, financialization, and primitive accumulation. This course will be fairly theoretical in order to prepare students for more applied topics classes. Theoretically, course readings will draw eclectically from non-neoclassical traditions, including Marxian, feminist, and institutionalist economics. Class, race, and gender will not be treated as topics, but rather as entry points into course topics throughout the semester. Given the literary traditions of Political Economy, students will compose extensive written assignments. No prerequisites.

**Macroeconomics ECO 720**
This course will give an overview of the core macroeconomic terminology, data and concepts used by scholars and policymakers, and the most important debates over macroeconomic policy. It will provide students with the tools to examine and interpret events in the global economy, and to critically evaluate arguments in current macroeconomic policy debates. The goal is to prepare students to be critical readers of the business press and active participants in economic policy debates, as well as to prepare them for further graduate study. No prerequisites.

**Microeconomics ECO 725**
Theory of consumer behavior and of the firm; market and multimarket equilibrium and stability; and varieties of imperfect competition are covered. Coverage includes theories of consumer and producer behavior in the context of a variety of real world problems. Applied examples will be drawn from fields including: information economics, environmental economics, economics of regulation, industrial organization, law and economics, natural resource economics, public finance, labor economics and regional and urban economics. For each sub-discipline covered, the most important economic model will be discussed and a review of the major research studies, techniques and empirical evidence will be undertaken. No prerequisites.

**Mathematical Economics ECO 750**
This course develops the fundamental mathematical skills required to pursue model building in all areas of microeconomic and macroeconomic theory, econometrics, and such applied fields as labor, international, financial, and development economics. Subjects covered include matrix algebra, the comparative statics of models involving several variables; constrained optimization of functions of several variables, and introductory dynamics. This course stresses the interaction of conceptual understanding and extensive problem solving as the key to mastery of mathematical reasoning. No prerequisites.

**Research Methods I- Quantitative Analysis ECO 751**
This course is designed to provide an introduction to research methods in economics. It will cover an overview to working with data, measurement of economic variables, methods of data collection, data presentation, hypothesis testing, interpreting the results of various statistical procedures and comparative research methods. The focus of this course will be to develop analytical tools to evaluate the relative merits and drawbacks of various forms of economic analysis. This course will have data lab sessions that will familiarize students with the basic tools necessary to work with large datasets. Over the course of the semester students will develop a research question, identify a source of data and present descriptive statistics from this
data in a format appropriate for professional reports. Prerequisite: ECO 750 Mathematical Economics.

Research Methods II (Econometrics) ECO 752
The purpose of this course is to help students become comfortable and creative as quantitative economics researchers. Toward that end, it introduces a series of econometric techniques by observing life in the trenches, i.e., working through how practitioners have approached and solved econometric problems as a tool for conducting significant research on substantive questions. Students are required to communicate econometric results and in writing assignments ways that are illuminating, persuasive, professional and rigorous. Students will learn at least one major statistical software package. Prerequisite: ECO 751 Research Methods I.

Community Economic Development ECO 740
The term "community economic development" is used to refer to two different things: scale (economic development at the neighborhood level) and approach or philosophy (local community control over economic development). We will look at both. As the course title suggest, our focus will be economic development rather than any number of other important dimensions of development. While we’ll touch on some specific techniques, our main emphasis will be on broad planning skills of analysis and problem-solving. We will primarily use US examples, but will occasionally look at other countries to flesh out ideas or make comparisons. In the preparation of reports students will engage in peer-editing. Prerequisite: ECO 713 Political Economy.

Seminar in Economics ECO 799
Students will prepare original research for publication in peer reviewed journals. Students will draw upon research conducted in ECO 752 Research Methods II and their elective courses to craft a manuscript worthy of publication in a peer-reviewed journal. Students will engage in extensive and peer-editing and revision. Students will produce and deliver conference quality presentation of their research throughout the course. Prerequisite: ECO 752 Research Methods II.

Selected Electives:

History of Economic Thought ECO 710
The course covers the evolution of economic thought from Ancient Greece into the 20th century. The course will focus particularly on the rise of political economy in Great Britain during the nineteenth century, and its effects on economic thought and debates in the 20th century across the globe. Our readings of original texts and contemporary scholarship in the history of economic thought will highlight the ways in which the ideas of the long since dead relate to the world we live in today.

Economic History ECO 711
This course introduces broad themes in economic history by exploring a small number of topics in depth. Topics include the transition from feudalism to capitalism; U.S. slavery, the emergence of wage labor, and the southern regional economy; the rise of the large-scale firm; and instability, depression, and structural change in the twentieth-century world economy. Particular emphasis will be placed on the development of economic and political institutions.

Contending Economic Theories ECO 715
This course aims to provide students with a basic overview of the three main contending approaches to economics: neoclassical, Keynesian and Marxian. These are three very different
ways of understanding what economies are, how they work and develop, and what impacts they have on the societies in which they exist. They also lead to different conclusions about what social changes could or should be pursued by people and also what policies governments ought to consider.

**Global Capitalism, Gender and Debt ECO 724**
This course uses economic anthropology to examine the nature of money and debt, global capitalism, the role of gender in structuring economies, and the human costs of the international debt crises.

**International Trade ECO 745**
The subject of this course is the theory, policy, political economy and history of the international organization of trade. Mainstream international trade theory is based mainly on microeconomic tools of analysis. The field of international trade ranges from abstract theoretical modeling to policy controversies. In this course we will examine both—we will take care to explore neoclassical and heterodox trade theory, while also paying attention to important empirical, political economy and policy issues.

**International Finance ECO 746**
One of the hallmark of globalisation has been the development of a global financial architecture with a very wide reach. The object of this course will be to study the dynamics of this financial system. To this end, we will first probe its historical inception and gradual development, eventually coming to study the system in its current form. We will then analyze the way it functions – the way it is enmeshed with national economies, its internal logic and dynamics, and how it sometimes experiences crises. In the process, we will discuss the working of various institutions that are central to the global financial architecture, such as central banks, private funds, private banks, etc.

**Political Economy of the Environment ECO 760**
This course is a one-semester introduction to the political economy of the environment – that is, the analysis of how scarce environmental and natural resources are allocated not only among competing ends, but also among competing individuals, groups, and classes.

**Global Political Economy Of Work And Social Welfare ECO 780**
This course is concerned with the international and comparative politics of work and social welfare. We will address the following questions: How has work been transformed by the fragmentation of the labor process and the dramatic increase in global labor supply over the last generation? What rights do employees have in the workplace and why do these rights vary so much across countries? What are the different forms in which societies solve the problems related to the reproduction of the labor force, including the nurture, education and training of the next generation of workers? Why do societies differ so much in their guarantees of employment and social security?
APPENDIX B: SYLLABI FOR NEW COURSES
APPENDIX B: SYLLABI FOR NEW COURSES

ECONOMICS 713 - Political Economy
John Jay College of Criminal Justice - City University of New York

Joseph Rebello
Fall 20NN
Office: 3509 North Hall
E-mail: jrebello@jjay.cuny.edu
Phone: 212-393-6840
Office Hours: TBA

Course Description
This course covers major theories and debates in the tradition of heterodox political economy. Topics include debates over economic methodology, value theory, historical materialism, modes of production, the labor process, the dynamics of capitalist production/competition/concentration, crisis theory, financialization, and primitive accumulation. This course will be fairly theoretical in order to prepare students for more applied topics classes. Theoretically, course readings will draw eclectically from non-neoclassical traditions, including Marxian, feminist, and Institutionalist Economics. Class, race, and gender will not be treated as topics, but rather as entry points into course topics throughout the semester. Given the literary traditions of Political Economy, students will compose extensive written assignments.

Learning Objectives
Upon completion of this class, students should be proficient in:
1. Thinking critically about different economic paradigms
2. Understanding major debates on the nature of capitalist economies
3. Understanding the dynamics of a capitalist economy
4. Understanding the relationship between processes and structures related to race, gender, class, place, and nature
5. Reading academic literature, both empirical and theoretical, in the traditions of heterodox political economy
6. Approaching original research topics using traditions in heterodox political economy

Readings
You should buy a copy of Karl Marx's Capital, Volume I (Penguin).
Other readings will be made available electronically.

Assessment
Response Papers 30%
Take-home midterm 30%
Take-home final 40%
Your final grade will be based on the following grading scale: A: > 93%, A-: 90-93%, B+: 87-89%, B: 84-86%, B-: 80-83%, C+: 77-79%, C: 74-76%, C-: 70-73%, F: < 70%.

Response papers (30%)
A 1.5-2 page, typed, single-space response to the week's readings is due weekly. Due date and submission guidelines TBA. Your responses papers should be well-written and show a thoughtful, critical, and creative engagement with the week's readings. Do not summarize entire articles. Address their major arguments and contributions in relation to each other and broader class themes.

Midterm (30%)
There will be a take-home midterm exam due on TBA. This exam will consist of short essay questions. You are permitted to use any class readings when writing your answers. Your writing is expected to be accurate, clear, creative, and critical.

Final Exam (40%)
There will be a take-home final due on TBA. This exam will consist of a few short essay questions and one longer essay. You are permitted to use any class readings when writing your answers. The final will put some emphasis on material from the second part of the semester. However, since the material in this course is inherently cumulative a serious understanding of all topics covered throughout the semester is important for doing well on this exam.

Your writing is expected to be accurate, clear, creative, and critical.

Disability
Students with permanent or temporary disabilities who would like to discuss classroom or exam accommodations should come and see me as soon as possible. You can meet me after class or privately during office hours. For your information, the phone number for Student Accessibility Services is (212) 237-8031, if you want to call and register.

Writing Center
If you need help with written English, you may consider dropping by the writing center, located in room 2450N. They provide free tutoring to students, helping them become more effective writers, from organizing and structuring a paper, to writing and proofreading it.

Late Work
Late work will only be in exceptional circumstances. It is your responsibility to make sure work can be done in time, or, when circumstances are beyond your control to let me know.

Academic Integrity and Plagiarism
For quick definitions of violations of academic integrity go to:
http://www.jjay.cuny.edu/academics/762.php
For the entire policy on academic integrity please the Graduate Bulletin:
http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the students responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
Incomplete Grade Policy
An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details:
http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

Extra Work Policy
No extra credit assignments will be available to any student at any time during or after this course. Students who want to pass the course are advised to do all of the required work with care.

Tentative Course Outline
(Asterisk denotes required reading)

1) Introduction (DATE TBA)
Topics
Introduction; method of political economy; totality; process; dialectics; economic vs. non-economic processes;

Readings
6. Mao, Z. On Contradiction
7. Althusser, L. Contradiction and Overdetermination
8. Lukacs, G. What is Orthodox Marxism?

2) The circuit of capital (DATE TBA)
Topics
Commodity; value, use value and exchange value; circuit(s) of capital; labor and labor power; surplus value; exploitation

Readings

3) Surplus value extraction (DATE TBA)
Topics
Absolute and relative surplus value; the working day; the labor process Readings


4) The labor process (DATE TBA)
Topics
Workplace discipline; guard labor; Taylorism, Fordism, Post-Fordism

Readings

5) Accumulation and crisis (DATE TBA)
Topics
Capitalist Accumulation; Unemployment and the reserve army; Business Cycle; Crisis Theory

Readings

6) Accumulation by Dispossession (DATE TBA)
Topic
Primitive Accumulation; Enclosure of the Commons, past and present; Land Grabs;

Readings

7) Feminist Economics (DATE TBA)
Topics
Feminist Economics; Reproduction of Labor Power; Household

Readings

8) Globalization (DATE TBA)
Topics
Globalization and international flows of goods and capital; global value chains

Readings

9) Financialization (DATE TBA)
Topics
Financialization; capital accumulation; source of financial profits; financialization and resources

Readings


10) Ecological economics (DATE TBA)
   
   Topics
   
   Consumption;

   Readings
   

11) Inequality (DATE TBA)

   Topics
   
   Inequality, poverty and the welfare state;

   Readings
   

1)2 Race (DATE TBA)

   Topics
   
   Race and Immigration

   Readings
   


13) Alternatives (DATE TBA)

Topics
Alternatives; cooperatives; redistribution; solidarity economy; financial trans-action tax; basic income guarantee

Readings


14) Conclusion
MATHEMATICAL ECONOMICS  
John Jay College of Criminal Justice  
ECO750, Fall 2014

Professor: Catherine P. Mulder  
Office: 3505 North Hall  
Office hours: TBA  
email: cmulder@jjay.cuny.edu  
Telephone: 212-484-1309

COURSE DESCRIPTION:

This course develops the fundamental mathematical skills required to pursue model building in all areas of microeconomic and macroeconomic theory, econometrics, and such applied fields as labor, international, financial, and development economics. Subjects covered include matrix algebra, the comparative statics of models involving several variables; constrained optimization of functions of several variables, and introductory dynamics. This course stresses the interaction of conceptual understanding and extensive problem solving as the key to mastery of mathematical reasoning.

PREREQUISITES: Undergraduate Calculus 1 and 2.

Instructional Objectives
1. Students will master mathematical tools that are used for theoretical economic modeling.  
2. Students will employ analytical and quantitative skills to further their economic research.  
3. Students will demonstrate proficiency in the tools learned in this class that are required for graduate studies in Economics.  
4. Students will be able to construct and critique mathematical models that are frequently used in economic analysis and policy recommendations.

COURSE REQUIREMENTS

Texts:  
Fundamental Methods of Mathematical Economics, 4th Edition  
By Kevin Wainwright and Alpha Chiang. ISBN-13 9780070109100  
Introduction to Mathematical Economics, 2nd Edition  

Grading:  
Grades will be determined by a weighted average (weights given below) of the student's performance on two examinations and five problem sets. The dates for the problem sets and exams are listed on the Semester Agenda. Problem sets turned in late will be penalized for each day late.

All tests are closed book but a simple calculator (no scientific or programmable calculators) may be used in exams. No other electronic devices or any resources (electronic or paper) may be used during an exam.

Grading Weights:  
First exam 25%  
Second exam 35%  
Problem sets 40%
In the past a paperback edition of this book (sometimes referred to as the “International Edition” ISBN: 0071238239) has also been available at a significant discount to the hardcover. The paperback edition is identical to the hardcover version and can be substituted for it, but it no longer appears to be available in the U.S. Earlier editions of this book cannot be substituted for the 4th edition.

BLACKBOARD:

The lecture notes for each class period will be posted on the Blackboard site for this class.

All Problem Sets must be submitted on Blackboard.

Students are encouraged, but not required, to use LaTeX typesetting software to prepare your problem sets. There are many versions of this that can be downloaded freely online.

I encourage you to try Lyx: http://www.lyx.org/.

HOW TO STUDY FOR THIS CLASS

For each class period there will be sections of the textbook that are assigned. You should read this material before the class period. You may not understand the material on the first read, and it is the objective of the lectures to clarify and elaborate on the key points, as well as to answer the questions you may have after reading the assigned material. Lecture notes for each class will also be posted on Blackboard. Although the lecture notes will, to some degree, repeat material presented in the textbook, they presume that you have already read the relevant sections of the book. After class you may want to work on the problems in the book that have the answers provided (at the end). Finally, we will have problem sets periodically which give you the chance to have a “hands on” experience that your book and notes available to refer to. These four elements—the textbook, class lectures and lecture notes, practice problems, and the problem sets—are designed to work together to help you effectively learn the course material.

Students are encouraged to work on the problem sets in groups. However, each individual must submit their own problem set (no group submissions will be accepted) representing their own individual work. Collaboration is encouraged when working on the problem sets, but students must complete their own problem sets individually and not simply copy from other group members.

POLICIES:

Academic Integrity Policy
For quick definitions of violations of academic integrity go to: http://www.ijay.cuny.edu/academics/762.php.
For the entire policy on academic integrity please the Graduate Bulletin: http://johnjay.ijay.cuny.edu/bulletins/graduatebulletin20132014.pdf

Plagiarism Policy
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original
source.
Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. The instructor reserves the right to use plagiarism detection software such as Turnitin.com and Blackboard’s SafeAssign.

Americans with Disabilities Act (ADA) Policies
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Incomplete Grade Policy
An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details. [http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf](http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf)

Extra Work Policy
No extra credit assignments will be available to any student at any time during or after this course. In exceptional circumstances students may receive substitute assignments at the discretion of the instructor.

