Economics 4050: History of Economic Thought

Professor Senyo Adjibolosoo
(PhD Economics)
Dates: 01/14/2020 - 05/08/2020; Times:
Days: Mondays & Wednesdays
Time: 1:25 - 2:40 p.m.
Location: FSB 105 Credit Hours: 3
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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.
INSTRUCTOR INFORMATION

Instructor: Senyo Adjibolosoo, PhD Economics
Email: SenyoAdjibolosoo@pointloma.edu
Phone: (619) 849-2310

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Office Hours: ***Mondays, Wednesdays,*** and ***Fridays*** from **7:00 AM—7:45 AM**. You may make an appointment to see me at any other time. Students who are having difficulties and need help are strongly encouraged to see me at any time they need assistance. There is help at the Tutorial Center. Go to the Bond Academic Center if you desire to gain access to this help.
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NEEDING ANY KIND OF ASSISTANCE

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COURSE DESCRIPTION

Course Description in Catalog:

A study of the history of the development of major concepts of economic analysis and theory. Emphasis is placed on the role of the economic, political, social, and religious environments in the development of economic thinking and analysis. Consideration is given to the major economic theorists and how biblical concepts influence their thinking.

History of Economic Thought—is essentially about the study of the history of the evolution of the major concepts of economic theory. Since it is a course in the history of economic thinking and theorizing, emphasis is placed on the role the social, economic, political, educational, legal, religious, scientific, and technological factors and/or environment play in the development of economic thinking, theorizing, and analyses. Of primary importance to us in this course are the works of Adam Smith, John Maynard Keynes, Thomas Malthus, John Stuart Mill, Karl Marx, David Ricardo, Jean-Baptiste Say, Jeremy Bentham, Alfred Marshall, Joseph Schumpeter, Robert Owen, and other scholars who also engaged in economic analysis long before Adam Smith's arrival on the scene. We will study the economic ideas and principles of ancient philosophers regardless of their origin. Some of these ancient scholars were the Hebrews, Babylonians, Assyrians, Sumerians, Chinese, Greeks, and Romans. We will interest ourselves in religious influences on the philosophical thinking and analyses of the great philosophers of economics.

COURSE READING MATERIALS

These are drawn from diverse sources such as:

1. Sample Books [Review the list of below presented below];
2. Online
3. Academic Journals
4. Encyclopedias; and
5. Other Relevant Sources.

REQUIRED READING MATERIALS

SOURCES OF READINGS

Review Some Key Concepts of the Human Factor Theory and Its Significance in the following:

1. Adjibolosoo, S. 2013. "Propelling Prosperity and Human Flourishing: Contributions of Free Market Scholars to Economic Development Literature." (Links to an external site.)Links to an external site (Links to an external site.)
2. Adjibolosoo, S. (SA). 2012. *The Human Factor in Free Market Efficiency*. New Delhi, Indian: New Century Publications.
3. Adjibolosoo, S. (SA). 2003. "The Quest for Liberalism and Improvements to the *Laissez Faire* Economic System: The Significance of the Human Factor to Self-Interest." *Review of Human Factor Studies*, 9 (1): 54-103. [Posted on Canvas]
4. Adjibolosoo, S. (SA). 1998. *Global Development the Human Factor Way.*Westport, CT:
5. Bell, J. F. (BJF) 1980. *A History of Economic Thought*. Huntington, NY: Robert E. Krieger Publishing Company (pp. 13-32; pp. 33-50; and pp. 397-417).

6. Brue, S. L. (BSL). 2000. *The Evolution of Economic Thought*. New York: The Dryden Press (pp. 16-35 and pp. 36-49).
7. Butt, J. (ed.) (BJ) 1971. *Robert Owen: The Prince of Cotton Spinners*. Newton: David and Charles.
8. Hawthorn, N. (HN). "Ethan Brand." *The Snow-Image, and Other Twice-told Tales, 1850, 1852*. https://www.ibiblio.org/eldritch/nh/eb.html
9. Hunt, E. K. (HEK) 2002. *History of Economic Thought: A Critical Perspective*. Armonk, New York: M. E. Sharpe.
10. Marx, K. and Engels, F. (ME). 1948. *Manifesto of the Communist Society [Communist Manifesto].* New York: International Publishers (Written in 1848). **[See Online Sources]**
11. Smith, Adam (AS). 1759. *The Theory of Moral Sentiments*. Book is now in Public Domain.Visit:https://www.marxists.org/reference/archive/smith-adam/works/moral/index.htm(Links to an external site.)Links to an external site.

