

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only	
Number	<u>LS 107</u>
Action	<u>Approved</u>
Date	<u>6-21-89</u>

UWUCC Use Only	
Number	_____
Action	_____
Date	_____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE EC122 Principles of Economics II
 DEPARTMENT Economics
 CONTACT PERSON Donald A. Walker

II. THIS COURSE IS BEING PROPOSED FOR:

- _____ Course Approval Only
 _____ Course Approval and Liberal Studies Approval
X Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

George Radtke
 Department Curriculum Committee
Mack J. Stasy
 College Curriculum Committee
Chad [Signature]
 Director of Liberal Studies
 (where applicable)

[Signature]
 Department Chairperson
Mack J. Stasy
 College Dean*

 Provost
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? EC101 and EC121

Liberal Studies Form - 2

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u> X </u>	<u> </u>
2. Literacy--writing, reading, speaking, listening	<u> </u>	<u> X </u>
3. Understanding numerical data	<u> X </u>	<u> </u>
4. Historical consciousness	<u> </u>	<u> X </u>
5. Scientific inquiry	<u> X </u>	<u> </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> </u>	<u> X </u>
7. Aesthetic mode of thinking	<u> </u>	<u> </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> X </u>	<u> </u>
C. Understanding the Physical Nature of Human Beings	<u> </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u> </u>
2. Use of computing technology	<u> </u>	<u> </u>

II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET?

A. Intellectual Skills and Modes of Thinking

1. Students are taught to use and apply the tools and techniques of microeconomic analysis. Central to this is the development of abstract theoretical models designed to explain the economic behavior of households and business firms, and government policies that affect such behavior. The models represent alternative points of view and suggest different, sometimes conflicting, policy solutions. They also become increasingly more complex as additional considerations and more realistic assumptions are integrated into the analysis. Students are taught to think deductively, carry arguments to their logical conclusions, appreciate the policy implications of theoretical models, and make critical judgments regarding which policies are most appropriate under different conditions/assumptions.
2. Given the quantitative nature of the subject matter, it is essential that students learn to listen carefully to ideas and arguments presented in lectures, read and understand abstract and technical material in the textbook, and communicate that understanding in written form for essay exams and homework assignments and in oral form for classroom discussions.
3. The course deals with a variety of microeconomic concepts and principles that are easily quantified and best understood in terms of simple mathematical relationships and models. Therefore, students encounter numerous tables, charts, diagrams, figures, and equations. They are taught to read, understand, interpret, and analyze numerical data pertaining to the measurement of microeconomic behavior, theoretical models, problem sets and exercises (see attachment for examples).
4. The ideas and contributions of key economic figures are explored within an historical context. In addition, basic microeconomic problems and the evolution of governmental policies are also viewed from the historical perspective with emphasis on events, personalities and legislative enactments.
5. The course uses the empirical method to demonstrate how hypotheses concerning economic behavior are developed and tested. This involves examining current data and reviewing existing empirical evidence to see if it is consistent with expected economic relationships and the predictions of basic economic models.
6. The course emphasizes positive (objective) analysis. It demonstrates that alternative theoretical models recommend alternative solutions to real world problems and that policy choices are normative. Students are taught to appreciate that real world decisions reflect individual values and are encouraged to make their own judgments regarding the "best" policy solutions.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

SEE ATTACHMENT

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

SEE ATTACHMENT

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills: such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

