

Spring 2026

Meeting Days: Monday

Meeting Times: 5:30pm – 8:15pm

Meeting Location: MV 316

Final Exam: TBA

Instructor Name and Title: Christopher Paik, Ph.D.

Teaching Assistant: To be announced (TBA)

E-mail: cpaik@pointloma.edu

Office Location: FSB Room 133

Office Hours: By appointment only

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment – Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides an overview of analytical tools that economists use to solve business problems, as well as exposure to the economic environment within which businesses operate. Key concepts and ideas from both microeconomics and macroeconomics are introduced. The focus is to enable students to be able to identify, understand, and evaluate both domestic and global drivers causing economic change. Particular attention is given to discussions of real-world applications.

COURSE LEARNING OUTCOMES

The following learning outcomes are aligned with the Fermanian School of Business program learning outcomes. Upon successful completion of this course, you will be able to:

1. Exhibit an understanding of the tools and methods involved in microeconomic and macroeconomic analysis (PLO 1).
2. Evaluate the local, national and global impacts of changes to fiscal and monetary policy (PLO 3 & 4).
3. Apply marginal analysis to business problems and explain how basic economic reasoning can assist strategic decision making (PLO 3).

4. Analyze current issues using economic reasoning and ethical perspectives (PLO 1, 3 & 5).
5. Present ideas through effective written and oral communication (PLO 6).
6. Assess the current business climate and collaborate in a team to forecast industry performance (PLO 2, 3 & 7).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Goolsbee, Levitt, and Syverson, *Microeconomics*, Third Edition, 2020, Worth Publishers
2. Mankiw, *Macroeconomics*, Eleventh Edition, 2022, Worth Publishers
 - I recommend students to use the (rental) e-book version. I am recommending this version because of affordability. You are welcome to choose another variation of textbooks such as the hard copy, paperback, or loose-leaf version.
3. *The Wall Street Journal* and *The Economist*
 - Students are required to access certain articles for case studies. The purchase of a digital pack subscription is available.

ASSESSMENT AND GRADING

General Class Participation	Points	Course Grading Scale
<ul style="list-style-type: none"> • Survey questions (3 @ 10 points) • Participation. 	30 100	(in points):
Microeconomics		A = 920-1,000
<ul style="list-style-type: none"> • Group project I • Peer review evaluation for Group project I • Quiz I 	150 35 150	A- = 900-919 B+ = 880-899 B = 820-879 B- = 800-819
Macroeconomics		C+ = 780-799
<ul style="list-style-type: none"> • Group project II • Peer review evaluation for group project II • Quiz II 	150 35 150	C = 720-779 C- = 700-719 D+ = 680-699
Final Evaluation		D = 620-679
<ul style="list-style-type: none"> • Final exam 	200	D- = 600-619 F = 0-599

	1,000 points	

QUIZ

The first quiz will cover microeconomics material. The second quiz will cover the material from macroeconomics. Both quizzes will consist of multiple-choice questions and will take place at the start of class that day. There will be no make-up quizzes. By enrolling in the course, you are committing to take the quizzes on the scheduled dates. If a quiz is missed for an approved reason, the weight of the remaining individual components is increased to compensate for the missed quiz. Approval for a missed quiz will be rare and only with appropriate written documentation from an authoritative source indicating why the student was unable to appear for the quiz.

GROUP PROJECT

FINAL EXAMINATION

Successful completion of this class requires taking the final examination (which will be short answer questions) **on its scheduled day**. This exam will be open book and open notes.

PARTICIPATION

The success of the course will be impacted by the quality of class participation. Each of you must feel comfortable contributing to discussions on a daily basis. General class participation will be based on your contributions to discussions, including input or questions regarding the topic, and based on your attendance. In addition, you should be prepared to answer questions and participate in your small group activities (peer review) and other assignments.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Face-to-Face MBA Courses:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Graduate and Professional Studies Catalog for additional detail.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the due date listed on the syllabus schedule. Incompletes will only be assigned under extremely unusual circumstances. Any assignment, examination or project not received when due will be accepted with a **20% penalty from the maximum possible score per 24-hour period** following the due date with a maximum of 48 hours late. Any variation of this policy will only occur if the instructor has given approval *prior* to the due date and a new completion date and consequences have been agreed upon. This