TOPICS COVERED	READINGS
1. Introduction: **Week—1: January 14th & 16th 2020** **Meeting—1:** Human Plight & Condition. **Meeting—2:** January 16th 2020**:** The Economizing Problem: A Human Factor Perspective of Senyo Adjibolosoo Regarding the Birthing and Progression of Economics as an Academic Discipline (i.e., An Insinuated Biblical Viewpoint).	**The Reading:** Ethan Brand—The reading has been sent to ALL Students through ***E-mail.***
The Human Condition	
Week—2: January 20th -24th, 2020:	1st Meeting Day: Dr. Martin Luther King, Jr.'s Birthday
Week—2: January 20th -24th, 2020:	**2nd Meeting Day:** In-class Discussions on the Human Condition yesterday, today, and tomorrow: A thoroughly Reviewed, Compared, and Contrasted.
Week—3. Jan 27th - 31st, 2020: **Week 3—1: Jan 27th**: The Jewish, Greek, and Roman Contributions to Economics **Week 4—1: Feb 3rd**: The Economic Analysis Before Adam Smith.	**(A-1) Jews A-2: Jews B-1: Greeks (B-2): Greeks (C-1): Romans (C-2): Romans**
Weeks—4: Feb 5th: Adam Smith: Classical Economics **Week 5—1: Feb 10th** **Week 5—2: Feb 12th:**	**Reading; Lecture; & Discussions**
Adam Smith (1723-1790): Classical Economics: *The Theory of Moral Sentiments* (1759) *and The Wealth of Nations* (1776).	**Adam Smith: The Theory of Moral Sentiments**
Week—6: Feb 17th —28th **Week—6: Feb 19th:**	**Adam Smith: *The Wealth of Nations* (1776)**
[Weeks 7th: Feb 24th—28th:	

February 26th, 2020	**Review and Take Mid-Term Test**
Mid-Term Examination: February 26th, 2020	
Weeks 8-10: March 16th—April 1st, 2020	**Student Presentations [Dates Set in Class]**
(b) Rev. Thomas Malthus (1766-1834): *The Theory of Population*.	**From above or Student's Choice**
(c) David Ricardo—1772-1823 (*The Theory of Comparative Advantage*).	**From above or Student's Choice** **Student Choice of Sources**
(d) Jean-Baptiste Say—1767-1832 (*Say's Law*).	**From above or Student's Choice** **From above or Student's Choice**
(e) Jeremy Bentham—1748-1832 (*Utilitarianism*).	**From above or Student's Choice** **From above or Student's Choice**
(f) John Stuart Mill (1806-1873): *Utilitarianism; Government and Moral Education; Liberty, Ethics and Behavior; Inductive & Deductive Logic; and Experience & Knowledge*).	**Find this Reading in the Student Presentations Folder Above**
Socialism and the Challenges to Classicism: The Challenges to and Criticisms of Classicism [i.e., Classical Economics by Marxian/Socialist Scholars]	**Review the Listing of the Respective Readings in the Corresponding Cells Below**
(a) Karl Marx (1818-1883): *The Evolution and Genesis of Capitalism: From Capitalism to Communism.*	**Lectures & In-class Discussion**
(b) *The Communist Manifesto* (1948): Karl Marx and Friedrich Engels.	**Student Review Assignment**
(c) Robert Owen (1771-1858): *Character Formation and the Role of the Environment*.	**Reading**
The Failings of Capitalism and Economic Planning: Dealing with the Weaknesses **Week—11: April 6th—April 10th:**	**Lecture: Responding to the Socialists (i.e., to Karl Max & Others)**
Scholars of Neoclassical Economic: (a) Stanley Jevons (1835-1882) (b) Carl Menger (1840-1921) (c) Léone Walras (1834-1910) (d) John Bates Clark (1847-1938).	
Week—12: Apr 13th—17th: The Call for the Integration of Capitalism & Socialism	**Alfred Marshall & John Maynard Keynes**
(a) Alfred Marshall (1842-1924): *Marrying Demand and Supply Concepts: The Creation of a Synthesis of Capitalism and Socialism.* [Week—8A & 8B]	**Creative Destruction**
(b) John Maynard Keynes (1883-1946): The Neoclassical Economic Ideology and the Myth of a Self-Adjusting Market System: The Keynesian Evolution. [Week—13A, 13B, & 14A]	**Lecture; Reading; & Discussions**