SEE ATTACHMENT

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

PART III: GENERAL CRITERIA

- A. Basic equivalency among sections of EC 122 has always been a departmental concern because of the fundamental importance of the course in its curriculum. The course is highly structured in terms of its content and objectives which have been established by the department. The responsibility for maintaining basic equivalency has resided with the department curriculum and textbook committees. This will continue to be the practice with the curriculum committee performing the basic oversight and coordinating functions.
- B. Although the course emphasizes analytical tools and methods, it does explore a wide range of microeconomic problems including the problems faced by women and minorities in their participation in labor markets. Specifically the issue of race and sex discrimination arises in discussions of wage differentials, investment in human capital, income inequality, and poverty.
- C. Quantification is an integral part of the course and is involved in virtually all of the reading and homework assignments [problems, problem sets, and computer exercises vary by instructor in kind and number--generally between 4 and 10 (see attachments of course materials for examples)]. At least 60 percent of the classroom lectures and discussions involve quantitative presentations dealing with numerical data, diagrams, simple mathematical relationships and algebraic models. Students use mathematical skills throughout the course to read, interpret, understand and analyze numerical data presented in tabular, diagrammatic, graphic and equational forms. This requires a proficiency in basic mathematical skills up to and including Algebra II. The quantitative emphasis and the breadth and depth of topical coverage preclude effective use of substantial outside reading. However, most textbooks do incorporate "enrichment" readings in the form of excerpts from classics, discussions of current issues, practical applications of quantitative tools, expositions of key concepts via timely examples, etc. Given the nature of the course, the adoption of textbooks that incorporate such readings is the most effective way to integrate supplemental reading.
- D. This course is one of two introductory courses required of economics majors and business students. Its focus on the tools and methods of microeconomic analysis, the workings of modern market economies, and microeconomic problems and their solutions makes it an excellent and challenging introduction to the nature of economics and the analytical method of reasoning.
- E1. The normative issues revolving around policy issues are discussed. In exploring alternative solutions to various microeconomic problems, the course leaves open to personal choice the normative decision as to which solution is "best." The basic issues and differences of opinion turn on fundamental views regarding intervention vs. nonintervention, free markets vs. government direction.
- E2. The course focuses on understanding the causes, consequences, and cures of

fundamental microeconomic problems. It therefore places considerable emphasis on developing models designed to define, describe, analyze, and devise effective solutions to these problems.

- E3. The nature of the course and class size (about 55 students per section) dictate lectures as the primary means of communication and exchange of ideas; however, within these constraints every effort is made to stimulate to encourage classroom discussion when appropriate.
- E4. See answer to E2.
- E5. The course furnishes students with a working understanding to the tools, techniques, and procedures of microeconomic analysis. The analytical and quantitative skills they acquire can be applied in other disciplines and are useful in understanding and evaluating the ongoing debate regarding microeconomic problems and the appropriate government and business policy solutions policies.
- E6. See answer to E5.

CHECK LIST -- SOCIAL SCIENCES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Social Science criteria which the course must meet:

- Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- Acquaint students with the various approaches, perspectives, and methodologies used to examine the intellectual questions and problems of the discipline(s).
- Include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women.

Additional Social Science criteria which the course should meet:

- Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- Promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

CHECKLIST -- SOCIAL SCIENCES

Catalog Description:

EC 122 Principles of Economics II

Economics of the firm; introduction to the theory of consumer behavior demand; determination of price and output under different market structures; pricing in factor markets and the distribution of income; economic growth.

Objectives:

1. To provide an understanding of how our mixed economic system works by looking at the behavior of households and business firms and government policies that affect their behavior.
2. To teach students to use and apply the tools of microeconomic analysis so that they may appreciate their usefulness in solving problems faced by consumers, producers and policy makers.
3. To examine the functioning of the U.S. economy in order to gain insight into the economic, political, and social problems facing a post-industrial society. This is done through the development and use of analytical models.
4. To lay the foundation for understanding the role of the economist in government, industry, and education.
5. To provide a conceptual framework and a set of analytical tools and methods that can be applied to other social science, business, and professional studies.

Topics:

- I. **Introductory/Background Material**
An explanation of the nature of modern economic systems, including American capitalism, the basic economic concepts and the basic tools of economic analysis, with emphasis on the use of graphical analysis. Topics include the problem of scarcity, resources, technology, production possibilities, and economic growth.
- II. **Price Determination and Related Topics**
The development and use of the basic supply and demand model. Focuses on the process of price determination under competitive conditions and the factors that cause prices to change over time. Also covers relevant elasticity measures and the theory of consumer maximizing behavior.

III. The Theory of the Firm

Explores the process whereby individual firms determine how much to produce and what price to charge for their products. Key objective is to understand how market structure, i.e., the way an industry is organized competitively, influences the conduct and performance of firms. Covers four basic market structures: perfect competition, pure monopoly, monopolistic competition and the oligopoly. Entails the development of relevant cost and revenue tools and application and use of the basic rule of profit maximization.

