

## Understanding Modern Capitalism

Course Name	Course type (credit/hours)	Elective course(3/3)			Course code	I048
	Target students Division/major/grade	Business Administration/Senior			Opening semester	2017 2ND SEMESTER
	Class time and classroom	Tue D(Da111)Thu C(Da111)			English Grade	A(100%English)
Reference to this course	Prerequisite courses					
	Related basic courses					
	Recommended concurrent courses					
	Related advanced courses					
Instructor	Name (title/division)		Felver Troy Benjamin(Assistant Professor, Business Administration)			
	Office Room Number		Office phone Number	1111	e-mail	
	Office hours			Homepage address		
Teaching Assistant	Name (title/division)					
	Office Room Number		Office phone Number		e-mail	

### 1. Introduction

#### Subject Summary

The state of the modern capitalistic economy profoundly influences our lives. The lingering Euro crisis in Greece continues to preoccupy European financial ministers, while the living conditions in Greece become increasingly dire. Older Koreans talk wistfully about the ease of finding a job in the 1980's and early 90's, while today, many students report much more challenging search efforts. What are the causes of these insecurities, and what can national governments do to try and alleviate this suffering?

With the global financial crisis and unusually slow recovery, the assumptions of modern capitalism are under stress like never before. Criticisms that it is unfair, inefficient, and mismanaged have created a crisis of confidence for many. However, others say that the foundations are still strong and vibrant. Who do you believe? This course will examine the debates within modern capitalism along with explanations of its central principles. Students will gain an understanding of how markets work and what controversies they create

### 2. Course Objectives

#### Course Objectives

- a) Gain an understanding of the fundamental debates occurring today about the role of capitalism and markets in our economy
- b) Be able to debate and critique the basic positions of these understandings
- c) Understand the requirements and necessary components of a market economy
- d) Encourage students to question the assumptions and theories relating to trade and economics

조회된 데이터가 없습니다.

### 3. Class types and activities

#### Readings

##### Textbook:

Harford, Tim. (2013). The Undercover Economist Strikes Back: How to Run--or Ruin--an Economy. ISBN 1408704242, 159463291X, 0349138931, 1594631409

Other readings will be distributed in class and via E-Class.

#### Evaluation

There will be a final exam, paper, and a presentation on a current economic debate. Additionally, since a primary goal of this course is to improve communications skills, attendance and class participation are very important to your grade.

Final Exam: 40%  
Class Participation: 30%  
Final Paper: 10%  
Midterm Exam: 10%  
Presentation: 10%

Exams will be a mix of short answer and essay problems, where students can demonstrate their knowledge of markets and capitalism. The focus will be on application, not memorization. The midterm exam will be a less extensive version of the final exam, so students can become accustomed to the professor's examination style without a large amount of stress.

The Final Paper will be a chance for students to pick and write about their own case of a successful or failed idea in capitalism and markets. Students will choose their own topics, and in the approximately 3–5 page paper, students will describe the idea, why the idea failed or succeeded, and what could be learned from this result. A handout will be given describing this project in more detail.

Students will present their topics in a 4–6 minute presentation to the class.

Class participation is quite important for deeper learning. The professor will track student participation in the course. Since a goal of the course is to encourage students to share their ideas, substantial points can be earned through class participation. The quantity and quality of participation will be considered. Participation can be both positive (sharing your ideas or asking questions) or negative (having a distracting conversation with your neighbor). Positive participation will increase your participation grade, and negative participation will detract from it. This course will operate on a system of voluntary participation; you must do some affirmative act in order to participate. Obvious examples of this could include raising your hand or just answering a question. When you do this, you will earn positive participation points. However, participation can also be negative. Talking to those around you is distracting for the class and to your professor, and it will not be tolerated. During the semester, the first instance of negative participation will result in a verbal warning. Each further act will result in a 1–point deduction from whatever participation grade you ultimately earn in the course. So, please participate often, listen well, and ensure any private communication is done via silent means.

Cheating will be taken very seriously; this class has a zero tolerance policy for any form of cheating. Any student found to be cheating will receive an automatic ZERO on the assignment or test in question, and the matter will be referred to the Dean for further sanctions.

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to

#### 4. Teaching Method

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|---|---|
| <input checked="" type="checkbox"/> lecture                                     | <input type="checkbox"/> discussion and debate              |
| <input checked="" type="checkbox"/> team project(presentation and case studies) | <input type="checkbox"/> experiments(role-playing,etc)      |
| <input type="checkbox"/> designing and production                               | <input type="checkbox"/> on-site learning(on-site training) |
| <input type="checkbox"/> others   |   |

#### 5. Support Systems in Use

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|--|---|---|
| <input checked="" type="checkbox"/> e-class / AjouBb     | <input type="checkbox"/> automatic recording system | <input type="checkbox"/> web-based assignment |
| <input type="checkbox"/> cyber lecture                   | <input type="checkbox"/> online content             |   |
| <input type="checkbox"/> class behavior analyzing system | <input type="checkbox"/> others                     |   |

#### 6. Teaching Tools

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|--|---|---|
| <input type="checkbox"/> PBL(Problem Based Learning) | <input type="checkbox"/> CBL(Case Based Learning) | <input type="checkbox"/> TBL(Team Based Learning)           |
| <input type="checkbox"/> UR(Undergraduate Research)  | <input type="checkbox"/> FL(Flipped Learning)     | <input type="checkbox"/> DSAL(Data Science Active Learning) |
| <input type="checkbox"/> others                      |   |   |

#### 7. Knowledge and ability required for taking this course

#### 8. Method of Evaluation

Evaluation Item	The Number of Times	Evaluation Proportion	Remarks
Attendance		30%	
midterm exam		10%	
final exam		40%	
quiz			

## 8. Method of Evaluation

Evaluation Item	The Number of Times	Evaluation Proportion	Remarks
presentation		10%	
discussion			
homework		10%	
etc			
study hours			

## 9. Textbook and supplementary material

Main/Sub	Title (Web-site)	Writer	Publisher	Publication year
Main	The Undercover Economist Strikes Back: How to Run--or Ruin--an Economy	Harford, Tim		2013

## 10. Class system and Class shedule

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## < Class Schedule >

\* language : K-korean, E-English

Weeks	Topics	language	Instructor	Teaching Method	Evaluation Method	Matter to be prepared
1	Greed is Good?: An Introduction to Capitalism and Economics	E	Felver Troy Benjamin			
2	The Babysitting Recession and Money, Money, Money	E	Felver Troy Benjamin			
3	Just Enough Inflation	E	Felver Troy Benjamin			
4	Economic Stimulus	E	Felver Troy Benjamin			
5	Prison Camp Recession and Output Gaps	E	Felver Troy Benjamin			
6	The Cult of GNP/ GDP	E	Felver Troy Benjamin			
7	The Cult of GNP/ GDP	E	Felver Troy Benjamin			

< Class Schedule >

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Week s	Topics	lang uag e	Instructor	Teaching Method	Evaluation Method	Matter to be prepared
8	Midterm Exam	E	Felver Troy Benjamin			
9	The Invention of Unemployment	E	Felver Troy Benjamin			
10	Happynomics	E	Felver Troy Benjamin			
11	Inequality	E	Felver Troy Benjamin			
12	International Monetary Fund	E	Felver Troy Benjamin			
13	Presentations	E	Felver Troy Benjamin			
14	Presentations	E	Felver Troy Benjamin			
15	Greek Fire: the Euro Crisis	E	Felver Troy Benjamin			
16	Final Exam	E	Felver Troy Benjamin			

11. Other items of notification