arrangement should be made only under *unusual* circumstances. Normally, only a doctor's certification of a severe medical problem will suffice.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use AI tools (e.g., ChatGPT, Gemini, etc.) to generate ideas, but you are not allowed to use AI tools to generate content, such as text, video, audio, or images, that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In class, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of economics, and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In this course, we will cover a variety of topics, some of which you may find triggering. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the

week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center offers:**
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - **Research Help Guide** to help you start your research
 - The physical office is located on the third floor of the **Mission Valley Regional Center** off the student lounge
- **Academic Writing Resources Course**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** and take time now to explore!
- Grammarly: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly’s Generative AI is NOT available with our student accounts.
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification®

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Face-to-Face MBA/MAOL Courses:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

COURSE SCHEDULE AND ASSIGNMENTS

WEEK	TOPIC	CLASS CONTENT
1	Light week	<p><u>Course Syllabus Review</u></p> <ul style="list-style-type: none"> • No Class
2	Study of Economics	<p><u>Foundations of Economics</u></p> <ul style="list-style-type: none"> • <u>Scarcity</u>, opportunity costs, and incentives • <u>Absolute and comparative advantages</u> • Efficiency and equity • Difference between microeconomics and macroeconomics • Positive vs. normative statements
3	Market Efficiency	<p><u>Supply and Demand</u></p> <ul style="list-style-type: none"> • Characteristics of supply and demand • Determinants • Market equilibrium <p><u>Market Efficiency</u></p> <ul style="list-style-type: none"> • Government policy • Decision-making under uncertainty, information asymmetry, and externalities and transaction costs • Idea of classical economic model

4	Consumer Theory	<p><u>Elasticity</u></p> <ul style="list-style-type: none"> • Elasticity of demand • Elasticity of supply <p><u>Consumer Theory</u></p> <ul style="list-style-type: none"> • Utility • Consumer problem
5	Producer Theory and Market Structure Part I	<p><u>Producer Theory</u></p> <ul style="list-style-type: none"> • Economic profit • Short run vs. long run <p><u>Market Structure</u></p> <ul style="list-style-type: none"> • Perfect competition vs. imperfect competition • Producer problem in perfect competition
6	Market Structure Part II	<p><u>Market Structure</u></p> <ul style="list-style-type: none"> • Producer problem in imperfect competition • Game theory
7	Group Project A	<p><u>Group Presentation – Microeconomics</u></p> <ul style="list-style-type: none"> • Discussion <p><u>Quiz I Review</u></p>
8	Quiz I	<p><u>Microeconomics</u></p>
9	Introduction of Macroeconomics	<p><u>Classical Economic Model vs. Keynesian Economic Model</u></p> <ul style="list-style-type: none"> • Comparison of two studies <p><u>Role of Government</u></p> <ul style="list-style-type: none"> • Fiscal policy and monetary policy
10	Prices and Unemployment	<p><u>Business and Economic Cycles</u></p> <ul style="list-style-type: none"> • National income, GDP, GNP • Real vs. nominal <p><u>Unemployment and Inflation</u></p> <ul style="list-style-type: none"> • Types of unemployment

		<ul style="list-style-type: none"> • Inflation, deflation, disinflation, and stagflation
11	Aggregate Demand and Aggregate Supply	<p><u>AD-AS Model</u></p> <ul style="list-style-type: none"> • Aggregate demand • Short run aggregate supply • Long run aggregate supply
12	Government Policy Implementation in AD-AS Model	<p><u>AD-AS Model with Government Policies</u></p> <ul style="list-style-type: none"> • Fiscal and monetary policies in an economic model <p><u>Quiz II Review</u></p>
14	Quiz II	<u>Macroeconomics</u>
15	Group Project B	<p><u>Group Presentation – Macroeconomics</u></p> <ul style="list-style-type: none"> • Discussion <p><u>Final Exam Review</u></p>
16	Final Exam	<u>Microeconomics and Macroeconomics</u>