ECO 7XX
Agenda
(subject to revision)

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment and Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Economic Models and Analysis and Review</td>
<td>W&amp;C Chapters 2 &amp; 3</td>
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<td></td>
<td>Dowling Chapter 1 &amp; 2</td>
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<td>2</td>
<td>Linear Models and Matrix Algebra</td>
<td>W&amp;C Chapters 4 &amp; 5</td>
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<td>Dowling Chapter 10-12</td>
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<td>3</td>
<td>Comparative Statics and the Derivative</td>
<td>W&amp;C Chapter 6</td>
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<td>Dowling Chapter 3</td>
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<td>4</td>
<td>Rules of Differentiation and General-Function Models</td>
<td>W&amp;C Chapters 7 &amp; 8</td>
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<td>Dowling Chapter 3 con’t</td>
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<td><a href="">Problem Set 1 due</a></td>
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<td>5</td>
<td>Optimization</td>
<td>W&amp;C Chapter 9</td>
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<td>Dowling Chapter 4</td>
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<td>6</td>
<td>Exponential and Logarithmic Functions</td>
<td>W&amp;C Chapter 10</td>
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<td><a href="">Problem Set 2 due</a></td>
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<tr>
<td>7</td>
<td><strong>FIRST EXAM</strong>: (in class)</td>
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| 8 | More than One Choice Variable | W&C Chapter 11  
Dowling Chapter 5 |
| 9 | Optimization with Equality Constraints and other such topics | W&C Chapter 12 & 13  
Dowling Chapter 6 |
| 10 | Economic Analysis and Integral Calculus | W&C Chapter 14  
Dowling Chapters 16 & 17  
**Problem Set 3 due** |
| 11 | Continuous Time: First Order and Higher Order Differential Equations | W&C Chapters 15 & 16  
Dowling Chapter 18 |
| 12 | Discrete Time: First Order & Higher Order Differential Equations | W&C Chapters 17 & 18  
Dowling Chapter 19 |
| 13 | Simultaneous Differential and Difference Equations | W&C Chapter 19  
**Problem Set 4 due** |
| 14 | Optimal Control Theory | W&C Chapter 20  
Dowling Chapter 21 |
| 15 | Introduction to Linear & Nonlinear Programming | Handout  
Dowling Chapters 13-15  
**Problem Set 5 due** |

**FINAL EXAM**
Course Overview:
This course covers macroeconomics. Macroeconomics is the study of economic behavior in systems as a whole: regions, countries, the world. The focus is on economic aggregates rather than the behavior of individual households or firms. Macroeconomics is particularly concerned with the sources of instability and conflict in the economy. Why are some countries rich, while others are poor? Why does economic growth so often involve booms, crises and depressions rather than steady expansion? Why do people with the capacity and willingness to work remain unemployed? Why does the distribution of income change over time? Why are prices not stable, but subject to periods of inflation and deflation? Why are manias, panics, bubbles and crashes so common in financial markets? Why do some countries consistently sell more than they buy from the rest of the world, while other countries buy more than they sell and must borrow abroad? (And why does it matter?) What were the causes of the financial crisis of 2008, and the deep recession and slow recovery that followed? And what, if anything, can government do to improve the functioning of the macroeconomy?

Course Description:
This course will give an overview of the core macroeconomic terminology, data and concepts used by scholars and policymakers, and the most important debates over macroeconomic policy. It will provide students with the tools to examine and interpret events in the global economy, and to critically evaluate arguments in current macroeconomic policy debates. The goal is to prepare students to be critical readers of the business press and active participants in economic policy debates, as well as to prepare them for further graduate study.

We will first examine the main economic aggregates and the ways they are measured, then we will explore analytic frameworks that describe the causal links between macroeconomic aggregates. The first half of the course develops the basic tools to understand the determination of output and the price level in a closed economy. The second half introduces international trade and financial flows, environmental issues, and macroeconomic fluctuations. The subject matter will always refer to concrete situations with a particular focus on the global financial and economic crisis that began in 2007. Controversies over macroeconomic theories and policies will be emphasized throughout the course.

Course Objectives:
Students who successfully complete this course will:

- understand the terminology used in discussions of economic policy, and to critically evaluate media stories on macroeconomic topics.
understand the most widely used formal models of the macroeconomy, and be able to connect them to concrete developments in real economies.

connect macroeconomic theory to concrete policy debates and current events.

access and make use of the main sources of national international economic data, and have a clear idea of the meaning and limitation of the most widely used series.

understand the main lines of debate within the economics profession, and have a sense of their historical evolution.

Readings
The required textbook for the course is Olivier Blanchard, *Macroeconomics*, 6th Edition. Additional required and recommended readings will be posted online or distributed in class.

Requirements
Students are expected to attend all classes, complete regular problem sets and one longer written assignment, make an in-class group presentation and complete a midterm and final exam. The grade for the course is a weighted average of problem sets (15%), writing assignment (10%), in-class presentation (10%), midterm (25%), and cumulative final (40%).

Academic Honesty
For John Jay College’s policy on academic integrity, including plagiarism, please go to: [http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf](http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf).

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Course Outline
1 Overview and Background
Week 1: The State of Macroeconomics

Krugman (2009) "How Did Economists Get It So Wrong?"

Mason and Jayadev (2013), "Strange Defeat: How Austerity Economics Lost All the Battles and Still Won the War"

Week 2: Output and Prices
Blanchard chapter 2
Hobijn and Stendel. (2007.) "Do Alternative Measures of GDP Affect Its Interpretation?"

Week 3: Balance Sheets
Godley and Lavoie, Monetary Economics, chapter 2

2 Aggregate Demand and the Short-Run Determination of Output
Week 4: The National Income Identity
Blanchard chapter 3
Cynamon and Fazzari (2008), "Household Debt in the Consumer Age: Source of Growth, Risk of Collapse"

Week 5: IS-LM
Blanchard chapters 4-5

Week 6: Monetary Policy and the Financial System
Brad DeLong (2012), "The Republic of Central Bankers"
Bernanke and Gertler (1995), "Inside the Black Box: The Credit Channel of Monetary Policy Transmission"
Doug Henwood, Wall Street (chapter 6)

3 Inflation and Unemployment
Week 7: Wage-Setting and the NAIRU
Blanchard chapter 6
Michal Kalecki (1943), "Political aspects of full employment".
Robert Pollin (1998), "The 'reserve army of unemployed' and the natural rate of unemployment': can Marx, Kalecki, Friedman and Wall Street all be wrong?"
Robert J. Gordon, "The Time-Varying NAIRU and its Implications for Economic Policy"

Week 8: Aggregate Supply and Inflation
Blanchard chapters 8-9
4 The Open Economy

Week 9: Concepts and Measurement
Blanchard chapter 18
C. Marrewijk (2004), *An Introduction to International Money and Foreign Exchange Markets* (chapters 2-4)

Week 10: Trade and Capital Flows
Blanchard chapter 19-20
John Maynard Keynes (1933), "National Self-Sufficiency"
Dani Rodrik, *The Globalization Paradox* (chapter 3)

Week 11: Exchange Rate Regimes
Blanchard chapter 21
Robert Triffin (1964), "Myths and Realities of the So-Called Gold Standard"
Jane D'Arista (2009), "The Evolving International Monetary System"
Jorg Bibow (2010), "Bretton Woods II and Bretton Woods III"

Week 12: Exchange Rate Crises

5 Macroeconomics and the Environment

Week 13: Macroeconomics and the Environment
Tim Jackson (2010), *Prosperity without Growth*
Stiglitz, Sen and Fitoussi (2010), *Mismeasuring Our Lives: Why GDP Doesn’t Add Up*

6 Fluctuations

Week 14: Business Cycles
Peter Temin (1991), *Lessons from the Great Depression*
Edward Leamer (2007), "Housing IS the Business Cycle."
Week 15: The Great Recession and Aftermath

Steve Fazzari, Barry Cynamon and Mark Setterfield, *After the Great Recession*, chs. 1, 8 & 13
Instructor: Michelle Holder
Office: Room 3500, North Hall
Office Hours: TBD
Class: TBD
Phone:
Email: mholder@jjay.cuny.edu

Course Description:
This course is designed to provide an introduction to research methods in economics. It will cover an overview to working with data, measurement of economic variables, methods of data collection, data presentation, hypothesis testing, interpreting the results of various statistical procedures and comparative research methods. The focus of this course will be to develop analytical tools to evaluate the relative merits and drawbacks of various forms of economic analysis. This course will have data lab sessions that will familiarize students with the basic tools necessary to work with large datasets. Over the course of the semester students will develop a research question, identify a source of data and present descriptive statistics from this data in a format appropriate for professional reports.

Goals and Objectives:
By the end of this course students should have gained a foundation of knowledge from which they:
(1) understand the measurement of economic variables
(2) know common sources of data
(3) organize, work with, and manipulate data
(4) the capacity to test hypotheses with empirical data
(5) know how to interpret the results of various statistical procedures
(6) develop a research question and source of data for their thesis

Prerequisites:
It is expected that students have taken an undergraduate level statistics or econometrics class.

Required Text:

Students are also encouraged to purchase their own version of Stata/IC 11.0 which is the statistical program we will be using throughout the class.

Grading:
Problem Sets: 25%
Midterm Exam: 20%
Final Exam: 20%
Research Proposal: 30%
In-class Presentation of Research Proposal: 5%
Students are required to complete weekly problem set assignments (25%). They are due at the beginning of the class. They will not be accepted after the due date. There will be two exams (20% each), covering the material from class lectures and required readings. Exams can be made up only by prior arrangement with production of appropriate documentation.

A research proposal will be due at the end of term (30%). Particular emphasis will be on analytically sharp, well thought out proposals, with precisely defined concepts, testable hypotheses which demonstrate a grasp of the relationship between methodology and theory. Students will also present a 15 minute in-class presentation to summarize the main elements of their research proposal for their final thesis. Students will also be expected to provide written comments (positive feedback) on the proposals of their peers.

All class participants are expected to take an active part in all discussions and therefore attendance at all classes and lab sessions are expected.

Labs and Statistical Software:
Every week we will be conducting a lab session where you will do hands-on data work. The software package we will be using in this course (as well as in your other research method) course is Stata 11.0.

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The course is broken into the following 6 topics with the following required readings:

### Topic 1: Introduction (Week 1 & 2)

i. Economic methods of investigation
ii. Distinction between quantitative and qualitative research approaches and methods
iii. Understanding methodology in economics
iv. The politics of numbers
v. What constitutes a test of an economic theory?
vi. Student introductions and research interests

*Readings:*


**Topic 2: Research Design (Week 3, 4, & 5)**

i. Measurement of economic variables  
ii. How to develop research questions  
iii. Quantitative vs. Qualitative approaches  
iv. Designing useful research  
v. Successful research projects

*Readings:*


**Topic 3: Data Types & Sources (Week 6 & 7)**

i. Data Types  
ii. Data sources & availability  
iii. Methods of data collection

*Readings:*


Mid-term Exam

**Topic 4: Working and Understanding Data (Week 8 & 9)**

i. Coding of data  
ii. Data editing  
iii. Missing values  
iv. Data transformation (index construction)  
v. Weights  
vi. Describing data

*Readings:*

**Topic 5: Visual Display of Quantitative Information (Week 10 & 11)**

i. Capabilities and functions of charts and graphs  
ii. Spotting distortions and lies in graphs  
iii. Guidelines for creating effective graphs  
v. Tools of graphical display

*Readings:*


**Topic 6: Common Measurements, Tests and Research Problems (Week 12, 13, 14 & 15)**

i. Statistics as relationships  
ii. Regression analysis  
iii. Detecting and correcting violations of regression assumptions  
v. Measurement error  
vi. Writing policy memos vs. technical reports

*Readings:*


In-Class Presentation

Research Proposal Due

Final Exam
Course Description:

Theory of consumer behavior and of the firm; market and multimarket equilibrium and stability; and varieties of imperfect competition are covered. Coverage includes theories of consumer and producer behavior in the context of a variety of real world problems. Applied examples will be drawn from fields including: information economics, environmental economics, economics of regulation, industrial organization, law and economics, natural resource economics, public finance, labor economics and regional and urban economics. For each sub-discipline covered, the most important economic model will be discussed and a review of the major research studies, techniques and empirical evidence will be undertaken.

Instructional Objectives:

Upon completion of this class, students should have a basic understanding of microeconomic theory. To this end, the following areas and concepts will be explored:

1 Neoclassical Microeconomic Theory.
2 Important Critiques of Neoclassical Microeconomic Theory.
3 Institutional and New Institutional Microeconomic Theories.
4 These theories will be applied to various urban issues such as wage policies, retirement savings, health care disparities, and unequal resource application.

Texts:

The Main text book we will use is by Nicholson and Snyder (in bold below). The other readings are available through the CUNY Library or will be provided.


Center for American Progress.


Grading:
Policies:

**Academic Integrity Policy**
For quick definitions of violations of academic integrity go to:  
For the entire policy on academic integrity please the Graduate Bulletin:  
http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

**Plagiarism Policy**

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college’s policies in the John Jay College of Criminal Justice Graduate Bulletin. If caught cheating or plagiarizing on any assignment, you will fail that particular assignment. If there is a second violation, you will fail the course. If you plagiarize the final research paper, you will fail the class. Plagiarism includes work you’ve completed for other classes, i.e., you are plagiarizing yourself. (See more below)  
http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

**Americans with Disabilities Act (ADA) Policies**
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Incomplete Grade Policy**
An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details.  
http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

**Extra Work Policy**
No extra credit assignments will be available to any student at any time during or after this course.
**Course Agenda**
Subject to Change

*Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading (*required, otherwise suggested)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Consumer Theory</td>
<td>NS 3,4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Consumer Theory</td>
<td>NS 5,6</td>
<td>HW 1 Due</td>
</tr>
<tr>
<td>3</td>
<td>Consumer Theory</td>
<td>Frank (1985, 2005); Schor (1998)</td>
<td>HW 2 Due</td>
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<tr>
<td>4</td>
<td>Producer Theory</td>
<td>NS 9, 10</td>
<td>RR1 Due</td>
</tr>
<tr>
<td>5</td>
<td>Producer Theory</td>
<td>NS 11</td>
<td>HW 3 Due</td>
</tr>
<tr>
<td>6</td>
<td>Producer Theory</td>
<td>Gordon (1196); Mellizo et al (2011); Williamson (2003)</td>
<td>HW 4 Due</td>
</tr>
<tr>
<td>7</td>
<td>Competitive Markets</td>
<td>NS 12</td>
<td>RR 2 Due</td>
</tr>
<tr>
<td>8</td>
<td>Market Power</td>
<td>NS 14, 15</td>
<td>HW 5 Due</td>
</tr>
<tr>
<td>9</td>
<td>Market Power</td>
<td>Baker (2007); Balto (2011)</td>
<td>HW 6 Due</td>
</tr>
<tr>
<td>10</td>
<td>Labor Markets</td>
<td>NS 16</td>
<td>RR 3 Due</td>
</tr>
<tr>
<td>11</td>
<td>Labor Markets</td>
<td>Brenner and Luce (2005); Card and Krueger (1997); Springer et al. (2010)</td>
<td>HW 7 Due</td>
</tr>
<tr>
<td>12</td>
<td>Asymmetric Information</td>
<td>NS 18, Akerlof and Yellen (1990); Fehr et al. (1998)</td>
<td>RR 4 Due</td>
</tr>
<tr>
<td>13</td>
<td>Externalities and Public Goods</td>
<td>NS 19</td>
<td>HW 8 Due</td>
</tr>
<tr>
<td>14</td>
<td>Externalities and Public Goods</td>
<td>Bowles (2008); Gneezy and Rustichini (2000)</td>
<td>HW 9 Due</td>
</tr>
<tr>
<td>15</td>
<td>Externalities and Public Goods</td>
<td>Ostrom (1990)</td>
<td></td>
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</tbody>
</table>

*The Agenda is subject to change with prior announcement from the instructor.*
Course meeting time and location
TBD

Course description
The term “community economic development” is used to refer to two different things: scale (economic development at the neighborhood level) and approach or philosophy (local community control over economic development). We will look at both. As the course title suggest, our focus will be economic development rather than any number of other important dimensions of development. While we’ll touch on some specific techniques, our main emphasis will be on broad planning skills of analysis and problem-solving. We will primarily use US examples, but will occasionally look at other countries to flesh out ideas or make comparisons. In the preparation of reports students will engage in peer-editing.

Course requirements
This course is built around informed discussion and independent work by students. Doing the readings on time, attending class, and participating in discussion on the readings are absolutely required, because students need to do these things to get value from the class.

As a way of encouraging critical thinking about the readings, each week an arbitrarily chosen group of students is assigned to do a presentation on that week’s readings to kick off the class. Because the class is large, each student will just have to be in such a readings presentation group once. It is up to the group how to divide up the turf: have each person pick a reading and develop her/his own presentation, discuss presentations together, or something else.

There are also two take-home assignments:
1) Take-home test. Your chance to broadly discuss and apply the main concepts in the first half of the course. You must do the test individually.
2) Term paper on a current community economic development topic (more detail on the next page). This can be turned in by an individual student, or a group of up to 4. The paper assignment includes four checkpoints:
   a) Topic prospectus
   b) Outline and progress report
   c) Presentation in the final class meeting
   d) Turning in the finished paper

The final grade will be approximately based on the following:
25%  Class participation (PLEASE NOTE THAT ONE-QUARTER OF THE GRADE IS CLASS PARTICIPATION)
30%  Take home exam
45%  Paper (grade composed of all 4 checkpoints)
Due dates of all assignments are given in the course schedule. Assignments turned in late will be graded down severely.

PAPER ASSIGNMENT

*The assignment* is to write a reflective paper on a community economic development topic of your choosing, within certain parameters. The parameters are:
The paper should speak to one of the Big Questions introduced in session 1 of the class: people vs. place, the problem of scale, politics vs. economics, internally driven vs. externally driven development. The Big Question involved does not have to be the main topic of the paper, but it should be clear how the paper connects to it.

You should draw on literature from the course reader and other relevant *analytical* literature. By analytical, I mean articles, books, or reports that do not simply report a series of facts or events, but try to explore or explain broader or deeper patterns. Not just newspaper articles, for example. But they do not have to be academic pieces—they could be directed at policy or practice.