Week 13: Apr 20th—24th: Economic Planning: The Call for Dealing with Weaknesses & Failings of Capitalism [Week—13th, 1st Meeting]	**Lecture; Reading; & Discussions**
(a) Joseph Schumpeter (1883-1950): The Significance of the *Concept of Creative Destruction*.	**Reading-1** **Readings—2**
Week 14: Apr 27th—May 1st: The Overall Reflections on the Future: The Significance of the	**A Review/Discussion Session**
Human Factor Quality in Modern Economic Theorizing	SA (1998, 2012, and 2005)
Week—15: Final Examination:	**[Friday, May 8th, 2020 1:30 PM—4:00 PM]**

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. **Learning: Informed by our Faith in Christ**
   Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing: In a Christ-Centered Faith Community**
   Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
3. **Serving: In a Context of Christian Faith**
   Students will serve locally and/or globally in vocational and social settings.

FERMANIAN SCHOOL OF BUSINESS (FSB)

FSB Mission: To provide the world, business leaders who demonstrate Christlike character.
FSB Motto: More than the bottom line: Business Education to Change the World
FSB Core Values:

1. Academic Excellence
2. Integrated Values
3. Active Engagement

Program Learning Outcomes (PLO)

Students who complete the program in Economics will be able to:

1. Critically evaluate decisions using tools of economic analysis.
2. Identify and understand national and global economic problems with sensitivity to those in need.
3. Analyze the effectiveness of economic policies to solve social problems.

COURSE LEARNING OUTCOMES (CLO)

After having completed this course each student will be able to define and hypothesize about the relevance of personal knowledge in, understanding, and applications of the Principles and Theories of the History of Economic Thought. Each student will be fully equipped to:
The intended student learning outcomes for this course are that students will:

1. Become familiar with the works/effort of selected Doyens of the Evolution of Economic Thought.
2. Know the fundamental reasons for the evolution of the History of Economic Thinking.
3. Critique the primary thrusts of the evolution of new economic theories and/or models.
4. Apply acquired knowledge to crafting answers to current economic problems/decision making.
5. Responsibly analyze how diverse Christian views might be applied to Economic Theorizing.
6. Make recommendations toward how to enhance the diverse procedures for economic theorizing.

MEASURING COURSE LEARNING OUTCOMES

If you've successfully mastered the key set of knowledge in this course at the end of the semester; have developed a certain set of skills (e.g., thinking: critical, conceptual, analytic, creative, innovative, and others); are able to apply your learning to problem solving; and have acquired and committed to moral principles that are so dear to us as Christians the teaching and learning of this course would have achieved its main objectives. The information presented in the following section is an excellent representation of how the main course objectives will be tested and/or measured.

IDEA COURSE OBJECTIVES

1. **#3:** Learning to apply course material to improve thinking, problem solving, and decisions.
2. **#10:** Developing a clearer understanding of and commitment to personal values.
3. **#11:** Learning to analyze and critically evaluate ideas, arguments, and points of view.

Alignment Mapping of General Education Learning Outcomes (GELOs) and Course Learning Outcomes (CLOs)

General Education Learning Outcomes (GELOs)	Student Learning Outcomes (SLOs)	Specific Chapters of the Course Textbook
Critical Thinking: *Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.*	S1 Become familiar with the works/effort of selected Doyens of the Evolution of Economic Thought.	1-15
	S2. Know the fundamental reasons for the evolution of the History of Economic Thinking.	1,2,3,4,5,10,12
	S3. Critique the primary thrusts of the evolution of new economic theories and/or models.	5,7,9,11,12,14
	S4. Apply acquired knowledge to crafting answers to current economic problems/decision making.	5,6,7,9,10,15
	S5. Responsibly analyze how diverse Christian views might be applied to Economic Theorizing.	1,2,3,4,8
	S6. Make recommendations toward how to enhance the diverse procedures for economic theorizing.	1,13,15, Other Readings

Alignment Mapping of Program Outcomes (PLOs) and Course Outcomes (SLOs)

Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)	Textbook Chapters
P1. Students will develop excellent knowledge of the essential areas of Business.	S1. Become familiar with the works/effort of selected Doyens of the Evolution of Economic Thought.	1-15
	S2. Know the fundamental reasons for the evolution of the History of Economic Thinking.	1,2,3,4,5,10,12
P2. Students will demonstrate the professional skills essential to success in Business.	S4. Apply acquired knowledge to crafting answers to current economic problems/decision making.	1,5,10,14,11, 7,8,9,13
	S3. Critique the primary thrusts of the evolution of new economic theories and/or models.	5,7,9,11,12,14
		1,6,11,12

	S5. Responsibly analyze how diverse Christian views might be applied to Economic Theorizing.	1,2,3,4,8
P3. Students will develop the personal values expected of PLNU Graduates.	S6. Make recommendations toward how to enhance the diverse procedures for economic theorizing.	1,13,15, Other Readings

DISCIPLINARY CONCEPTS ASSESSMENT

In general, students are assessed on the following Concepts of the History of Economic Thought:

1. The contributions of the Jews, Greeks, Romans to the evolution of Economic Theories and Models.
2. Debates among Economists as to the rightness, wrongness, and the validity of the concepts presented in History of Economic Thinking. 3.
3. The contributions of John Maynard Keynes and other renowned scholars on the diverse topics of the History of Economic Thought.

ASCERTAINING STUDENT KNOWLEDGE, UNDERSTANDING, AND MASTERY

Each student's acquired knowledge, understanding, mastery, and the ***ability to apply Concepts, Principles, and Theories the History of Economic Thought toward dealing with perennial Economic Problems and Challenges*** are assessed through:

1. Written reflective briefs (individually and in a groups) and essays on selected topics are used to ascertain each student's demonstration of his or her knowledge and understanding of the key concerns of the evolution of the History of Economic Thought.
2. Summarizing the issues and debates that form the core of the History of Economic Though and its evolution throughout the centuries.
3. Taking individual as well as group quizzes aimed at testing each student's strength of acquired knowledge and understanding of the primary thrust of the History of Economic Though.
4. Participating in a mid-term test made up of paragraph questions and/or short essays.
5. Writing out and submitting answers to homework assignment questions that regarding specific debates regarding the concepts, topics, and problems in the History of Economic Thought.
6. Putting together group essays to explain the relevance of the evolution of the History of Economic Thinking.
7. Participating in the opportunity to take a Final Examination at the end of the semester.
8. 8. Demonstrating personal as well as group member comprehension of what the human factor is and its centrality to the evolution of the History of Economic Thought.

GENERAL EDUCATION LEARNING OUTCOME (GELO)

Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

HOLIDAY SCHEDULE: SPRING 2020

1. **DR. MARTIN LUTHER KING Jr. DAY:** Monday, January 20th, 2020
2. **Spring Day:** Monday, March 9th, through Friday, March 13th, 2020
3. **End of Semester Classes:** Friday, May 1st, 2020
4. **Final Examination Period:** Monday, May 4th—Friday, May 8th, 2020

ASSESSMENT AND GRADING: COURSE EVALUATION SYSTEM

Assignments: Various Dates Stated on Canvas **20%**

Class Presentations: Various Dates Announced in Class	**15%**
Mid-Term Examination: Feb 28th, 2020	**20%**
Term Essay:April 22nd, 2020	**15%**
Final Examination: December 8th, 2020	**30%**

GRADE SCALE

A+ (90-100%)	B+ (77-79%)	C+ (67-69%)	D+ (57-59%)	F (Below 50%)
A (85-89%)	B (73-76%)	C (63-66%)	D (53-56%)	
A- (80-84%)	B- (70-72%)	C- (60-62%)	D- (50-52%)	

ACTIVITIES/ASSIGNMENTS

Students' knowledge, understanding, and mastery of and the ability to apply their acquired economic knowledge to dealing with everyday economic problems will be assessed in the following manner:

1. Reflective Essays on specific topics to demonstrate students' understanding of the key issues of History of Economic Thought and various problems and policies usually applied toward containing them.
2. Summarizing readings and presenting the key concepts to colleagues in class
3. Critical thinking questions and problems (i.e., reflecting more deeply, analyzing, and solving challenges ideas regarding our presence on Planet Earth-searching clues and directions for a better quality of life for us all—for every one—as is possible).
4. When necessary, we will use individual as well as group quizzes to assess some aspects of our learning and understanding (i.e., both in and out of class settings).
5. One Mid-Term Tests [Multiple Choice Questions and short essays and/or paragraphs questions]
6. One Final Examination at the End of the Semester.
7. Homework assignments given to students on specific topics of History of Economic Thought are aimed t assisting and guide them to become adept in the existing human quality of life and that which we must do to enhance it.
8. Individual and/or group term essays aimed at explaining how *the Theories of the History of Economic Thought* are used to diagnose as well as craft effective solutions to perennial economic problems.