IV. Factor Price Determination

Examines theoretical models designed to explain how factor prices, i.e., prices of basic economic resources, are determined in resource markets. Considers the influence of market forces (supply and demand) and institutional forces (labor unions, monetary authorities, government regulations, etc.) on the behavior of wage rates, interest rates, economic rent, and profit as well as their contribution to explaining persistent factor price differentials.

V. Microeconomic Problems and Issues

Applies tools of microeconomic analyses to real world problems such as the poverty, externalities and environmental pollution, exploitation and discrimination, anticompetitive practices, the farm problem, etc., in order to demonstrate their usefulness in problem solving and policy making.

Course Outline: Principles of Economics II EC122

1. Introduction to Economics.
2. The Economizing Problem.
3. Business Organization
4. Supply and Demand.
5. Consumer Behavior
6. Cost and Analysis
7. Market Structure and Output Determination
8. Limiting Market Power: Regulation of Industry & Antitrust Policy
9. Factor Markets--Labor
10. Poverty, Inequality, Discrimination
11. External Effects and Public Goods
12. Economic Growth and Problems of LDC's
13. Comparative Systems

Evaluation Methods:

Instructors typically give three or four major exams (objective and/or essay). Some instructors also include quizzes and graded assignment in final grade determination. The final grade is a weighted average of the grade components.

Indiana University of Pennsylvania
Department of Economics
Spring 1989

Course: EC 122, Principles of Economics II

Instructor: Mr Stonebraker

Office: Keith 154 Phone: 4774

Office hours: Monday 1-2 p.m., Tuesday 1-3 p.m., Wednesday 9-10 a.m. and
1-2 p.m., Thursday 8:30-9:30 a.m., Friday 9-10 a.m. and 1-2 p.m.

Text: Microeconomics: A Contemporary Introduction, By William McEachern
Also available, but not required, is Study Guide for Microeconomics
by John Lunn.

Grades: Grades will be determined on the basis of three exams.

Exams: Exam questions will stress analysis rather than factual information.
Students will be expected to write short essay/explanation answers and
to solve graphical and/or numerical problems. Copies of the first two
exams I gave last year will be on reserve at the library. The final
exam will be partly comprehensive.

Make-up policy: Make-up exams will be given to students with what I judge to
be valid excuses. Needing more time to study is not a valid excuse:
being hospitalized is! If you can't make an exam, I expect to be notified
as quickly as possible: preferably before the exam, and certainly before
the next class.

Hints: All exam questions are based on the lecture material, but the textbook
closely parallels the lectures. Good lecture notes and conscientious
textbook reading should reinforce each other.

Historically there is a strong correlation between classroom attendance
and course grade. Although regular attendance does not ensure a high
grade, it is very difficult to do well if you skip many classes. Those
skipping as many as 1/3 of the classes typically end up with "D" and
"F" grades.

It is also necessary to study the material as we go along. Do not wait
until the night before the exam. Thursday's lecture is likely to use
concepts discussed Tuesday. If Tuesday's material is not firmly under-
stood, Thursday's will be even murkier.

COURSE OUTLINE

I. Introduction to Economics: Scarcity and Choice

McEachern: chapters 1 and 2

Note: Although we will not be covering it explicitly in class, you should
be familiar with the material in the appendix to chapter 1 on
understanding graphs.

II. Price Determination

- A. Supply and demand
- B. Government taxes, subsidies, ceilings and floors
- C. Elasticity

McEachern: chapter 3 and chapter 5 (omit pp. 120-122 on "other elasticity measures")

III. Consumer Theory

McEachern: chapter 6 and appendix to chapter 6

IV. Overview of U.S. Business

- A. Institutional characteristics
- B. Cost curves

McEachern: pp. 80-85 in chapter 4, chapter 7 (omit appendix to chapter 7)

V. Firm Theory: Perfect Competition

- A. Equilibrium concepts
- B. Efficiency aspects

McEachern: chapter 8, p. 453 of chapter 18

VI. Firm Theory: Imperfect Competition

- A. Monopoly
- B. Oligopoly and monopolistic competition
- C. Government regulation of competition