You should also draw on at least one real-life example. The example can be in LA, elsewhere in the United States, or elsewhere in the world. You can learn about the example either by conducting one or more interviews, by consulting other sources (media accounts, case studies written up by researchers, etc.), or both. I will not give you more credit for doing an interview rather than a media search, but I *will* give you more credit for presenting a richer, more multi-dimensional picture of the example(s). If you are thinking of going the interview route, please be warned that if you do not already have contact with people involved in the example, it may be very hard for you to find them and convince them to give you an interview!

The paper should be 3750-5000 words (about 15-20 pages, double-spaced). If it is considerably longer or shorter, its length should justify itself: a short paper should pack a lot into few words; a long paper should make evident why you needed to present more evidence or arguments to make your point clearly. Always be careful to cite all sources used, to put direct quotations in quotation marks, to use direct quotes rather than close paraphrases, etc. See the advice on using sources that starts at the bottom of p.2 of the syllabus. One added piece of advice: though when you are on a roll with writing it is tempting to not stop and note the sources you are using, it is *always* easier to put in sources while you are writing than to go back and try to find them later.

*Group papers* by groups of no more than 4 are OK. Not surprisingly, I expect a group paper to gather more information and cut deeper than an individual paper. This means a longer paper, but it should not be twice as long for two students, etc.

There are four *checkpoints* for the paper assignment, and your grade will be based on all four. Please post all assignments on the CCLE website. I prefer to get a hard copy as well, but this is not required.

**Topic prospectus, due October XX.** Your prospectus should identify your topic, explain how it links to one or more of the Big Questions, and say what example or examples you plan to use. Say what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. About 250-500 words.

**Outline and progress report, due November XX.** The *outline* should be an elaborated outline laying out the main topics and arguments you plan to explore, not just “introduction – findings – conclusion.” If you know what sources you will use or plan to use for particular sections, you can note those as well (I am not looking for full, correct references at this stage for writing). The *progress report* is saying briefly what you have done and what you plan to do to complete the research for the
Presentation in front of the class, Week 11 (date to be set). We will allot 3 minutes per student (!), maybe a bit more if the class enrollment shrinks. For papers by groups of students, everybody should present, but you do not have to present “what you wrote”; you can divide up the presentation in any way you see fit.

Finished paper, December XX.

In all written work, we expect you to identify all sources of data, information, and ideas. When quoting or paraphrasing someone else’s work, cite the source. My preferred form of citation is the author-date form. For example:
The data on firm size indicate that small business’s contributions to U.S. growth are actually relatively modest (Harrison 1994, Chapter 2).

Then at the end of the paper, have a complete list of references. For example:

NOTE: Using someone else’s information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people’s work to come up with your own ideas and conclusions). In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, “put it in quotation marks.” (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it’s close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people’s ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.

Readings
Readings will be available via Blackboard under the headings “Week 1,” “Week 2,” etc. Some readings are also available online at URLs identified in the syllabus. A

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SCHEDULE OF CLASSES AND ASSIGNMENTS

Week 1 (Sept. XX): Defining the problem, the goal, and a first look at solutions
What is community economic development? What problem is it trying to solve? What are some of the limits and tradeoffs involved in CED?
READINGS:

- Gilda Haas, “Turning economic justice into economic development,” no date.
- Randall Crane and Michael Manville, “People or place? Revisiting the who vs. where of urban development,” *Land Lines* (Lincoln Land Institute), July 2008, 2-7.

ASSIGNMENTS:

Assignments for presenting readings handed out
Term paper assignment handed out

WEEKS 2-4: CONTEXTS FOR COMMUNITY DEVELOPMENT

Week 2 (Oct. XX): Focus on power: Community organizing
How do you figure out who has power in (or over) a community? What are different community organizing approaches to changing the balance of power? What is a planner’s role and responsibility in the face of power imbalances?

READINGS:

  http://sociology.ucsc.edu/whorulesamerica/theory/power_structure_research.html

Week 3 (Oct. XX) Focus on large-scale markets: Regional development theory
Why do economic activities locate where they do? What is agglomeration, and how does it affect where businesses locate? Why do rich regions stay rich and poor regions stay poor?

READINGS:

ASSIGNMENTS:
Paper topic prospectus due

Week 4 (Oct. XX): Cities and urban problems
What forces affect the economies of the cities? What approaches to urban revitalization have succeeded?

READINGS:
  http://www.americancity.org/article.php?id_article=78
- Optional (this article has a lot of interesting ideas, but also assumes a lot of prior knowledge so parts of it may be hard to understand): Neil Brenner and Nik Theodore, “Cities and the geographies of ‘actually existing neoliberalism’,” Antipode, June 2002: 349-379.

WEEKS 5-10: CAPITAL INVESTMENT STRATEGIES

Week 5 (Oct. XX): Alternatives to disinvestment and displacement
Why does capital abandon some urban areas? Why does investment lead to displacement in other areas (or sometimes the same areas at another time)? What strategies can we use for reinvestment without displacement?

READINGS:

ASSIGNMENTS:
Take home test handed out

Week 6 (Nov. XX): Financial strategies
Can specialized financial institutions, tools, or programs help get capital flowing to businesses and households in poor neighborhoods? What are the prospects for more unconventional strategies?

READINGS:
- Lehn Benjamin, Julia Sass Rubin, and Sean Zielenbach, “Community Development Financial

returns,” 145-169.


ASSIGNMENTS:

- Work on take-home test

**Week 7 (Nov. XX) : Making redevelopment benefit the community**

Why does the normal, “neutral” process of redevelopment disadvantage communities of color? What are strategies for making development more accountable to lower income and minority communities and workers?

**READINGS:**


**ASSIGNMENTS:**

- Turn in take-home test

**WEEKS 8-10: UPGRADING SKILLS AND CAPACITIES: WORKERS, BUSINESSES, COMMUNITIES**

**Week 8 (Nov. XX): Workforce development strategies**

Michael Teitz (Week 1) says that building up skills is one of the best ways to help poor neighborhoods. What approaches to skill upgrading and placement work? How do skill-building strategies fit in with other strategies such as strengthening career ladders, politically enhancing access to jobs, and/or improving the jobs people already have?
READINGS:


ASSIGNMENTS:

- Outline and progress report on term paper due

**Week 9 (Nov. XX, but I imagine we will reschedule): Small business strategies**

What are winning strategies for developing small businesses? Is it most helpful to provide supports, set standards, or simple not regulate them too much?

READINGS:


**Week 10 (Dec. XX): Social capital in economic development, and course wrap-up**

What is social capital, and does it matter? Also, let’s take some time to think back on what we have learned.

READINGS:

- Flashback: Look back at the Teitz and Crane/Manville readings from week 1 (both provide overall framing of community economic development)

**Week 11 (To be scheduled during finals week): Student presentations**

The length of the presentations will depend on the number of students, but it will probably be about 3
minutes per student (!). For papers by groups of students, everybody should present, but you do not have to present “what you wrote”; you can divide up the presentation in any way you see fit.

ASSIGNMENTS:
   Paper due December XX
COURSE SYLLABUS

COURSE DESCRIPTION:

The purpose of this course is to help you become comfortable and creative as empirical economic researchers. We will therefore introduce a series of econometric techniques and models by observing life in the trenches, i.e., working through how practitioners have approached econometric problems and built models as a vehicle for addressing substantive questions. Students are required to communicate econometric results and in writing assignments ways that are illuminating, persuasive, professional and rigorous. Students will learn at least one major statistical software package.

PREREQUISITES: Research Methods I and Mathematical Economics

Instructional Objectives

- Students will master statistical and econometric tools that are used for practical and applied economic modeling.
- Students will employ analytical and quantitative skills to further their economic research.
- Students will demonstrate proficiency in the tools learned in this class that are required for graduate studies in Economics.
- Students will be able to construct and critique econometric models that are frequently used in economic analysis and policy recommendations.

TEXTBOOKS AND READINGS

There are two required textbooks for the course: The Practice of Econometrics by Ernest M. Berndt; and Introduction to Econometrics by James Stock and Mark Watson. Please check used and online bookstores for the Berndt book. As additional references, we recommend A Guide to Econometrics by Peter Kennedy and Mostly Harmless Econometrics by Joshua Angrist and Jörn- Steffen Pischke. We also assign readings from the literature. Almost all are linked on the syllabus. Please bring the current readings, including textbooks, to class.

REQUIREMENTS

There are two sets of requirements for the course:

1. Problem sets. We will assign six problem sets. You are required to complete all six, and the lowest grade will be dropped. We will not assign any exercises in the first week. After the first week, we will assign exercises every two weeks up to the last week of the course. The
six exercises you turn in will collectively count for 50 percent of your final grade.

2. **Term paper.** The term paper assignment can be in one of two forms: a replication of an empirical econometric paper that interests you, or an original piece of econometric research. Given other demands over the course of the semester, we strongly recommend that you opt for the replication option, which should generally be less demanding than coming up with, estimating, and writing an original research paper. Replication can be an illuminating experience, especially, of course, if you choose a paper that really interests you. Having said that, we will not stop anyone who is just burning with an original idea to get it down on paper. The term paper will count for the other 50 percent of the grade. In addition, some of the homework assignments will involve providing us with preliminary materials and updates on the term paper. Finally, we require all students to make oral presentations of their term paper on the last week of class. We emphasize now, and will continue to do so during the term, the need to work steadily throughout the semester on this project.

**COMPUTER/DATA/SOFTWARE SUPPORT**
Throughout the term we will conduct lab sessions to assist people in getting comfortable using a text editor and statistical application to manage and analyze data; We will begin with sessions on Stata and R. Later in the term we will hold additional lab sessions to familiarize you with the use of EViews. The instructor will lead these lab sessions and will also hold regular office hours throughout the course to assist people further with their data and software needs and concerns.

**Academic Honesty**
For John Jay College’s policy on academic integrity, including plagiarism, please go to: [http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf](http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf).

**Disability Policy**
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**COURSE STRUCTURE**
1. **Methodological Issues and Descriptive Statistics (3 classes)**

**Methodology**


Descriptive Statistics


Critical Replication (2 Classes)


Multiple Regression in Price Index Construction. (2 Classes)
Berndt, Ch. 4.

Stock and Watson, Chs. 4 and 5, as needed.
Modeling Capital Accumulation/Investment Functions (3 Classes)
Berndt, Ch. 6.

Stock and Watson, Chs. 8, 10 and 14 as needed.

Identifying Economic Effects with Comparisons and Controls (3 Classes)


Angrist and Pischke, Ch. 5.


Stock and Watson, Chapter 11, Regression with a Binary Dependent Variable

**Heteroskedasticity and clustered errors**

Angrist and Pischke, Ch. 8.


**VI. Causal Inference in Micro and Macro Settings (4 Classes)**

**Instrumental Variables**

Angrist and Pischke, Ch.5: pp.112-138  2SLS and the Wald Estimator; pp.150-158 IV as “Local Average Treatment Effect” (LATE); pp.188-192 Forbidden regressions and other common IV Mistakes; pp.205-216 Weak instruments and the bias in IV


**Regression Discontinuity**
Angrist and Pischke, Ch. 6.


**Macro: Granger Causality, Cointegration, and VAR**
Stock and Watson, Ch. 14 as needed and Chs. 12-13 passim.


http://www.jstor.org/stable/2231790


**Nonparametric and Quantile Estimators (2 classes)**
Angrist and Pischke, Ch. 7, pp. 269-283.


Roger Koenker and Kevin Hallock, “Quantile Regression.”


Inflation, Unemployment and Aggregate Macroeconometric Models (4 Classes)
Berndt, Ch. 10, "Parameter Estimation in Structural and Reduced Form Equations of Small Macroeconometric Models: The Phillips Curve and NAIRU”


Student Oral Presentations of Course Term Papers (2 classes plus extra sessions)

Start thinking about it right away.
AGENDA

Methodological Issues and Descriptive Statistics (4 classes)
  Introductions
  Methodology
  Descriptive Statistics

Critical Replication (2 Classes)
Problem Set 1 distributed
Multiple Regression in Price Index Construction. (2 Classes)

Distributed Lags and Autocorrelation in Aggregate Investment Functions (3 Classes)
  Problem Set 2 distributed
Identifying Economic Effects with Comparisons and Controls (3 Classes)
  Problem Set 3 distributed

Causal Inference in Micro and Macro Settings (4 Classes)
Nonparametric and Quantile Estimators (2 classes)
Macroeconometric Models (4 Classes)
  Problem Set 5 distributed

Student Oral Presentations of Course Term Papers (3 classes)
  Problem Set 6 distributed

Term Paper and Problem Set 6 Due
Seminar in Economics  
John Jay College of Criminal Justice  
ECO 799

Professor: Catherine P. Mulder  
Office: 3505 North Hall  
Office hours: TBA  
email: cmulder@jjay.cuny.edu  
Telephone: 212-484-1309

COURSE SYLLABUS

COURSE DESCRIPTION:

Students will prepare original research for publication in peer reviewed journals. Students will draw upon research conducted in ECO 752 Research Methods II and their elective courses to craft a manuscript worthy of publication in a peer-reviewed journal. Students will engage in extensive and peer-editing and revision. Students will produce and deliver conference quality presentation of their research throughout the course. Prerequisite: ECO 752 Research Methods II.

PREREQUISITES: Research Methods II

Instructional Objectives

- Students will engage in peer-editing.  
- Students will produce and deliver conference quality presentations of their research.  
- Students will produce publishable research.

Grade

100% of the course grade is determined by the final paper.

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Course Schedule

Week 1  Presentation of research conducted in previous classes.  
Week 2  Workshop on crafting a clear thesis.  
Week 3  Outlines due. Outlines presented in class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>4</td>
<td>Outline presented in class.</td>
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<tr>
<td>5</td>
<td>Workshop on peer-editing.</td>
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<tr>
<td>6</td>
<td>Supervised peer-editing.</td>
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<td>7</td>
<td>Roundtable on progress.</td>
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<td>8</td>
<td>Supervised peer-editing.</td>
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<td>9</td>
<td>Roundtable on progress.</td>
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<tr>
<td>10</td>
<td>Workshop on presentation.</td>
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<td>11</td>
<td>Presentations.</td>
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<tr>
<td>13</td>
<td>Presentations.</td>
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<tr>
<td>14</td>
<td>Presentations. Final papers due.</td>
</tr>
</tbody>
</table>
The only reason, the only excuse, for the study of economic theory is to make this world a better place in which to live.

- Wesley Clair Mitchell

The difficulty lies, not in the new ideas, but in escaping from the old ones, which ramify, for those brought up as most of us have been, into every corner of our minds.

- John Maynard Keynes

**History of Economic Thought**

The course covers the evolution of economic thought from Ancient Greece into the 20th century. The course will focus particularly on the rise of political economy in Great Britain during the nineteenth century, and its effects on economic thought and debates in the 20th century across the globe. Our readings of original texts and contemporary scholarship in the history of economic thought will highlight the ways in which the ideas of the long since dead relate to the world we live in today.

**Instructional Objectives**

- Students will understand the intellectual origins of contemporary economic theories and debates.
- Students will understand different models accounting for the interaction and evolution of economic thought, economic practices, and economic policy.
- Students will further develop critical reading and writing skills that allow them to draw links between philosophical and theoretical controversies and real world politics and policies.

**Texts**

Any course reading not available in the following will be shared on blackboard.

**Evaluation**

Attendance/Participation 10%
Weekly Responses 30%
Midterm 30%
Final 30%

**Thinking About the Components of the Course**

Our texts, your careful reading of them, in-class lectures and discussion, office hours, etc. all work together to produce this course. The course is not simply *the* text, or, *the* lecture. This may seem obvious, but students often perform poorly by treating one part of the experience as the essence of the course, neglecting the other aspects as secondary. Do not make that mistake.

**Attendance and Participation**

You should come to class prepared to discuss readings. If you are not prepared, you will lose points on your participation grade. You should bring course readings to class. We will often refer to specific passages in our texts. If you can absolutely not print out a copy of an electronic reading, you should take detailed notes from your reading to class. Participation involves both answering and posing thoughtful questions as well as directed the rest of the class to important, interesting, and/or confusing passages from the text.

**Response Papers**

You are responsible for posting weekly responses to blackboard based on our current readings and discussions. Your response papers will be evaluated based on grammar, clarity, engagement with class texts, and the extent to which they creatively/critically linked different course themes and texts together. Further instructions on submissions are available on blackboard.

**Late Work**

You should hand in work on the appropriate due date. If you fail to do so, without a documented excuse, the work may not be accepted.
Exams

Our midterm and final exams will be take home. You will have a week to produce a number of short essays. You may use your notes and class texts, but not outside sources. Your final will be cumulative although there will be some emphasis on material from the second half of the semester.

Policies

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*Extra Work Policy* No extra credit assignments will be available to any student at any time during or after this course. In exceptional circumstances students may receive substitute assignments at the discretion of the instructor.

Course Outline
This schedule is subject to minor changes based on our progress. You should have the relevant reading done by class. Other readings will be made available through bLACKBOARD.