CLASS PROCEDURES

The University attendance policy is in force in this course. Since this course is conducted in the seminar fashion, every student is required to attend all classes. You must come to class prepared to participate in the teaching and learning process. Term papers must be typed. Use 1.5 spacing. Each paper must be no less than twenty pages in length. Each student is required to make at least one formal presentation in class. The contents of students' PowerPoint Presentations will be posted on Canvas for the convenience of all others. Students who do not want the contents of their PowerPoint Presentations posted on Canvas can opt out. However, to opt out is to have agreed in advance to provide each member of class a hard copy version of the presentation. While each topic for presentation will be assigned, each student has the freedom to select the sources of the material to be presented. The materials can be drawn from books, journal articles, and Internet sources. The contents of certain required supplementary reading materials are placed in Canvas. Some relevant books are placed on reserve in Ryan Library for your convenience. ***The course textbook is the best source of the course materials—located in one place!***

EXPECTATIONS

The teaching, studying, and learning of the materials in this course will lead us on a journey through which we will cover a great deal of theories and principles of macroeconomics. During our journey together, we will do our best to maximize the use of our assigned class time. While the professor will do his best to make sure that students are effectively assisted to comprehend and learn the contents of this course, each student is also obligated to do his or her best to have a great learning experience with and success in terms of knowledge acquisition and the ability to apply the knowledge to problems related to government, business, and consumers. In light of these goals, I expect every student to:

1. Complete reading through assigned textbook chapters and supplementary materials in a timely fashion. By failing to do so, you'll be denying yourself the opportunity to do well in the quizzes and tests. Diligence in this course is being on top of your readings and working through practice problems on time.
2. Do not lag behind in reading the appropriate chapters from the course textbook and supplementary materials. Remember that those who fall behind in their readings will find it too difficult to catch up with the rest of the class. Your diligent reading of assigned materials and chapters from the course textbook is absolutely essential because understanding the principles of economics provides the necessary theoretical foundation on which critical thinking in economics can occur. Your classmates deserve your presence in class and input into class discussions. You must, therefore, prepare to contribute intelligently to class discussions and group work. ***Read! Read!! Read!!!***This will facilitate and enhance your participation in class and group discussions.
3. Come to class prepared to participate in the teaching and learning process.
4. Be regular in attendance and punctual to class. Students who fall into the habit of cutting classes will find it difficult to pass course examinations. ***By university attendance policy, a student can be forced to withdraw from the course for having missed approximately two weeks of classes. The professor, therefore, has the right to enforce this policy in this course***(please check the PLNU calendar to acquaint yourself with this attendance policy).
5. Know that while mid-term tests cover materials up to those presented and discussed in class before each test, the final examination is always comprehensive—it covers all course materials from the beginning to the closing of the semester.
6. Take good notes and review them on regular basis. When you observe gaps in your notes check with your colleagues and the professor for help and further clarifications.
7. There are no opportunities for students to make up for missed quizzes. However, if for any ***VALID*** reason you will not be in class to take the quiz, please plan with the professor and take the quiz in advance. This recommendation will work well for those students who are involved in athletics and sports.

Student Feedback

Suggestions for improvements on and constructive criticisms from students regarding the delivery of lectures and class procedures are always welcome. Every student is encouraged to keep in constant touch with the professor as the need arises.

The Professor's Language Ability

I am not a native speaker of English. As a result, I speak with an accent. If, therefore, the accent with which I speak English gets in your way and frustrates you, you are strongly advised to drop this section of Economics 450 and take the other professors who also teach it. The good news is they are native speakers of English. Please take this advice seriously. It will do you and a great deal of good. For you, my poor English-speaking abilities will not be too distracting to prevent

you from learning the contents of this course and doing well in it. For me, your frustrations and comments about my horrible English will not imprison my spirit.

ACHIEVING COURSE OBJECTIVES

If at the end of the course you:

1. Can differentiate between demand and supply;
2. Understand how the forces of demand and supply work;
3. Realize the significance of good stewardship in the use of scarce economic resources;
4. Are able to analyze and explain the various factors that impact consumer and firm behavior;
5. Develop and exercise critical thinking skills, problem solving, and analytic abilities; and
6. Develop a deep interest in personal spiritual growth as well as academic development;

This course would have achieved its objectives.