**DATE** Course Structure and Expectations (syllabus)

**DATE** History of Economic Thought:
- Preface (HET)
- Introduction (TWP)

**DATE** Economic Methodology and Competing Theories:

**DATE** The Old Testament and Aristotle:
- Eric Roll. *A History of Economic Thought* pp.9-24
- Aristotle. “Politics” and “Nichomachean Ethics” (RDR)

**DATE** Medieval Thought:
- Eric Roll. *A History of Economic Thought* pp.24-42
- St. Thomas Aquinas from *Summa Theologica* (RDR)
- D. Wood. Introduction and Chapter 1 - “Private Property versus Communal Rights...”
- D. Wood. Chapter 3 - “What is Money?”
- S.M Ghazanfar. “Scholastic Economics and Arab scholars: the “Great Gap” thesis reconsidered”
- H. Hosseini. “Understanding the market mechanism before Adam Smith: economic thought in medieval Islam”

**DATE** Development Towards Capitalism and Mercantilism:
- Karl Polanyi. “Evolution of the Market Pattern”
- Ch.1 (HET)
- Ch.2 (HET)
- Ch.1 (ETR)

**DATE** Productive Labor and Self-Interest:
- Ch. 2 (HET)
- F. Quesnay. “Tableau Economique” (RDR)

**DATE** Adam Smith:
• selection from *The Theory of Moral Sentiments*
• E. Kuiper. “The construction of masculine identity in Adam Smith’s *The Theory of Moral Sentiments*”
  • pp. 40-64 (HET)
  • pp. 156-179 (RDR)
• selection from *The Wealth of Nations*

**DATE** Malthus:
• Ch. 3 (ETR)
• Ch. 4 (HET)

**DATE** The Question of Gluts:
• J.-B. Say “A Treatise on Political Economy.” (RDR)
• Malthus. “Principles of Political Economy.” (RDR)
• Ch. 5 (ETR)

**DATE** Ricardo:
• selection from *On The Principles of Political Economy and Taxation*
• Ch. 5 (HET)
• Ch. 4 (ETR)

**DATE** Early Subjectivism and Responses to Capitalism:
• Ch. 6 (HET)
• Ch. 7 (HET)
• Ch. 8 (HET)
• selections from John Stuart Mill’s *Principles of Political Economy*
• Ch. 6 (ETR)

**DATE** Marx’s Critique:
• selections from *Capital*
• pp. 202-231 (HET)
• Ch. 7 (ETR)

**DATE** Marginal Revolution:
• Ch. 10 (HET)
• W.S. Jevons. “The Theory of Political Economy” (RDR)
• Ch. 8 (ETR)

**DATE** Neoclassical Economics:
• Ch. 11 (HET)
• A. Marshall "Principles of Economics" (RDR)
• Ch.9 (ETR)

**DATE** Institutionalism:
- John R. Commons “Institutional Economics” (RDR)
- T. Veblen “The Theory of the Leisure Class” (RDR)

**DATE** Keynes:
- J.M. Keynes. “The End of Laissez Faire” (RDR)
- selection from *The General Theory*

**April 25** Counter-Keynesianisms 1:

**April 30** HET and Contemporary Economics 1:
- TBA
ECO 711 Economic History
John Jay College of Criminal Justice-City University of New York
Instructor: Professor Catherine P. Mulder

Syllabus

Office: North Hall, 445 West 59th Street, New York, NY 10019
E-mail: cmulder@jjay.cuny.edu
Phone: 212-484-1309
Office Hours:
Class Meeting Time: XXX

Course Description:
This course introduces broad themes in economic history by exploring a small number of topics in depth. Topics include the transition from feudalism to capitalism; U.S. slavery, the emergence of wage labor, and the southern regional economy; the rise of the large-scale firm; and instability, depression, and structural change in the twentieth-century world economy. Particular emphasis will be placed on the development of economic and political institutions.

Prerequisites: There are no prerequisites required for this class.

Instructional Objectives:
1. Students will understand and critically evaluate how capitalism developed in the United States
2. Students will have a sophisticated grasp of other economic structures
3. Students will use the knowledge gained in this class to evaluate and critique various schools of economic thought and their differing analysis of Economic History.

Texts:
Karl Polanyi, The Great Transformation
Roger L. Ransom and Richard Sutch, One Kind of Freedom: The Economic Consequences of Emancipation
Gavin Wright, Sharing the Prize: The Economics of the Civil Rights Revolution in the American South
Alfred D. Chandler, Jr., The Visible Hand: The Managerial Revolution in American Business
Alice Amsden, Asia's Next Giant: South Korea and Late Industrialization
Peter Temin, Did Monetary Forces Cause the Great Depression?

Requirements and Grading: The course requirements are an in-class midterm exam, a take-home final exam, 2-page weekly response papers on the class readings, and contribution to class discussions. The midterm exam will be based in part upon study questions distributed in advance.

The response papers will be graded on a pass/fail basis. They must be sent prior to the lecture on the relevant readings in order for you to receive credit for that paper, except for the first response paper (on Polanyi), which is due no later than 11:15 a.m. on Monday, Sept. 9. A list of due dates for the response papers is provided at the beginning of the agenda. Students may omit any two of the twelve response papers without penalty.
Grading will be based approximately as follows:
Class Discussion and Response Papers 35%
Midterm 25%
Final exam 40%

**Late Assignments:**
- The will be very few if any excused late assignments—so please PLAN AHEAD. Since most of your assignment will be submitted online, either on BlackBoard they will be time and date stamped—thus if you miss the deadline, for the first day (24 hours) you will be penalized 10%, the 2nd and 3rd days, an extra 5% each. You will receive no credit for assignments handed in after Day 3—you still should probably do the assignment this this class is cumulative, but you will receive no credit for it. So please, I know it's hard, but try to anticipate feeling ill, having to work late, your computer crashing, losing internet service or whatever and get the assignment done early—leaving it to the last minute could have serious consequences.

**Policies**

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**Course Agenda**
Subject to Change

*Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.*

**RESPONSE PAPER DUE DATES:**
1. Monday, Sept. 9 Polanyi
2. Thursday, Sept. 12 Sweezy et al.
3. Thursday, Sept. 19 Pomeranz
4. Thursday, Sept. 26 Moore
5. Tuesday, Oct. 1 Ransom and Sutch
6. Tuesday, Oct. 8 Wright
7. Thursday, Oct. 24 Chandler, Sabel and Zeitlin, Schneiberg
8. Thursday, Oct. 31 Lamoreaux
9. Thursday, Nov. 7 Fishlow, Amsden
10. Thursday, Nov. 14 Temin
11. Thursday, Nov. 21 Bernstein, Kindleberger
12. Tuesday, Dec. 3 Diaz Alejandro, Brown, Owen

**READING ASSIGNMENTS**

**Introduction: Theory, History, and Economic Boundaries (Sept. 3)**

**I. The Transition from Feudalism to Capitalism (Sept. 5-24)**
**Sept. 5-10**

**Sept. 12-17**

**Sept. 19-24**

Recommended:


Asia in the Great Divergence, Special Issue of the *Economic History Review*, 64 (s1) (Feb. 2011), pp. 1-184.


**II. U.S. Slavery, the Emergence of Wage Labor, and the Southern Regional Economy (Sept. 26-Oct. 10)**

**Sept. 26**

**Oct. 1-3**

**Oct. 8-10**
*Gavin Wright, Sharing the Prize: The Economics of the Civil Rights Revolution in the American South* (Cambridge, Mass., 2013), ch. 2-4, 6-7, pp. 32-149, 183-257, 273-287, 292-301.

Recommended:


**IN-CLASS MIDTERM EXAM (Thursday, Oct. 17)**

**III. The Rise of the Large-Scale Firm (Oct. 22-Nov. 12)**
Oct. 22-24

Oct. 29

Oct. 31-Nov. 5

Nov. 7-12
*Alice Amsden, *Asia's Next Giant: South Korea and Late Industrialization* (New York, 1989), ch. 1, 4-6, pp. 3-23, 79-155.

Recommended:


IV. Instability, Depression, and Regimes of Accumulation in the Twentieth-Century World Economy (Nov. 14-Dec. 5)

Nov. 14-19
*Peter Temin, *Did Monetary Forces Cause the Great Depression?* (New York, 1976), ch. 3-4, pp. 62-137.

Nov. 21-26

Dec. 3-5

Recommended:


Contending Economic Theories  
John Jay College of Criminal Justice  
ECO715

Professor: Catherine P. Mulder  
Office: 3505 North Hall  
Office hours: TBA  
email: cmulder@jjay.cuny.edu  
Telephone: 212-484-1309

COURSE SYLLABUS

COURSE DESCRIPTION:

This course aims to provide students with a basic overview of the three main contending approaches to economics: neoclassical, Keynesian and Marxian. These are three very different ways of understanding what economies are, how they work and develop, and what impacts they have on the societies in which they exist. They also lead to different conclusions about what social changes could or should be pursued by people and also what policies governments ought to consider.

The course is organized in seminar format. Each student will be responsible for leading one discussion, participation, weekly reading response papers, and a term paper on a topic to be negotiated with the instructor.

PREREQUISITES: None

Instructional Objectives  
Students will be able to understand the differences economic paradigms  
Students will understand contending economic theories influence public policy  
Students will understand that theories evolve and often taken out of context.

Texts: 

ISBN: 978-0-262-51783-6  This text will be referred to below as CET.

Richard D. Wolff, Capitalism’s Crisis Deepens: Essays on the Global Economic Meltdown, 2010-2014. This text will be referred to as CCD. You can order this book directly by clicking here (or copy this link to your browser: https://gumroad.com/l/RichardWolffCapitalismsCrisisDeepens). Once on the webpage scroll down and click the “Buy this!” button. You will be prompted to enter your email address and payment information, then click the “Pay” button. Shortly after the transaction is completed you will receive an email to the address you entered before paying. The email will have a “Download” button in the body of the text, click it and you will have downloaded the e-book in PDF format. The cost of this e-book is $10.
Requirements and Grading
Discussion Leader 25%
Participation 20%
Weekly Response Papers 20%
Term Paper 35%

Late Assignments:
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Readings: Each Section will consist of 2 weeks

1. Introduction to the Analysis of Contending Economic Theories

CET, “To Our readers” and Chapter 1 ("Three Different Theories")
Pages: xiii-50.
CCD, “Part I” and “Part IV, Section 1: ‘Harvard Students join the Movement’

2. The Mainstream or “Neoclassical” Theory

CET, Chapter 2 ("Neoclassical Theory")
Pages: 51-104.

3. Keynesian Theory

CET, Chapter 3 ("Keynesian Theory")
Pages: 105-132.
CCD, "Part III, Section 3: ‘Economic Policy Debates’"
Part III, Section 4”

4. Marxian Theory

CET, Chapter 4 ("Marxian Theory")
Pages: 133-250.
CCD, “Part IV, Section 2: Debates on the Left”

5. Economic Theories and Social History

CET, Chapter 6 ("Oscillations in Capitalism and among Economic Theories")
Pages: 311-346.
CCD, "Part IV, Section 4: Alternatives"

6. Why and How Theoretical Differences Matter

CET, Chapter 7 ("The Importance of Theoretical Differences")
Pages: 347-378.

Student Presentations

TBA Presentations continued and final paper is due at official scheduled final exam time.
Learning Outcomes:

Upon successful completion of this course students should be able to:

- Identify the major concepts in an anthropological/economical approach to the study of money and debt.
- Demonstrate an understanding of the relationship between international debt obligations and increasing income inequality.
- Explain the ways that gender and race ideologies inform international policies regarding debt, migration, and poverty.
- Evaluate the reasons why including gender as a category of analysis enriches our understanding of economies.

Required Texts:


Assignments:

One short paper (7-9 pages)   20%
Final Paper (15-20 pages)    60%
Reading Diary and Participation  20%

Attendance Policy:

One unexcused absence is permitted. Missing two classes will result in your grade being lowered by 10 percent. Missing three classes or more may result in a failing grade.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>94 – 100</td>
</tr>
<tr>
<td>B+</td>
<td>Very good</td>
<td>87 - 93</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80 - 86</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory plus</td>
<td>73 - 79</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>66 - 72</td>
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<tr>
<td>D</td>
<td>Poor</td>
<td>60 – 71</td>
</tr>
</tbody>
</table>
**Overview:**
This is a graduate seminar in economic anthropology. The first half of the course covers some of the major concepts in the development of this field such as reciprocity and redistribution. It critiques the notion that women and children are the property of men and examines the lasting influence of this notion. The second half of the course covers the contemporary financial crises and the human costs the austerity measures accompanying them. It concludes with an ethnography of the workings of microfinance in Bangladesh. Throughout the course we will note the similarities and differences between economic anthropology and mainstream economics.

You will be expected to do the reading and keep a weekly reading journal. The reading journal does not have to summarize the readings, but rather it should articulate the major theoretical arguments and pose questions for discussion. Each journal should be about at least one and not more than two pages long, and it should be posted on Blackboard by 10 pm Monday evening. They will be available to the entire class and thus will help to shape the seminar on Tuesday.

A writing prompt will be provided for the short paper. The long paper needs to be on a topic of your choosing. The last seminar will be devoted to sharing your research questions with the class.

In addition to the usual ban on texting, checking email and so forth while in class, I would also ask that you not chew gum. But feel free to bring drinks or snacks.

**Schedule (subject to change)**
Debt the First 5,000 Years (DF)
Microfinance and its Discontents (MD)
Blackboard (BB)

**Week**
1  (BB) Chapter Four from *The Great Transformation*, Karl Polanyi
2  (DF) Experience of Moral Confusion, Myth of Barter, Primordial Debts 1-72
3  (BB) Introduction and Chapter one from *The Gift*, Marcel Mauss
4  (BB) Excerpts from *The Elementary Structures of Kinship*, Claude Lévi-Straus
5  (BB) ”The Traffic in Women” Gayle Rubin
6  Paper 1 due. Film: *Life and Debt*
7  (DF) Capitalist Empires and The Beginning of Something 307-392
8  (BB) “Gender, Class and Location in the Global Economy,” D. Barker and E. Kuiper
9  (BB) ”Situating Global Capitalisms,” Karen Ho
10 Film: *Inside Job*
11 (BB) Excerpts from *The Bubble and Beyond*, Mike Hudson
12 (MD) 1-99
13 (MD) 95-131
14 (MD) 163-206
15 First draft of final paper due. Presentations of research questions. Final paper due during Finals Week.

**Policies**
Academic Integrity Policy
For quick definitions of violations of academic integrity go to:
For the entire policy on academic integrity please the Graduate Bulletin:
http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

Plagiarism Policy
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.
Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
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Americans with Disabilities Act (ADA) Policies
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Incomplete Grade Policy
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Extra Work Policy
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**ECO 745 International Trade**  
John Jay College of Criminal Justice-City University of New York  
Instructor: Professor Catherine P. Mulder  

**Syllabus**

**Office:** North Hall, 445 West 59th Street, New York, NY 10019  
**E-mail:** cmulder@jjay.cuny.edu  
**Phone:** 212-484-1309  
**Office Hours:**  
**Class Meeting Time:** XXX

**Course Description:** The subject of this course is the theory, policy, political economy and history of the international organization of trade. Mainstream international trade theory is based mainly on microeconomic tools of analysis. The field of international trade ranges from abstract theoretical modeling to policy controversies. In this course we will examine both—we will take care to explore neoclassical and heterodox trade theory, while also paying attention to important empirical, political economy and policy issues.

Following the examination of trade theory we will explore four contemporary debates in international trade. I have provided readings for eight topics here, for your future reference. The four issues are: 1. the debate over free vs. fair trade; 2. trade and gender; 3. trade, growth, poverty and inequality; and one of the following: trade and the environment; wages and outsourcing; China and global trade; the political economy of the WTO; and terms of trade and unequal exchange vis-à-vis developing countries.

**Prerequisites:** Since microeconomics is used for mainstream international trade theories and models it is a prerequisite for this course. At the least, all students must have successfully completed at the undergraduate level a course in Introductory Microeconomics or International Economics.

**Instructional Objectives:**
1. Students should expect to be conversant in alternative theoretical perspectives on trade issues, have a good sense of their respective strengths and limitations, and be able to apply them to contemporary trade issues and controversies
2. Students should also understand how trade theory (and economics more broadly) has evolved over the past several decades—trending away from the parsimonious, elegant universal models that characterized economics during the 20th century toward far “messier” accounts that recognize the importance of history, geography, and a broad range of other “contingent” factors that bear on and contextualize trade flows and outcomes.
3. Students should have a sense of what has been gained and lost in the theoretical transition away from simple assumption sets and reductionist explanatory models.

**Texts:**  
You can find the other required readings for the course in a few different venues. Most readings are in Blackboard (these are in the “Course Documents” folder and are marked on the syllabus with BB). You can also find many of the readings on your own by using Jstor, Google, or Google Scholar. Note that optional readings are not available through Blackboard.

**Grading:** Course grades will be determined as follows: two take-home exams (Exam 1, 40% of grade; Exam 2, 45%) and participation in class discussions (15% of grade). The exams will be distributed in class (see course outline below for dates). Extensions will not be given. You may use all course materials and your own notes in preparing this exam, but you may not talk with any of your colleagues (or anyone else) about the exam. Assessment of class participation will depend on your demonstrated preparation for class each week, and on the quality (and not primarily the quantity) of your contributions to class discussion.

**Criteria for Assessment of Exams:**
1. Complete answer to the question posed
2. Depth and breadth in knowledge of reading
3. Coherence, originality and persuasiveness of argument
4. Clarity in writing

**Data Sources on International Trade**

World Bank's World Development Indicators (import and export duties, trade volumes, other cross-national data).


NBER Data Sets, including detailed trade statistics
- http://www.nber.org/data/

The Center for International Data at UC Davis.
- http://cid.econ.ucdavis.edu/

World Bank Trade Data, including the international trade and production database.
- http://go.worldbank.org/K2LPHKB0M0

United Nations COMTRADE data base
- http://comtrade.un.org/

UNCTAD Trade Analysis and Information System (TRAiNS):

US Census Bureau Foreign Trade Statistics:
- http://www.census.gov/foreign-trade/www/

Detailed US and Canada imports by source (6-digit HS) from Industry Canada:

Jon Haveman’s International Trade Data:
- http://www.macalester.edu/research/economics/page/haveman/trade.resources/tradedata.html

Office of the United States Trade Representative National Trade Estimate Report on Foreign Trade Barriers:

Inter-American Development Bank’s Trade and Integration Databases:

U.S. Department of State Country Commercial Guides:
- Link: www.state.gov/r/pa/ei/bgn/
World Trade Organization’s Trade Policy Reviews. These are up-to-date reviews of commercial policies in member countries.
- [http://www.wto.org/english/tratop_E/tpr_e/tpr_e.htm](http://www.wto.org/english/tratop_E/tpr_e/tpr_e.htm)

Tuck Trade Agreements Data Base. Comprehensive, searchable collection of the text of RTAs.

Trade polls. Conveniently collected results from recent polls covering globalization-related questions.
- [http://www.pollingreport.com/trade.htm](http://www.pollingreport.com/trade.htm)

WorldTradeLaw.net. An online source for world trade law, including WTO dispute settlement.
- [http://www.worldtradelaw.net/](http://www.worldtradelaw.net/)

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Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.

INTRODUCTION TO THE GLOBAL TRADE SYSTEM: AN OVERVIEW OF THE KEY ISSUES, DEBATES, AND PROBLEMS

Week 1

There are no required readings for the first meeting of the course. In order to set the context for our study this term, I will present an overview of the key challenges confronting the global trade system. The Coughlin piece listed below presents a wonderful summary of many of the themes that will appear in this course. Also some interesting global trade empirics are presented graphically in World Maps # 10-13 & 21.

Optional:
Krugman, Paul. 1993. “What Do Undergrads Need to Know About Trade?” The American Economic Review, Papers and Proceedings 83(2): 23-26. (Don’t worry: this is also relevant to graduate students, though the reading is nevertheless optional.)

I. THE EVOLUTION OF THE INTERNATIONAL TRADE SYSTEM: AN HISTORICAL OVERVIEW

Week 2

Lots of reading this week, which raises many important themes that will recur throughout the course.

A. The Pre-GATT World

Required:
2. Chang, Ha-Joon, “Once Industrialised, Preach Free Trade,” South Bulletin, July 30 2002, http://www.southcentre.org/index.php?option=com_content&task=view&id=559&Itemid=126. (Note: focus on the historical discussion rather than on the prescriptions that are discussed toward the end of the article. This article draws from Chang’s book, Kicking away the ladder—see optional readings below for full citation.)
3. Arthur Stein, “The Hegemon’s Dilemma: Great Britain, the United States, and the

Optional:
Williamson, Jeffrey, “Winners and Losers Over Two Centuries of Globalization,” *WIDER Annual Lecture 6*, World Institute for Development Economics Research, 2002. (This paper is also relevant to the discussion of unequal exchange theory in part III of the course.)

B. The Post-GATT World: The WTO and the Rise of Bi- and Multilateral Trade Regimes

Required:

5. Shadlen, Kenneth. 2005. Exchanging development for market access: Deep integration and industrial policy under multilateral and regional-bilateral trade agreements. *Review of International Political Economy*, 12(5), pp. 750-775. **This is an important piece, and we will revisit its main themes throughout the course.**

Optional:

Arvind Panagariya, "The Regionalism Debate: An Overview," World Economy, June 1999, 477-511. (Note: do not get distracted by the technical discussion in part 2 of the article. This is also a reading where you should focus on the "big picture.")


Wade, Robert. 2003. What strategies are viable for developing countries today? The WTO today and the shrinking of the 'development space.' Review of International Political Economy. 10(4), pp. 621-44.

II. CORE TRADE THEORIES AND EMPIRICAL TESTS (4 sessions)

REVIEW SESSION:

In week 2 or 3 of the course I will hold an optional review session that will explore some of the basic ideas that inform neoclassical economics, and which are relevant to neoclassical trade theory. I'll poll the class to find the best time to hold the session. If you think you don't really understand microeconomic theory, you should come. If you think you do understand microeconomic theory, you should definitely come.

A. Ricardian/Classical Model of Trade

Week 3

Required:

Ricardo, David. 1821. Chapter 7 “On Foreign Trade” in On the Principles of Political Economy and Taxation. London: John Murray, Third Edition. Focus only on paragraphs 7.11-7.19 (the rest of the chapter is optional, but may be of interest to those of you who have already studied IMR).


Krugman and Obstfeld, International Economics, read chapters 2-3 (8th or 9th ed), read chapters 3-4 (10th edition). (Note: SKIP any discussion of the gravity model-we will discuss that in a few weeks.)


Prasch, Robert. 1996. “Reassessing the Theory of Comparative Advantage,” Review of Political Economy 8(1): 37-55. NB: we have not yet studied the Hecksher-Ohlin model of trade (we do that next week), which he discusses in section 9 of the paper. But I think you can begin to make sense of his critique based on what you see here. This section will make more sense to you after
next week's readings. For the rest, keep Krugman's arguments in mind as you read Prasch. Is Prasch susceptible to Krugman's critique?

Optional:

B. Factor Endowments, Heckscher-Ohlin, & Empirical Tests
Week 4

Required:
Krugman and Obstfeld: 9th and 10th ed., chapter 5 (skip appendix); OR 8th ed., chapter 4 (skip appendix)

Optional:

C. New Trade Theories #1: Strategic Trade Theory: Does it Matter What You Export?
Week 5

Required:


**Optional:**

Anna Maria Mayda and Dani Rodrik, "Why are Some People (and Countries) More Protectionist than Others?" European Economic Review 49, no. 6 (2005), pp. 1393-1430.


---

**D. New Trade Theories, #2: Increasing Returns, Geography, Intra-industry Trade, Monopolistic Competition, Technology Gaps & the Gravity Model**

**Week 6**

**Required:**

Krugman & Obstfeld, 10th ed.: Chs. 7 and (parts of) ch. 8; and section of chapter 1 on the gravity model, pp. 10-13.

**NB:** In ch. 8, read pp. 164-168 (stopping at "Monopolistic Competition"). This will take you through the basic model of monopoly that we discussed last week. Have your lecture notes from last week on hand as you go through this.

Then: If you’re using the 10th or the 9th ed., please find on Blackboard a few pages from the 8th edition that I’d like you to read: pp. 129 to 131, paying close attention to the lessons (the four enumerated points) on p 131, where Krugman summarizes the findings of the preceding pages.

OR:

Krugman & Obstfeld, 9th ed.: Chs. 7 and (parts of) ch. 8; and section of chapter 2 on the gravity model, pp. 11-15.

NB: In ch. 8, read pp. 155-159 (stopping at "Monopolistic Competition"). This will take you through the basic model of monopoly that we discussed last week. Have your lecture notes from last week on hand as you go through this.


Then: If you’re using the 9th ed., please find on Blackboard a few pages from the 8th edition that I’d like you to read: pp. 129 to 131, paying close attention to the lessons (the four enumerated points) on p 131, where Krugman summarizes the findings of the preceding pages.

OR:

Krugman & Obstfeld, 8th ed.:

Ch. 6 (just parts; see below) and sub-section of chapter 2 on the gravity model, pp. 15-18.

NB: In ch. 6, read pp. 114-120 top (stopping at "Monopolistic Competition"). This will take you through the basic model of monopoly that we discussed last week. Have your lecture notes from last week on hand as you go through this.

Then: Resume reading on p. 129, at the heading "Economies of Scale and Comparative Advantage." Pay close attention to the lessons (the four enumerated points) on p 131, where Krugman summarizes the findings of the preceding pages. Read the rest of the chapter (129-149).

IN THIS WEEK’S READINGS: Please pay close attention to the intuition behind “external economies” and “internal economies” (quick quiz: Is the clustering of firms in one industry--say, software development in Silicon Valley, an example of the former or the latter?); external economies and trade, and interregional trade and geography. All of this is intuitively accessible, thankfully, but also important in understanding how economists make sense of contemporary trade patterns.

We also turn here to “internal economies” which yield monopolies (and other corporate forms that diverge from the perfectly competitive firm).
THEN READ:

Palley, Tom. 2006. “Rethinking Trade and Trade Policy: Gomory, Baumol, and Samuelson on Comparative Advantage.” Levy Economics Institute Public Policy Brief No. 86. (As you read the Palley essay I want to draw your attention to one particularly important argument: it concerns the DYNAMIC and ENDURING effects of strategic trade policy (such as currency devaluation). The relevant arguments appear from about p. 17 through pp. 20-21. Emphasis is placed on the long-run effects of even temporary strategic trade policy. In Palley’s view, the arguments relate directly to the situation facing US-China conflict today.


Optional:

EXAM 1: Distributed on Weds, Feb. 11th. Exam (hard copy) is due in my office on Monday, February 16th, at noon. No Exceptions.

III. CONTEMPORARY DEBATES IN TRADE THEORY AND POLICY

EXAM 2: Exam questions will be distributed weekly, beginning in week 7, immediately following class. Exam (hard copy or email) is due on Friday, March 13, at Noon. No Exceptions.

The Debate over Free Trade versus Fair Trade
Week 7
Required:
Krugman, Paul. “In Praise of Cheap Labor.” (If you’d like to read more Krugman on this topic, see the Blackboard for list of articles and links. To see how his thinking has evolved, see his 2007 piece).
David Barbosa, “Foxconn Plans to Lift Pay Sharply at Factories in China,” NYT, at http://www.nytimes.com/2012/02/19/technology/foxconn‐to‐raise‐salaries‐for‐workers‐by‐up‐to‐25.html
DeMartino, George. 2011. “Free Trade or Social Tariffs.”
Optional:

OR

DeMartino, 2000. *Global Economy, Global Justice*, London: Routledge. Chapter 6. (This is a more extensive treatment of the issues that are raised in the previous article. I will lecture in class on the conflict between moral objectivism and cultural relativism that arises in the context of this debate.)

Optional:
Gitterman, Daniel P. A race to the bottom, a race to the top or the march to a minimum floor? 2002. UCIAS Edited volume 1, Dynamics of regulatory change.

**Trade and Gender**  
Week 8

**Required:**

Elson, Diane, Caren Grown, and Nilufer Cagatay. 2007. “Mainstream, heterodox and feminist trade theory,” in Irene van Staveren, Diane Elson, Caren Grown and Nilufer Cagatay (eds.) The Feminist Economics of Trade. London and New York: Routledge, pp. 33-52. (NB: the section entitled 'Heterodox Trade Theories: Absolute Advantage and Capital Accumulation' draws on literatures that we’ve not studied in this course—post-Keynesian and Marxian theory. My sense is that this section doesn’t provide enough detail to be accessible to those of you who haven’t studied these theoretical traditions. So you can skip this section (or skim it). More important to focus on the section that follows: 'Feminist-heterodox theories of trade,' which begins on page 44. Pages 44-48 are most important, in fact.


**Optional:**


**Trade Liberalization, Growth, Poverty and Inequality**

Week 9

**Required:**

Rodrik, Dani. 2001. *The Global Governance of Trade as if Development Really Mattered*. UNDP Background Paper. (Rodrik provides a very nice Executive Summary at the beginning of this article. Read that first, and then re-read it as you move from section to section of the paper since he provides a nice summary in the ES of each section of the paper.)

Koujianou Goldberg, Pinelopi and Nina Pavcnik, “Distributional Effects of Globalization in Developing Countries,” *Journal of Economic Literature* 45, no. 1 (March 2007), pp. 39-82. (You can skip section 2 entirely—it focuses on definitional and measurement issues which, though important, are not directly relevant for this course. Focus in particular on section 3 (the empirical findings on the connection between trade and inequality); and sections 5-6 (you can just skim section 4). Section 5 includes the authors’ attempts to explain the empirical findings of section 3. And in a magnanimous gesture, the authors then summarize the central points of the paper in section 6.

Bivens, Josh, 2014 (Dec. 15), “New Trade Agreements Will Take Center Stage in 2015-So Will Bad Arguments on Their Behalf,” blog post to Working Economics, Economic Policy Institute. If you have the time, you may wish to read the article by Glesser referenced in this blog post (see hyperlink to it in Bivens).

**Optional:**


**OTHER ISSUES (We’ll choose one of the following for Week 10):**

**China and Global Trade**

First, read these two short academic articles:

1. Rodrik, Dani. 2006. “What’s so special about China’s exports?”

   Rodrik argues (and try to demonstrate) that China has achieved a much higher level of sophistication in its exports than one would expect of a country at its level of GDP/capita. He then claims that this is very important for its economic development; and he then tries to explain how it has managed this achievement. Pay closest attention to the latter two points. (For an alternative view, see Daniel Lederman and William F. Maloney of the World Bank, “Does What You Export matter? In search of empirical guidance for industrial policies,” Sept. 27, 2010. In particular, see the introduction and section 2.)


   A year ago during a trade class I interviewed via conference call a recent Korbel alum who was then working in trade for the Jamaican government. When asked about the challenges facing Jamaica in its efforts to develop, she answered “CHINA!” She explained that Jamaica was losing its comparative advantage in low-skilled manufacturing, and was being forced to return to primary good exports.

   The piece by Gallagher, Moreno-Bird and Porzecanski explores this matter systematically, focusing on the case of Mexico. Mexico is far more industrialized than Jamaica, and would seem by virtue of its level of development and proximity to the US (remember the gravity model) to be insulated from competition with China. This article suggests that this is not true—that Mexican exports are under threat from China. Think about the implications for developing countries more generally as you weigh the arguments and evidence.
3. Then read the collection of articles that I've also placed on the Blackboard, in the China folder (or as many of these as you have time for):

3. Naturally, we need to read some Krugman. Read “Chinese New Year,” (1/1/2010) and “Taking on China,” (Sept. 30, 2010), both from the NYT.

These next three articles give a glimpse of the complicated relationship between US businesses and China.


Optional:

Here is the link to the video (about 7 mins) on China's development and trade strategies, and its effects on other countries. "How China is shaping the world": [http://video.ft.com/v/753437010001/How-China-is-shaping-the-world](http://video.ft.com/v/753437010001/How-China-is-shaping-the-world)


**Trade, Wages & Outsourcing: Empirical Evidence. Is Outsourcing Different From Regular Trade?**

**Required:**


Bivens, Josh, 2014 (Dec. 15), “New Trade Agreements Will Take Center Stage in 2015-So Will Bad Arguments on Their Behalf,” blog post to Working Economics, Economic Policy Institute. If you have the time, you may wish to read the article by Glesser referenced in this blog post (see hyperlink to it in Bivens).


Optional:


Trade and the Environment


Bhagwati, Jagdish. 1993 (November). “The case for free trade.” Scientific American. pp. 41-57 (these pages include the Daly article below).


The Political Economy of the WTO


Optional:

Terms of Trade and Unequal Exchange vis-à-vis Developing Countries

Required:


Optional:


Prebisch, R. 1962. “The Economic Development of Latin America and Its Principal Problems.” Economic Bulletin for Latin America. (This is a “classic” article)


Trade and Capital Controls


Gallagher, Kevin, “South Africa and Ecuador Lead by Example,” Triple Crisis (blog),

http://triplecrisis.com/south-africa-and-ecuador-lead-by-example/#more-10814

Council on Foreign Relations, “U.S. Trade and Investment Policy,” Washington, at http://www.cfr.org/trade/us-trade-investment-policy/p25737 See the additional view by Nancy Birdsall, James W. Owens and Laura D'Andrea Tyson, stating that “in any future bilateral trade agreements with developing countries, the United States ought to recognize, as has the International Monetary Fund, that complete and immediate opening of capital markets is not necessarily in the interest of all countries all the time.”

The Trans-Pacific and Trans-Atlantic Partnerships


Optional:

Kevin Gallagher, Fast track to financial instability: http://triplecrisis.com/fast-track-to-financial-instability/#more-11625

Maier, Jurgen, “Trade Ministers Beg Brussels to Remove More National Sovereignty,” October 27 2014, Open Democracy blog post. (also on TTIP)

These issues are unfolding, and there is not much in the way of good analyses of them to date. I will likely add materials to this topic if you select it.

The WTO and Food Security


Optional:


There is a not a great deal of analysis of this issue to this point. But we'll keep an eye out for it as the quarter unfolds.
Economics 746 – International Finance
Term 20YY

Time: 
Location: 
Instructor: Mathieu Dufour
Office Hours: 
Office Location: 3410 N
Phone Number: (646) 557-4441.
E-mail Address: mdufour@jjay.cuny.edu

1. Description

One of the hallmark of globalisation has been the development of a global financial architecture with a very wide reach. The object of this course will be to study the dynamics of this financial system. To this end, we will first probe its historical inception and gradual development, eventually coming to study the system in its current form. We will then analyze the way it functions – the way it is enmeshed with national economies, its internal logic and dynamics, and how it sometimes experiences crises. In the process, we will discuss the working of various institutions that are central to the global financial architecture, such as central banks, private funds, private banks, etc.

2. Prerequisites

There is no prerequisite for this course.