ATTENDANCE AND PARTICIPATION

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 Undergraduate Academic Catalog.

LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Neither late assignments nor excuses for not having completed assigned tasks will be accepted under any circumstances anytime.

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.

CLASS PROCEDURES

The final course grade is made up of the points earned through Assignments, Mid-term Tests, the Final Examination, and any Extra Credit Assignment Points Earned. The due dates for each assignment is stated on Canvas. The teaching and learning process will be facilitated through a series of Lectures, In-class Discussion Sessions; Case Studies; Individualized as well as group assignments. Students who need more help must arrange with the Professor to get it. Alternatively, there are Tutors who can help at the Learning Center, located at the Bond Academic Center. Please take advantage of this great provision of academic assistance.

EXPECTATIONS

The teaching, studying, and learning of the materials in this course will lead us on a journey through which we will cover a great deal of theories and principles of macroeconomics. During our journey together, we will do our best to maximize the use of our assigned class time. While the professor will do his best to make sure that students are effectively assisted to comprehend and learn the contents of this course, each student is also obligated to do his or her best to have a great learning experience with and success in terms of knowledge acquisition and the ability to apply the knowledge to problems related to government, business, and consumers. In light of these goals, I expect every student to:

1. Complete reading through assigned textbook chapters and supplementary materials in a timely fashion.
2. You must prepare to vigorously participate in class discussions and group work.
3. Come to class prepared to participate in the teaching and learning process.

4. Be regular in attendance and punctual to class. ***By university attendance policy, a student can be forced to withdraw from the course for having missed approximately two weeks of classes. The professor, therefore, has the right to enforce this policy in this course*** (please check the PLNU calendar to acquaint yourself with this attendance policy).
5. While mid-term tests cover materials up to the test day, the final examination is comprehensive—covering all chapters in the Course Textbook.
6. There are no opportunities for students to make up for missed quizzes. However, if for any ***VALID*** reason you will not be in class to take the quiz, please plan with the professor and take the quiz in advance. This recommendation will work well for those students who are involved in athletics and sports.

STUDENT FEEDBACK

Suggestions for improvements on and constructive criticisms from students regarding the delivery of lectures and class procedures are always welcome. Every student is encouraged to keep in constant touch with the professor as the need arises.

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ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "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. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." *See Academic Policies* Links to an external site. *for full text*.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. ***If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. Go to the PLNU Disability Resource Center*** Links to an external site. ***for additional information.***

Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate

accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Please do not hesitate to inform me about your specific disability. This action on your part will assist me to learn and know how best to assist you to succeed in this course.

SPIRITUAL CARE

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Liberty Station Campus, we have an onsite chaplain, Rev. Wil Ryland who is available during class break times across the week. If you have questions, desire to meet with Rev Ryland or prayer requests you can contact him directly at gradchaplainlibertystation@pointloma.edu. In addition, there are resources for your Christian faith journey available at:
http://www.pointloma.edu/experience/faith/graduate-student-spiritual-lifeLinks to an external site.

FERPA POLICY

As a student at Point Loma, you have a legal right to privacy as outlined in the federal FERPA (Family Educational Rights and Privacy Act) legislation. If I post grades or return assignments, I'll do so in a way that does not publicly reveal your name, PLNU student ID, or social security number without your written permission. *See Policy Statements* Links to an external site. *for full text.*

FINAL EXAMINATION POLICY

Ceteris Paribus, no Cell Phone Calculators are permitted. Some will be provided. Scientific Calculators are OK.

INFORMATION LITERACY

The curriculum of the MS-KIN is designed so that you develop skills in scientific writing, performing statistical analysis of data, reading and critically appraising primary literature, and incorporating current best evidence into your professional practice. Not all information is equally sound or applicable to your practice. Various assignments within this course are designed to accomplish the goal of informational literacy—to evaluate the validity and importance of information obtained from any source and use the information appropriately to solve relevant problems. These assignments include: Macroeconomic Output Reports, in-class article discussions, in-class discussion of experimental design, review of the literature related to your proposal, presentation of proposal. We will regularly direct you to the Ryan Library to accomplish these assignments.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

If you do need technical help, you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus Helpdesk (619-849-2222).