3. Learning Objectives

Upon completion of this class, students should have a basic understanding of the nature, role, and dynamics of international finance on a global scale. To this end, the following areas and concepts will be explored:

- **Balance of Payment Accounting**: Students should have a basic knowledge of the way balance of payment accounting is done. In particular, they should be able to differentiate different components of the balance sheets and identify how different flows are measured and relate to each other.

- **Foreign investment**: Students should have an understanding of the nature, dynamics, and impacts of different types of investment flows, such as foreign direct investment and portfolio flows.

- **Debt**: Students should understand the importance of private and public debt flows and assets in the functioning of the international financial system.

- **International Treaties and Policies**: While most international treaties dealing with international finance will not be studied in great details, students should have an idea of the basic policy framework under which it operates. Particular attention will be given to the framework designed after World War II at Bretton Woods and, more recently, to the Basel accords.
- **International Financial Crises:** Students should have a good idea of the causes, dynamics, and consequences of international financial crises. Several financial crises will be studied, including crisis in emerging markets and the latest major financial crisis in the US and the EU.

- **Colonialism and Imperialism:** Student should understand the impacts of colonialism and imperialism, both on the imperial power and its targets, as well as its enduring role in shaping the current financial system.

### 4. Format of the Course and Workload

The course will consist mostly of lectures. As one of the main objectives of the course is to hone your ability to think critically about issues pertaining to international finance, however, I will try to foster debates and discussions in a seminar-like atmosphere. For each of the themes we will study, I will bring forward various perspectives and submit them to your judgement.

For this to work well, you will need to have generally done the required readings before the course. I will assign the equivalent of about 100-150 pages to read per week, sometimes a bit less if the readings are more difficult. Readings will be taken largely from articles, which I will make available either online or through library reserve. There will be weekly response papers to foster reflection about the content of the readings.

The course will not be heavy on math. We will review various mathematical models as we go along, when issues at hand warrant their use or have been analysed with the help of such models, but the presentation will be very literary and I will not ask you to be able to derive them anew.

### 5. Evaluation

- **a) Short Response papers (3*10=30%) (best 10) (weekly)**
- **b) A take-home mid-term examination (20 %) (date to be determined);**
- **c) A take-home final examination (30 %) (date to be determined);**
- **d) Term paper (20%) (end of class)**

If you don’t think you can meet a deadline, you have to discuss it with me at least two days in advance, barring any major late minute problems. Otherwise, a penalty may be applied.

**Short response papers:**

Every week you will be required to answer some simple questions related to the readings. Each will be worth 3% and I will take the best 10.

**Take-Home Exams:**

As a general rule, the exams will cover anything we have discussed up to the moment when they are handed out. Most questions will revolve around what we discuss in class, though some might be related to the mandatory readings. There will always a choice of questions, though I may require you to answer questions from different themes amongst those we have explored in class. Needless to say, the answers you provide should be your own. Finally, you will have about a week to write the exams. The date of the midterm remains to be determined, but the final will be handed out on the last day of classes and be due at the end of the exam period.
**Term Paper:**

This can be on any topic related to international finance or international macro-economics, subject to my approval. Papers are due at the end of the semester. We'll discuss the specifics in class.

6. **Grading**

The grading scale will be the following (grades rounded to the nearest whole number):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93 %</td>
</tr>
<tr>
<td>A-</td>
<td>92-90 %</td>
</tr>
<tr>
<td>B+</td>
<td>89-87 %</td>
</tr>
<tr>
<td>B</td>
<td>86-83 %</td>
</tr>
<tr>
<td>B-</td>
<td>82-80 %</td>
</tr>
<tr>
<td>C+</td>
<td>79-77 %</td>
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<tr>
<td>C</td>
<td>76-73 %</td>
</tr>
<tr>
<td>C-</td>
<td>72-70 %</td>
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<tr>
<td>D+</td>
<td>69-67 %</td>
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<tr>
<td>D</td>
<td>66-63 %</td>
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<tr>
<td>D-</td>
<td>63-60 %</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60 %</td>
</tr>
</tbody>
</table>

7. **Disability Policy**

Students with permanent or temporary disabilities who would like to discuss classroom or exam accommodations should come and see me as soon as possible. You can meet me after class or privately during office hours. For your information, the phone number for Student Accessibility Services is (212) 237-8031, if you want to call and register.

8. **Writing Center**

If you need help with written English, you may consider dropping by the writing centre, located in room 2450N. They provide free tutoring to students, helping them become more effective writers, from organising and structuring a paper, to writing and proofreading it. Being able to write well is a useful skill in many situations, a skill definitely worth honing while you have the wherewithal to do it.

9. **Textbook**

There is no textbook for this course.

10. **Tentative Plan**

The readings will be based on material from the bibliographic list at the end and others to be announced throughout the semester in class. I will make them available on blackboard or on library reserve as we proceed.

a. **PROLOGUE – Current issues in international finance (1 weeks)**

b. **TECHNICAL TOOLS (2-3 week)**

   i. Balance of Payments accounting;
   ii. financial accounting;
   iii. Exchange rates.
   iv. Basic open economy macro relations

c. **THE HISTORICAL SET UP – How we got where we are (3 weeks)**

   i. Precursors to the current system
ii. Bretton woods and the gold standard;
iii. The era of flexible exchange rates and deregulation
iv. The debt crisis of the early 1980s
v. The rise of global banking and private funds;
vi. The Asian crisis

d. FINANCIAL FLOWS (3 weeks)
i. FDI
ii. Portfolio flows
iii. Sovereign funds
iv. Hedge funds
v. global banks

e. POLICY FRAMEWORK (1-2 week(s))
i. NAFTA
ii. European Union (Maastricht et al.)
iii. Basel accords
iv. Capital controls
v. IMF

f. CAPITAL FLIGHT (1 week)
i. Off-shore banking
ii. Case studies

g. FINANCIAL CRISES (2 week)
i. Causes, consequences, and dynamics of debt and currency crises.
   ii. Case studies:
      1. Latin American debt crisis
      2. 1990s Mexican crisis
      3. Asian crisis
      4. Sub-prime crisis

BIBLIOGRAPHY


Fourçans, André and Raphaël Franck (2003). Currency Crises: A Theoretical and Empirical Perspective. Northampton: Edward Elgar. – This is a very good review of the literature on that topic.


**ECO 760 Political Economy of the Environment**  
John Jay College of Criminal Justice-City University of New York  
Instructor: Professor Catherine P. Mulder  

**Syllabus**

**Office:** North Hall, 445 West 59th Street, New York, NY 10019  
**E-mail:** cmulder@jjay.cuny.edu  
**Phone:** 212-484-1309  
**Office Hours:**  
**Class Meeting Time:** XXX

**Course Description:**
This course is a one-semester introduction to the political economy of the environment – that is, the analysis of how scarce environmental and natural resources are allocated not only among competing ends, but also among competing individuals, groups, and classes.

**Prerequisites:** There are no prerequisites required for this class.

**Instructional Objectives:**  
1. Students will understand and critically evaluate the intersection of the economy and the environment  
2. Students will learn policy debates over costs/profits and “clean” production technologies.  
3. Students will use the knowledge gained in this class to evaluate and critique various schools of economic thought and their differing analysis of a sustainable environment.

**Texts:**


All other readings will be available on Blackboard.
**Requirements and Grading:** The course requirements are an in-class midterm exam, a take-home final exam, 2-page weekly response papers on the class readings, and contribution to class discussions. The midterm exam will be based in part upon study questions distributed in advance.

The response papers will be graded on a pass/fail basis. They must be sent prior to the lecture on the relevant readings in order for you to receive credit for that paper, except for the first response paper, which is due no later than 11:15 a.m. on Monday, Sept. 9. A list of due dates for the response papers is provided on the last page of this syllabus. Students may omit any two of the twelve response papers without penalty.

Grading will be based approximately as follows:
Class Discussion and Response Papers 35%
Midterm 25%
Final exam 40%

**Late Assignments:**
- The will be very few if any excused late assignments—so please PLAN AHEAD. Since most of your assignment will be submitted online, either on BlackBoard they will be time and date stamped—thus if you miss the deadline, for the first day (24 hours) you will be penalized 10%, the 2nd and 3rd days, an extra 5% each. You will receive no credit for assignments handed in after Day 3—you still should probably do the assignment this this class is cumulative, but you will receive no credit for it. So please, I know it’s hard, but try to anticipate feeling ill, having to work late, your computer crashing, losing internet service or whatever and get the assignment done early—leaving it to the last minute could have serious consequences.

**Policies**

**Academic Integrity Policy**
For quick definitions of violations of academic integrity go to:
For the entire policy on academic integrity please the Graduate Bulletin:
http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

**Plagiarism Policy**
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.
Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.
Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
**The instructor reserves the right to use plagiarism detection software such as Turnitin.com and Blackboard’s SafeAssign.**
**Americans with Disabilities Act (ADA) Policies**
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Incomplete Grade Policy**
An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details. [http://johnjay.ijay.cuny.edu/bulletins/graduatebulletin20132014.pdf](http://johnjay.ijay.cuny.edu/bulletins/graduatebulletin20132014.pdf)

**Extra Work Policy**
No extra credit assignments will be available to any student at any time during or after this course. In exceptional circumstances students may receive substitute assignments at the discretion of the instructor.

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**Course Agenda**
Subject to Change

*Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings List</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Power and Environmental Protection</td>
<td>I(a)</td>
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<tr>
<td>3</td>
<td>Environmental Justice and Disaster Vulnerability</td>
<td>I(b&amp;c)</td>
</tr>
<tr>
<td>4</td>
<td>The Environmental Kuznets Curve</td>
<td>I(d)</td>
</tr>
<tr>
<td>5</td>
<td>Benefits and Costs &amp; Commensurability</td>
<td>II (a&amp;b)</td>
</tr>
<tr>
<td>6</td>
<td>Property as a Social Process: Theory</td>
<td>III (a)</td>
</tr>
<tr>
<td>7</td>
<td>Property as a Social Process: The US History &amp; Free Market Environmentism</td>
<td>III (b&amp;c)</td>
</tr>
<tr>
<td>8</td>
<td>Common Property and Building Natural Assets</td>
<td>III (d&amp;e)</td>
</tr>
<tr>
<td>9</td>
<td>Globalization: Markets and Governance</td>
<td>IV (a&amp;b)</td>
</tr>
<tr>
<td>10</td>
<td>Precautionary Principle and Polluter Pays Principle</td>
<td>V (a&amp;b)</td>
</tr>
<tr>
<td>11</td>
<td>Certification &amp; Cultivated biodiversity</td>
<td>V (c&amp;d)</td>
</tr>
<tr>
<td>12</td>
<td>Resilience &amp; Economics of Climate Change</td>
<td>V(e) &amp; VI(a)</td>
</tr>
<tr>
<td>13</td>
<td>U.S. Climate Policy &amp; Political Economy of International Climate Accords</td>
<td>VI (b&amp;c)</td>
</tr>
</tbody>
</table>

**RESPONSE PAPER DUE DATES:**
1. Monday, Sept. 9
2. Thursday, Sept. 12
3. Thursday, Sept. 19
4. Thursday, Sept. 26
5. Tuesday, Oct. 1
6. Tuesday, Oct. 8
7. Thursday, Oct. 24
8. Thursday, Oct. 31
9. Thursday, Nov. 7
10. Thursday, Nov. 14
11. Thursday, Nov. 21
12. Tuesday, Dec. 3

I. DISTRIBUTION

(a) Power and environmental protection


(b) Environmental Justice


(c) Disaster vulnerability


(d) The ‘environmental Kuznets curve’


**II. VALUATION**

(a) **Benefits and costs**


(b) **Commensurability**


### III. PROPERTY

(a) *Property as social process: theory*


(b) *Property as social process: illustrations from US history*


(c) *Free-market environmentalism*


(d) Common property


(e) **Building natural assets**


IV. **GLOBALIZATION**

(a) **Markets**


(b) **Governance**


V. **POLICY: SELECTED ISSUES**

(a) **The precautionary principle**


(b) The polluter pays principle


(c) Certification


(d) Cultivated biodiversity


(e) Resilience


VI. GLOBAL CLIMATE CHANGE
(a) **Economics of climate change**


(b) **U.S. climate policy**


(c) **Political economy of international climate accords**


GLOBAL POLITICAL ECONOMY OF WORK AND SOCIAL WELFARE
John Jay College of Criminal Justice
ECO780

Professor: Catherine P. Mulder
Office: 3505 North Hall
Office hours: TBA
email: cmulder@jjay.cuny.edu
Telephone: 212-484-1309

COURSE SYLLABUS

COURSE DESCRIPTION:

This course is concerned with the international and comparative politics of work and social welfare. We will address the following questions: How has work been transformed by the fragmentation of the labor process and the dramatic increase in global labor supply over the last generation? What rights do employees have in the workplace and why do these rights vary so much across countries? What are the different forms in which societies solve the problems related to the reproduction of the labor force, including the nurture, education and training of the next generation of workers? Why do societies differ so much in their guarantees of employment and social security?

The course is organized in seminar format. Each student will be responsible for leading one discussion, participation, weekly reading response papers, and a term paper on a topic to be negotiated with the instructor.

PREREQUISITES: None

Instructional Objectives
5. Students will be able to understand the differences in working relationships across nations
6. Students will understand how culture, policies, and natural resources affect how work is done in various countries
7. Students will understand how work and the labor force have changed through time and across nations.

TEXTBOOKS AND READINGS
Most of the readings are in Frege and Kelly, eds. *Comparative Employment Relations in the Global Economy* and McIntyre, *Are Worker Rights Human Rights?* Other items are generally available online or on the SAKAI site. Another text that might be worth looking at is Hauptmeier and Vidal, *Comparative Political Economy of Work.*

All other readings will be place on Blackboard or on reserve at the library.

REQUIREMENTS AND GRADING
Discussion Leader 25%
Participation 20%
Weekly Response Papers 20%
Term Paper 35%
Late Assignments:
The will be very few if any excused late assignments—so please PLAN AHEAD. Since most of your assignment will be submitted online, either on BlackBoard they will be time and date stamped—thus if you miss the deadline, for the first day (24 hours) you will be penalized 10%, the 2nd and 3rd days, an extra 5% each. You will receive no credit for assignments handed in after Day 3—you still should probably do the assignment this this class is cumulative, but you will receive no credit for it. So please, I know it’s hard, but try to anticipate feeling ill, having to work late, your computer crashing, losing internet service or whatever and get the assignment done early—leaving it to the last minute could have serious consequences.

Friendly Expectations
• Students are expected to have read all the required assignments PRIOR to class. Footnotes typically have helpful information in them, so please read them.
• Class participation is strongly encouraged and may help to raise your grade.
• Students are expected to attend class on time. If you must leave class early, please let me know and sit by the door. Try to leave in an inconspicuous manner.
• Students are expected to shut off cell phones and any electronic devices. Texting is prohibited in class and you will be asked to leave and be counted absent for the class. Students must refrain from using computers in class unless there is a specific exercise that is assigned. If you have any reason why this might be burdensome, please come talk to me. For example, if you have a sick child at home, you will be permitted to leave your cell phone on vibrate and take the call outside of the classroom.
• If you should have a documented learning disability, please get me the paperwork as soon as possible. Please go to the Office of Accessibility Services. (See more below)
• Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college’s policies in the John Jay College of Criminal Justice Graduate Bulletin. If caught cheating or plagiarizing on any assignment, you will fail that particular assignment. If there is a second violation, you will fail the course. If you plagiarize the final research paper, you will fail the class. Plagiarism includes work you’ve completed for other classes, i.e., you are plagiarizing yourself. (See more below) http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf
• Students are expected to come prepared for any presentation, and/or assignment. There will be NO MAKE-UPS FOR MISSED WORK unless approved by me.
• Any assignments should be typed and submitted to Blackboard in the appropriate place.
• Students are expected to come to my office and to seek help from the writing center and/or classmates if they do not understand the material. See me immediately if you believe you are falling behind. Either I will help you or I will refer you to someone who can.
• My email address is: cmulder@jjay.cuny.edu, however, please only use the email if it’s an emergency. Most questions should either be posted to the appropriate discussion board, or you can send me a private message via the “communications” tab in BB. Please let me know if you are
having any problems with the class, work schedules, personal issues, whatever; I will try my best to accommodate most requests/issues. Any information you provide to me will be held with the utmost confidentiality.

- Please be respectful of other people's opinions. This class will address some “sensitive” topics and there is bound to be a variety of ideological slants with regard to them and that's great!! However, while we do not have to agree with each other, let's use this as a time to have an intellectual discussion/debate.

- Good Luck and let's have a wonderful semester.

**Policies**

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1/27 General Introduction

*“The Deadly Cost of Fashion,” http://www.nytimes.com/2014/04/15/opinion/the-deadly-cost-of-fashion.html?_r=0


Divergent corporate responses to factory collapse in Bangladesh at http://www.nytimes.com/2013/05/01/world/asia/retailers-split-on-bangladesh-factory-collapse.html?r=0

Slide show on working conditions in Bangladesh: http://www.nytimes.com/slideshow/2012/08/22/world/asia/20120823-BANGLADESH.html?ref=asia#1


2/3 Some Basic Concepts and Trends


*R. Mcintyre Are Worker Rights Human Rights, preface, ch.1, 3

McIntyre, ch.2

B. Kaufman, "The Definition and Intellectual Boundaries of Industrial Relations" (3 pages, for beginners)

*Spend some time with at least one of the following:

OECD Employment Outlook, [http://www.oecd.org/els/emp/oecdemploymentoutlook.htm](http://www.oecd.org/els/emp/oecdemploymentoutlook.htm)
International Labour Organization, [www.ilo.org](http://www.ilo.org)
Global HR resources, [http://www.shrm.org/hrdisciplines/global/Pages/default.aspx](http://www.shrm.org/hrdisciplines/global/Pages/default.aspx)

Some academic journals that I find useful in my own research include *ILR Review*, *Politics and Society*, *International Labor and Working Class History*, *Comparative Labor Law and Public Policy*, *International Journal of Human Resource Management*, *Labor: Working Class History of the Americas*, *Socio-Economic Review*, *Rethinking Marxism* and *Economy and Society*

2/10. **Employment Rights, the Experience of Work, and Employee Involvement**

*Frege and Kelly, ch.3, 5, 6 (89-92, 102-104 only)*

Film: *The Take*, [http://topdocumentaryfilms.com/the-take/](http://topdocumentaryfilms.com/the-take/), available at [https://www.youtube.com/watch?v=dkI6Fzag4fc&list=PLa4yO0nGp_o3RBgi0y5pwchbGZ8aWhFz6&index=5](https://www.youtube.com/watch?v=dkI6Fzag4fc&list=PLa4yO0nGp_o3RBgi0y5pwchbGZ8aWhFz6&index=5)

D. Dirocco, "Types of Unionism," (one powerpoint slide)


R. Wolff, *Democracy at Work: A Cure for Capitalism*, introduction, ch.4, 11

2/17 **Collective Representation, Economic Performance, Welfare and Politics**

*Frege and Kelly, ch.4, 7-8*

Film: *Ressources Humaines*, excerpts: [http://www.youtube.com/watch?v=b3X0OBVQWFE](http://www.youtube.com/watch?v=b3X0OBVQWFE), [http://www.youtube.com/watch?v=tbb4-UWMSPs](http://www.youtube.com/watch?v=tbb4-UWMSPs)

2/24 Continental Europe

*Frege and Kelly, ch.11-14

McIntyre, “The French and American New Deals,” working paper

Film: *Ressources Humaines* is also relevant to this week's discussion

3/3. Anglo-America

*Frege and Kelly, ch.8-9

*R. McIntyre and M. Hillard, “Capitalist Class Agency and the New Deal Order,”* Review of Radical Political Economics, pp.1-20


3/10 International and Comparative Aspects of Inequality and Democracy


Film: Robert Reich, *Inequality for All*


**Spring Break/Reading Week**

3/24. Developing and Transitional Societies

*Frege and Kelly, ch.15-17, 19


3/31 Japan and China

*Frege and Kelly, ch.14, 18

*Film: Last Train Home*

http://boss.blogs.nytimes.com/category/capitalizing-on-china/

**4/7 Globalization**

*Frege and Kelly, ch.20


*Film: *This is What Democracy Looks Like*,
http://www.youtube.com/watch?v=yBUZH2vCD_k

McIntyre, ch.4

R. McIntyre, “The labor process and global capitalism” working paper

**4/14 International Regulation, US and EU Foreign Labor Policy**

*McIntyre, ch.5-6

*Frege and Kelly, ch.23, 22

Film: *Maquilopolis*

In addition to the USILB and ILO sites listed on p. 2 see also the employment and social affairs bureau of the EU at http://europa.eu/pol/socio/index_en.htm and the US State Department’s Bureau of Democracy, Human Rights, and Labor at http://www.state.gov/j/drl/

**4/21 Codes of Conduct, CSR, and Factory Inspection**

*Frege and Kelly, ch.21

*McIntyre, ch.7-8


Review Nova testimony under 1/27 and WRC and FLA websites under 2/3

**4/28 Conclusions**

Student Presentations

TBA Presentations continued and final paper is due at official scheduled final exam time.
APPENDIX C: PROGRAM SCHEDULING
Graduate Program Schedule – Part-Time Attendance

- Indicate academic calendar type: ☒ Semester  ❌ Quarter  ❌ Trimester  ❌ Other (describe):
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tr>
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<td>ECO 713 Political Economy</td>
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<td></td>
<td>ECO 750 Mathematical Economics</td>
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Term credit total: 6

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<td></td>
<td>ECO 751 Research Methods I – Quantitative Analysis</td>
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Term credit total: 6

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<td></td>
<td>ECO 752 Research Methods II – Econometrics</td>
<td>3</td>
<td>☒</td>
<td>ECO 751</td>
</tr>
<tr>
<td></td>
<td>ECO 725 Microeconomics</td>
<td>3</td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: 6

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 740 Community Development</td>
<td>3</td>
<td>☒</td>
<td>ECO 713</td>
</tr>
<tr>
<td></td>
<td>ECO 7XX Elective #1</td>
<td>3</td>
<td>☒</td>
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Term credit total: 6

<table>
<thead>
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<th>Term</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 7XX Elective #2</td>
<td>3</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 7XX Elective #3</td>
<td>3</td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: 6

Term credit total: 6

Program Totals: Credits: 36

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:

ECO 799 Seminar in Economics

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted course
Graduate Program Schedule – Full-Time Attendance

- Indicate academic calendar type: ☑ Semester  ☐ Quarter  ☐ Trimester  ☐ Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 713 Political Economy</td>
<td>3</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 750 Mathematical Economics</td>
<td>3</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 720 Macroeconomics</td>
<td>3</td>
<td>☑</td>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 752 Research Methods II – Econometrics</td>
<td>3</td>
<td>☑</td>
<td>ECO 751 Research Methods I</td>
</tr>
<tr>
<td></td>
<td>ECO 740 Community Development</td>
<td>3</td>
<td>☑</td>
<td>ECO 713 Political Economy</td>
</tr>
<tr>
<td></td>
<td>ECO 7XX Elective #2</td>
<td>3</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term credit total: 9</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 7XX Elective #3</td>
<td>3</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 7XX Elective #4</td>
<td>3</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term credit total: 9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Totals: Credits: 36

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:

Culminating element: ECO 799 Seminar in Economics
APPENDIX D: FACULTY TEACHING ASSIGNMENTS
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine P. Mulder, Initial Program Director</td>
<td>Political Economy Seminar in Economics Global Political Economy of Work and Social Welfare Community Development</td>
<td>80</td>
<td>University of Massachusetts, PhD (Economics) Temple University, MA (Economics)</td>
<td></td>
</tr>
<tr>
<td>Jay Hamilton, Assistant Professor</td>
<td>Microeconomics Global capitalism and debt Contending Economic Theories Sustainable Global Development</td>
<td>15</td>
<td>University of California-Riverside, PhD (Economics)</td>
<td>Chair, Department of Economics</td>
</tr>
<tr>
<td>Geert Dhondt, Assistant Professor</td>
<td>Research Methods I Research Methods II Mathematical Economics Political Economy</td>
<td>30</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td></td>
</tr>
<tr>
<td>Mathieu Dufour, Assistant Professor</td>
<td>Seminar in Economics International Trade International Finance Macroeconomics</td>
<td>15</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td></td>
</tr>
<tr>
<td>Ian Seda-Irizarry, Assistant Professor</td>
<td>Political Economy Seminar in Economics History of Economic Thought Mathematical Economics</td>
<td>15</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td>Editorial Board, <em>Rethinking Marxism</em></td>
</tr>
<tr>
<td>Michelle Holder, Assistant Professor</td>
<td>Research Methods I Research Methods II Community Development Seminar in Economics</td>
<td>15</td>
<td>New School of Social Research, PhD (Economics)</td>
<td>MPA, University of Michigan</td>
</tr>
<tr>
<td>Joshua Mason, Assistant Professor</td>
<td>Macroeconomics International Trade International Finance</td>
<td>30</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td>Fellow, Roosevelt Institute</td>
</tr>
<tr>
<td>Seminar in Economics</td>
<td>15</td>
<td>New School of Social Research, PhD (Economics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----</td>
<td>------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joan Hoffman, Professor</td>
<td>Seminar in Economics Sustainable Global Development Political Economy of the Environment</td>
<td>15</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td></td>
</tr>
<tr>
<td>Joseph Rebello, Assistant Professor</td>
<td>Political Economy Seminar in Economics Research Methods II History of Thought Research Methods I</td>
<td>15</td>
<td>Editorial Board, <em>Rethinking Marxism</em></td>
<td></td>
</tr>
</tbody>
</table>
Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Gordon-Nembhart, Professor, Department of Africana Studies</td>
<td>Community Development Global Political Economy of Work and Social Welfare</td>
<td>University of Massachusetts, PhD (Economics)</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: FACULTY TO BE HIRED
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable. No new faculty will be required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F: NEW RESOURCES AND EXPENSES REQUIRED
**APPENDIX F: NEW RESOURCES AND EXPENSES REQUIRED**

**Summary of Projected New Resources and Expenses for the MA Program in Economics**

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>$8,226</td>
<td>$20,565</td>
<td>$37,018</td>
<td>$49,357</td>
<td>$65,809</td>
</tr>
<tr>
<td>Full-Time Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part-Time Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,226</strong></td>
<td><strong>$20,565</strong></td>
<td><strong>$37,018</strong></td>
<td><strong>$49,357</strong></td>
<td><strong>$65,809</strong></td>
</tr>
</tbody>
</table>

**Assumptions:**

No new faculty or staff will be required in the first five years of the program. Part-time faculty costs are calculated according to the following formula: Projected enrollment/20 x 6 (average number of classes per year) x $3,309 (adjunct rate) x 62.3% (assumed percentage of sections taught by part-time faculty).
APPENDIX G: SUPPORTING MATERIALS FOR PROJECTED NEW RESOURCES AND EXPENSES
## Appendix G: Supporting Materials for Projected New Resources and Expenses

### DIRECT OPERATING EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

| Part Time Faculty Actual Salaries | $6,618 | $16,545 | $29,781 | $39,708 | $52,944 |
| Part Time Faculty Actual Fringe Benefits (24.3%) | $1,608 | $4,020 | $7,237 | $9,649 | $12,865 |
| **Total** | $8,226 | $20,565 | $37,018 | $49,357 | $65,809 |

| Full Time Staff Base Salary (list separately) |        |        |        |        |        |
| Full Time Staff Fringe Benefits (41.6%) | 0      | 0      | 0      | 0      | 0      |
| **Total** | $ -   | $ -    | $ -    | $ -    | $ -    |

### PART-TIME STAFF (do not include library staff in this section)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student Hourly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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### LIBRARY

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<tr>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Resources</td>
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<tr>
<td>Library Staff Full Time (List Separately)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>$ -</td>
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### EQUIPMENT

<table>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Hardware</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Office Furniture</strong></td>
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</tr>
<tr>
<td>Other (Specify)</td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>LABORATORIES</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Laboratory Equipment</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUPPLIES AND EXPENSES (OTPS)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants and Honoraria</td>
</tr>
<tr>
<td>Office Supplies</td>
</tr>
<tr>
<td>Instructional Supplies</td>
</tr>
<tr>
<td>Faculty Development</td>
</tr>
<tr>
<td>Travel and Conferences</td>
</tr>
<tr>
<td>Membership Fees</td>
</tr>
<tr>
<td>Advertising and Promotion</td>
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<tr>
<td>Accreditation</td>
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<tr>
<td>Computer Software</td>
</tr>
<tr>
<td>Computer License Fees</td>
</tr>
<tr>
<td>Computer Repair and Maintenance</td>
</tr>
<tr>
<td>Equipment Repair and Maintenance</td>
</tr>
<tr>
<td><strong>New Total Supplies and OTPS Expenses</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CAPITAL EXPENDITURES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
</tr>
<tr>
<td>Classroom Equipment</td>
</tr>
<tr>
<td>Other (list separately)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

| **Other (list separately)**     |        |        |        |        |        |

| **TOTAL**                        | $      | $      | $      | $      | $      |
APPENDIX H: PROJECTED REVENUES
### APPENDIX H: PROJECTED REVENUES

Summary of Projected Revenues for the MA Program in Economics

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$110,894</td>
<td>$286,859</td>
<td>$496,194</td>
<td>$608,489</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$132,910</td>
<td>$445,138</td>
<td>$694,264</td>
<td>$708,149</td>
<td>$722,312</td>
</tr>
<tr>
<td>Total</td>
<td>$132,910</td>
<td>$556,033</td>
<td>$981,123</td>
<td>$1,204,344</td>
<td>$1,330,802</td>
</tr>
<tr>
<td><strong>State Appropriation</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>$132,910</td>
<td>$556,033</td>
<td>$981,123</td>
<td>$1,204,344</td>
<td>$1,330,802</td>
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</tbody>
</table>

**Assumptions:**

- **Full-time In-State Tuition:** $5,065/yr
- **Part-time In-State Tuition:** $6,375/yr ($425/cr x 15 cr/yr)
- **Full-time Out-of-State Tuition:** $18,720/yr ($780/cr x 24 cr/yr)
- **Part-time Out-of-State Tuition:** $11,700/yr ($780/cr x 15 cr/yr)

Tuition revenue includes 2% increase per year after year 1.
APPENDIX I: SUPPORTING MATERIALS FOR PROJECTED REVENUES
### Appendix I: Five-Year Revenue Projections for the MA Program in Economics

#### EXISTING FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Tuition Income (includes 2% increase per year after Year 1)</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$15,499</td>
<td>$26,348</td>
<td>$37,625</td>
<td>$38,378</td>
</tr>
<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$15,499</td>
<td>$26,348</td>
<td>$37,625</td>
<td>$38,378</td>
</tr>
</tbody>
</table>

| **Tuition & Fees:**  |        |        |        |        |        |
| # of EXISTING FULL-TIME, Out-of-State Students | 0      | 0      | 1      | 1      | 1      |
| Annual Avg # of Credits per FT student (24) | 24     | 24     | 24     | 24     | 24     |
| Tuition Income (per credit; includes 2% annual increase after Year 1) | $780  | $796   | $812   | $828   | $844   |
| Total Tuition       | $0     | $0     | $19,476  | $19,866  | $20,263  |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) |        |        |        |        |        |
| Total Fees          | 0      | 0      | 0      | 0      | 0      |
| Total Out-of-State Tuition & Fees | $0  | $0     | $19,476  | $19,866  | $20,263  |

**TOTAL EXISTING FULL-TIME TUITION REVENUE**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$15,499</td>
<td>$45,824</td>
<td>$57,491</td>
<td>$58,641</td>
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#### EXISTING PART-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING PART-TIME, In-State Students</td>
<td>0</td>
<td>11</td>
<td>29</td>
<td>52</td>
<td>65</td>
</tr>
<tr>
<td>Total Enrolled Credits (per student per year)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (per credit; includes 2% increase per year after Year 1)</td>
<td>$425</td>
<td>$434</td>
<td>$442</td>
<td>$451</td>
<td>$460</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$71,528</td>
<td>$192,344</td>
<td>$351,790</td>
<td>$448,533</td>
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<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$71,528</td>
<td>$192,344</td>
<td>$351,790</td>
<td>$448,533</td>
</tr>
</tbody>
</table>

<p>| <strong>Tuition &amp; Fees:</strong>  |        |        |        |        |        |
| # of EXISTING PART-TIME Out of State Students | 0      | 2      | 4      | 7      | 8      |
| Total Enrolled Credits (avg. per student per year) | 15     | 15     | 15     | 15     | 15     |</p>
<table>
<thead>
<tr>
<th>Tuition Income (per credit; includes 2% increase per year after Year 1)</th>
<th>$780</th>
<th>$796</th>
<th>$812</th>
<th>$828</th>
<th>$844</th>
</tr>
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<tbody>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$23,868</td>
<td>$48,691</td>
<td>$66,913</td>
<td>$113,980</td>
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<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$23,868</td>
<td>$48,691</td>
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<td>TOTAL EXISTING PART TIME REVENUE</td>
<td>$0</td>
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<td>$241,035</td>
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<td>TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)</td>
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<td>$110,894</td>
<td>$286,859</td>
<td>$496,194</td>
<td>$608,489</td>
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</table>

NEW FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, In-State Students</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Tuition Income (includes 2% increase per year after Year 1)</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$20,260</td>
<td>$30,998</td>
<td>$47,427</td>
<td>$48,375</td>
</tr>
<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$20,260</td>
<td>$30,998</td>
<td>$47,427</td>
<td>$48,375</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, Out-of-State Students</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Tuition Income (per credit; includes 2% increase per year after Year 1)</td>
<td>$780</td>
<td>$796</td>
<td>$812</td>
<td>$828</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$19,094</td>
<td>$19,476</td>
<td>$19,866</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<tr>
<td>Total Fees</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$19,094</td>
<td>$19,476</td>
<td>$19,866</td>
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<tr>
<td>TOTAL NEW FULL-TIME TUITION REVENUE</td>
<td>$20,260</td>
<td>$50,092</td>
<td>$66,903</td>
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NEW PART-TIME STUDENTS

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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, In-State Students</td>
<td>14</td>
<td>25</td>
<td>35</td>
<td>35</td>
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<tr>
<td>Total Enrolled Credits (per student per year)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Tuition Income (rate per credit; includes 2% increase per year after Year 1)</td>
<td>$425</td>
<td>$434</td>
<td>$442</td>
<td>$451</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$89,250</td>
<td>$162,563</td>
<td>$232,139</td>
<td>$236,782</td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Student Fees (ANNUAL program fees other than standard CUNY fees)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td>$89,250</td>
<td>$162,563</td>
<td>$232,139</td>
<td>$236,782</td>
</tr>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, Out-of-State Students</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total Enrolled Credits (per student per year)</td>
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<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (rate per credit; includes 2% increase per year after Year 1)</td>
<td>$780</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
</tr>
<tr>
<td><strong>Total Tuition</strong></td>
<td>$23,400</td>
<td>$232,484</td>
<td>$395,222</td>
<td>$403,126</td>
</tr>
<tr>
<td><strong>Student Fees (ANNUAL program fees other than standard CUNY fees)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Out-of-State Tuition &amp; Fees</strong></td>
<td>$23,400</td>
<td>$232,484</td>
<td>$395,222</td>
<td>$403,126</td>
</tr>
<tr>
<td><strong>TOTAL NEW PART-TIME REVENUE</strong></td>
<td>$112,650</td>
<td>$395,046</td>
<td>$627,361</td>
<td>$639,908</td>
</tr>
<tr>
<td><strong>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</strong></td>
<td>$132,910</td>
<td>$445,138</td>
<td>$694,264</td>
<td>$708,149</td>
</tr>
<tr>
<td><strong>OTHER REVENUE</strong></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td>Other Revenue From Existing Sources</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue New</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX J: EXTERNAL EVALUATION
I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The proposal clearly lays out the general purpose, structure and requirements of the program. These conform well to those expected of a master’s degree program in economics. There is one area concerning requirements that could be more clearly specified, however. That area is the culminating requirement of master’s students that indicates their proficiency in the field. Often there are qualifying exams or a paper/thesis requirement. Although some programs substitute courses for this requirement, which may be the case in this proposal. There is a required seminar in the second year and this course may result in such a culminating experience. It was not clear if there would be a thesis paper option for students that might want to pursue that option.

In terms of administration and monitoring, the proposal mentions having a graduate program director that would oversee the program. There was no mention of any additional administrative support that might be needed or forthcoming nor any additional faculty input (e.g. admissions decisions) to run the program.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The Economic Department is well situated to offer the special focus on applied economics and political economy that it proposes. The faculty are exceptionally well-trained in this area. This is clearly a strength of the proposed program.

3. Comment on the plans and expectations for continuing program development and self-assessment.

The proposal indicated growth in enrollment, but did not provide any specific information on continued program development or self-assessment.
4. Assess available support from related programs.

The offerings are all within the economics department so there are no plans to rely on or need for support from other programs.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The proposal presents compelling empirical evidence for the demand for those with master’s degrees in economics. It also demonstrates that the proposed program is sufficiently different in focus from other offerings locally and in the state. There are very few programs nationally with the same focus. The projected cohort size 50. I do not know enough about the demand in NYC to know if this is a feasible target enrollment each year.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The faculty are very well trained to provide the curriculum. I do not have faculty CVs, so do not have a complete view of the breadth and depth of their publications. But, I know some of the work of some of the faculty. The department is relatively young (by economics faculty standards) and many faculty are considered to be up and coming political economists. The program will be staffed by a vibrant faculty that is well-connected to the discipline and the relevant research (as demonstrated in the course syllabi).

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

There is no doubt that the faculty have the qualifications to design and teach in this master’s program. I do not now the size of the undergraduate program, so it is hard to assess if nine full-time faculty and two part-time faculty is enough to effectively carry both a large graduate program and an undergraduate program. There is no indication of new full-time staff.

8. Evaluate credentials and involvement of adjunct and support faculty.

I do not have access to these.

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

There was no request for additional resources or facilities. In my experience as Graduate Program Director of a master’s program, there will be a need for more administrative assistance and possibly space needs. There was no mention of any resources for graduate students (e.g. teaching assistantships).
10. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

I did not see any information that would allow me to assess this.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

The major strength of the proposal is the curriculum and the faculty. The program will provide excellent training for doing applied economics work. Most economics program focus on one particular economic theory and providing theoretical based courses on economic technique. This program provides students with theory in more well rounded way and economic research tools that will allow them to be sophisticated consumers of economic knowledge and solid producers of it as well. There is a pressing need for this in government, non-profit, and private sectors. The faculty are committed and particularly well qualified to teach in the program.

The weaknesses are associated with topics not discussed. The seminar seems to be the course associated with the culminating experience, but what this is and how completion and assessment of that will take place was not discussed. There was nothing about advising or student placement services mentioned. Yet, students will need and want these. There was no mention of the availability of graduate assistantships.

Launch a successful new large graduate program with no new resources may prove difficult. Once fully operational (with 50 students in each cohort), the program will need at a minimum 11-12 courses offered each semester (about 3 different courses for each cohort which should be offered for a total of about 6). Presumably there will be two sections of 25 students each, for a total of 11-12 courses. At 25 students per class, this is large for graduate courses given the amount of writing that is assigned in each class based on the syllabi provided. I do not know what the teaching load is a John Jay, but if it is 4-4, the program will require the equivalent of 3 full-time faculty a year (not counting administrative faculty time). If the teaching load is less, that obviously it will require more. With no new resources, unless there is already existing surplus faculty, this implies fewer full-time faculty in the undergraduate program. Also as indicated earlier it is hard to imagine running a large program without additional administrative support.
CV of External Evaluator

RANDY ALBELDA
Professor of Economics
University of Massachusetts Boston
Boston, MA 02125
617-287-6963
randy.albelda@umb.edu March 2014

PROFESSIONAL EMPLOYMENT

September 1998-present: Professor, University of Massachusetts Boston
January 2011-present: Graduate Program Director, Master's in Applied Economics, University of Massachusetts Boston
September 2006-June 2007: Associate Chair, Department of Public Policy and Public Affairs, University of Massachusetts Boston
September 2001-January 2003: Acting Director Public Policy Ph.D. program, University of Massachusetts Boston
September 1994-August 1998: Associate Professor, University of Massachusetts Boston
September 1989-August 1994: Assistant Professor, University of Massachusetts Boston
September 1988-August 1989: Visiting Professor, University of Massachusetts Boston
August 1987-July 1988: Research Director, Massachusetts Legislature's Commission on Tax Reform
August 1986-July 1987: Research Director, Massachusetts State Senate Taxation Committee
September 1983-June 1986: Assistant Professor, Hobart and William Smith Colleges, Geneva, NY

EDUCATION

University of Massachusetts Amherst, Ph.D. Economics, 1983.

PUBLICATIONS: Books and edited volumes


Special Issue on Lone Mothers, *Feminist Economics* with Susan Himmelweit and Jane Humphries, 10(2), July 2004.


Alternatives to Economic Orthodoxy: A Reader in Political Economy, editor with Christopher Gunn and William Waller, Jr., M.E. Sharpe, 1987.

PUBLICATIONS: Articles


“Placing a Value on Care Work” with Mignon Duffy, Nancy Folbre, Clare Hammonds, and Jooyeoun Suh, Communities and Banking, Winter 2010: pp. 6-9.

“Bridging the Gaps Between Earnings and Basic Needs in Massachusetts” with Jennifer Shea, Massachusetts Benchmarks, 10( 2) 2008: pp. 13-19

“Now That We Do: Same-sex Couples and Marriage in Massachusetts” with Michael Ash and M. V. Lee Badgett, Massachusetts Benchmarks, 7(2) 2005: pp. 16-24.


“A Tale of Two Decades: Changes in Massachusetts Work and Earnings, 1979-1999” with Marlene


“Glass Ceilings and Bottomless Pits,” with Chris Tilly, Working USA, January/February 1998.


PUBLICATIONS: Book chapters


“Glass Ceilings and Bottomless Pits: Women, Income and Poverty in Massachusetts,” with Chris Tilly, in Welfare: A Documentary History edited by Gwendolyn Mink and Rickie Solinger, New York


The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality edited by Tracy E. Ore, Mayfield Publishing Company, 2000 and 2003 (1st and 2nd Editions);


**PUBLICATIONS:** Encyclopedic Entries


**PUBLICATIONS:** Reports


An Economic Profile of Women in Massachusetts, University of Massachusetts President’s Office, November 1995.


Glass Ceilings and Bottomless Pits: Women, Income and Poverty in Massachusetts, with Chris Tilly, Women’s Statewide Legislative Network, June 1994.


Local Revenue Adequacy and Fiscal Disparity, Policy option paper written for and approved by the Massachusetts Legislature’s Special Commission on Tax Reform, June 1989.

Family Policy and the Taxation of Incomes, Policy option paper written for and approved by the Massachusetts Legislature’s Special Commission on Tax Reform, January 1989.

Property Tax Relief for Low Income Residents, Policy option paper written for and approved by the Massachusetts Legislature’s Special Commission on Tax Reform, February 1988.

Sales Tax Expenditures, with Cindy Mann, Policy option paper written for and approved by members of the Massachusetts Legislature’s Special Commission on Tax Reform, February 1988.

A Review of Tax Expenditures, with Cindy Mann and Lois Yachetta, Report written for and approved by the Massachusetts Legislature’s Special Commission on Tax Reform, October 1987.


**PUBLICATIONS/PAPERS: Miscellaneous**


Assessing the Benefits and Costs of the Provision of Legal Services to Survivors of Domestic Violence Through the Battered Women's Legal Assistance Project with Kimberly Puhala, a report produced for the Massachusetts Legal Assistance Program, 2006.

Over 20 articles in Dollars and Sense between 1986 and 2006; several articles for Sojourner; and op-ed pieces for the Boston Globe.

**AWARDS**


**GRANTS**

Faculty Professional Development Grant, University of Massachusetts Boston, $1,000 (1992 to develop and distribute feminism and economics survey).

Public Service Endowment Grant, University of Massachusetts Boston, $3,000 (1993 for work with Massachusetts Statewide Legislative Network on women’s economic education campaign).

Donohue Institute, University of Massachusetts $28,000 (2001 to produce report on work and family in Massachusetts).

Ford Foundation awarded to Institute for Women's Policy Research to subcontract with the Labor Research Center at University of Massachusetts Boston, $60,000 (2001-2004 to produce model and report estimating the costs and benefits of paid family leave).

Ford Foundation and Annie Casey Foundation grants awarded to Center for Economic and Policy Research (Washington DC) to subcontract to the Center for Social Policy, University of Massachusetts Boston, $15,000 (2004-2005 to conduct pilot project on how workers
combine earnings and public work supports in Massachusetts) and $84,000 in 2005-2006 to work on national report for project and to analyze qualitative data from project.

Stoneman Family Foundation grant awarded to Center for Social Policy, University of Massachusetts Boston, $200,000 (for 2006-2007 to conduct project on workers combining earnings and public work supports in Massachusetts and other states).

Fireman Foundation grant awarded to Center for Social Policy, University of Massachusetts Boston, $7,000 (for 2007-2008 work with a One Family Scholar to collect and analyze data on low-income parents in school and training).

Crittenton’s Women’s Union subcontract awarded to Center for Social Policy, University of Massachusetts Boston, $12,000 (for 2007-2008 to document earnings and public support trajectories for families in eight communities in Massachusetts).

Fireman Foundation grant award to the Center for Social Policy, University of Massachusetts Boston $75,000 (to plan research and outreach stemming from the Bridging the Gaps project, 2008).

Creative Economy Grant from the University of Massachusetts, co-Principal Investigator (with Nancy Folbre and Mignon Duffy), $35,000 (for 2008-2009 to measure the care sector in Massachusetts).

Ford Foundation And Annie E. Casey Foundation grants awarded to Center for Social Policy, University of Massachusetts Boston, $60,000 (for 2011-2012 to summarize research and frame policy discussion of ways in which parents’ low wage work affects adolescents).

U54 Minority Institution/Cancer Center Partnership Grant, University of Massachusetts Boston and Dana Farber Harvard Cancer Center, funded by the National Cancer Institute. Co-principle Investigator with Greg Abel, M.D., $197,000 (2 year pilot grant Assessing the Familial Financial Burden of Hematopoietic Stem Cell Transplantation)

SAMPLE OF RECENT PROFESSIONAL PRESENTATIONS


“How Youth are Put At Risk by parents’ Low-wage Jobs,” with Lisa Dodson, Annie E. Casey Foundation, Baltimore, MD, (February 2013).

“Double Jeopardy: Low-wage and low-income workers in the US, 1979-2009)” as Sheridan Visiting Scholar, Economics Department, University of Massachusetts Amherst (September 2012)


“Why it’s harder (and different) for single mothers: Gender, motherhood, labor markets and public work supports in the US” International Labor Process Conference, New Brunswick, NJ March 2010.


Legislative Expert Testimony: Massachusetts Legislative Joint Committee on Revenue’s Subcommittee on Tax Expenditures, November 2009.


'Poverty in Lesbian, Gay and Bisexual Community in the United States” hosted by the Lesbian, Gay and Bisexual Equity Congressional Caucus, March 2009.

“Gender, Poverty and the Recession” University of Michigan Dearborn, January 2009.

“Is College the Ticket to Women’s Equity?” Keynote address at Association for Gender Equity Leadership in Education 2008 National Conference, July, 2008.


“Bridging the Gaps between Earnings and Basic Needs in Massachusetts” The Center for Public Policy and Administration at University of Massachusetts Amherst, November, 2007.


“New Welfare Regime, Same Poverty Problems” Women’s Studies Program, Slippery Rock University, March 2006.

“Time Off?: Paid Family and Medical Leave and Low-Income Women Workers” APPAM (Association for Policy Management and Analysis) Annual Meetings, Washington DC, November 2005


MANUSCRIPT AND PROPOSAL REVIEWS
Associate Editor, Feminist Economics (2004-present)

Journal article manuscripts:
American Journal of Economics and Sociology; Cambridge Journal of Economics; Community, Work & Family; Critical Sociology; Eastern Economic Journal; Feminist Economics; Gender, Work and Organizations; Industrial and Labor Relations Review; Industrial Relations; Journal of Business and Economic Studies; Journal of the Community Development Society; Journal of Economic Education; Journal of Women's Health; National Women's Studies Association Journal; Review of Radical Political Economics; Review of Social Economics; Social Forces; Social Problems; Social Science Quarterly; Social Service Review; Structural Change and Economic Dynamics; Women and Politics; Women's Studies International Forum

Books and book proposals:

Grant proposals:
National Science Foundation; United States Department of Agriculture’s Economic Research Service Grants; Woodrow Wilson Dissertation Fellowship in Women’s Studies; Social Sciences and Humanities Research Council of Canada.

SUPERVISION AND MEMBERSHIP ON GRADUATE DEGREE COMMITTEES: University of Massachusetts Boston (unless otherwise noted)
Ph.D (Public Policy) chair:


Amy Helburn, “A Longitudinal Look at Social Risk and Protection: Does Inequality in Receipt of Employment-based Benefits Lead to Disparities in Health Status, Which then Limit Intragenerational Earnings Mobility?,” in progress.


Ph.D. (Public Policy) member

Julie Munro 2013
(Brandeis, Heller School)
Mandira Kala 2009
Nicole Lavan 2009
Paula Georges 2003
Amy Heller 2003

M.S. (Public Affairs) capstone director

Amy Sunderland 2013
Danielle Fox 2012
Kristy Abraham 2012
Jacklyn Varela 2011
Bree Herne 2010
Jamie Hellen 2008
Rebecca Fuentes 2007
Maryann McHugh  2007
Christine Goodrich  2004
Linda McDonald  2002
Micah Evans  2001
Elizabeth Roy  2001
Matthew Duval  2000
David Whalen  2000
Ellen Stewart  1998
Kirsa Jackson Gamble  1998
Erin Webb  1996

COURSES TAUGHT

ORGANIZATIONAL AFFILIATIONS
Research Affiliate, Institute for Research on Labor and Employment, University of California, Los Angeles (since 2008).
Research Scholar, Political Economic Research Institute, University of Massachusetts Amherst (since 2007).
Senior Research Associate, Center for Economic and Policy Research, Washington DC. (since 2006).
Research Affiliate, National Poverty Center, University of Michigan (since 2005).
Senior Research Fellow, Center for Social Policy, McCormack Graduate School, University of Massachusetts Boston (since 2004).
University of Massachusetts Boston Organizational Representative to Association for Public Policy Analysis and Management (2001-2007).
Editorial Associate, Dollars and Sense magazine. Somerville, Massachusetts, 1986-present.

COMMUNITY SERVICE
Currently I am a board member of Center for Women and Work, University of Massachusetts Lowell and on the advisory council of the Caring Economy Campaign. In the past I have been an invited member of the Massachusetts Teachers Association Revenue Enhancement Committee, an advisory member for the Data and Research Team of Boston’s Thrive in 5 initiatives and the Equity Report Card of the Metropolitan Area Planning Council, a board member of the Child Care Resource Center, Cambridge, and an appointed member of the City of Cambridge Welfare Task Force.
External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the NYS Education Department by:

John Jay College of Criminal Justice, CUNY

(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

Master of Arts in Economics

>Title of Proposed Program

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;

2. am not a spouse, parent, child, or sibling of any of the individuals listed above;

3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application;

4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Randy Albelda

Signature: [Signature]

Date: 12/14/2015
APPENDIX K: COMPETITOR CURRICULA TOPICS
## APPENDIX I: COMPETITOR CURRICULA TOPICS

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