McEachern: chapter 9, pp. 454-459 on corporate ownership in chapter 18, chapter 10, pp. 283-287 on competitive trends in chapter 11, pp. 482-485 on bureaucracy in chapter 19, pp. 265-282 of chapter 11, pp. 471-480 of chapter 19

VII. External Effects

McEachern: pp. 86-89 on the role of the government in chapter 4

VIII. Resource Markets

- A. Marginal productivity theory
- B. Labor market issues

McEachern: chapter 12, chapter 13 (omit pp. 330-334 on information and functional distribution of income), chapter 14 (omit pp. 350-354 on union objectives)

IX. Poverty and Income Distribution Issues

- A. U.S. income distribution
- B. Welfare programs and reforms

McEachern: chapter 15

X. Economic Growth

- A. Theories and causes of growth
- B. Problems of lesser-developed countries

McEachern: pp. 428-436 on economics of children in chapter 17

Economics 122
Principles of Economics II: Microeconomics
Spring 1989

Professor: Dr. W. W. Radell
Office: 147 Keith

Text: Miller, Economics Today: Micro
Office Hours: TT 9:30-11:30
W 10:15-10:45
(grad students only) M 8:30-9:00 pm

Course Standards

There will be two hour exams plus the final exam, each worth 25% of your grade. A total of 5 quizzes will be given which will comprise another 25% of your grade, after the lowest quiz is dropped. A numerical grade will be recorded for all your exams and quizzes. Thus, there is a significant difference between earning a "70" on an exam and earning a "79". Both are "Cs" but the 79 will do a great deal more for your average. The grading scale is: 90.00 - 100 = A; 80.00 - 89.99 = B; 70.00 - 79.99 = C; 50.00 - 69.99 = D.

While attendance is not an explicit component of your grade, economics is often more difficult for those students who miss classes. It would be unrealistic for most students to miss classes and still plan to do their best work. Since you all can read and study the book, my class preparations assume that you have read Miller thoroughly. On exams you will be responsible for what is presented in class and what is presented in the text.

Your study assignments should be completed by the date listed. Course lectures will only roughly follow the chapters so don't assume that you can gauge your study assignments by where the lectures are in a given week.

Course Outline

<u>Week</u>	<u>Study Assignments</u>	<u>Main Topics</u>
1	Chapters 1,2	The Nature and Method of Economics; An Introduction to the Economizing Problem; Capitalism and the Circular Flow; The Mechanics of Individual Prices: Demand and Supply
2	Chapters 3,4,5	The Price System and Public Choice; The Facts of American Capitalism, The Private Sector; The Market Structures of American Capitalism
3	Chapters 7,8	Circular Flow; Demand, Supply, and Elasticity
4	Chapter 9	Further Topics in the Theory of Consumer Demand (Indifference Curves)
5	Chapter 10	The Costs of Production
6	Chapter 11	Price and Output Determination: Pure Competition
7	Chapter 12	Price and Output Determination: Pure Monopoly
8	Chapter 13	Price and Output Determination: Monopolistic Competition; Price and Output Determination: Oligopoly
9	Chapter 14	Production and the Demand for Economic Resources
10	Chapter 15	The Pricing and Employment of Resources: Wage Determination
11	Chapter 16	The Pricing and Employment of Resources: Rent, Interest, and Profits
12	Chapter 17,18	The Economics of Income Distribution: Inequality and Poverty; Rural Economics: Farm Problems
13	Chapter 19	General Equilibrium and the Price System; Review

EC 122
Principles of Economics II (Micro)
Professor H. G. Holt

Department of Economics
Office: 156 Keith Hall
Phone: 357-2642

COURSE SYLLABUS

Text: Ekelund and Tollison, Microeconomics, Scott, Foresman and Co., 2nd ed.

Optional Text: Watson, John Keith, Study Guide to Accompany Microeconomics, Little, Brown and Co.

Optional Text: The Wall Street Journal.

Course Objectives:

1. To understand how the operations of demand and supply establish price in the market.
2. To understand how price and output are affected by various market structures.
3. To understand how the price mechanism operates to allocate resources.
4. To gain insights into the functioning of the American economy in order to analyze current economic, political, and social problems facing our country.
5. To lay the foundation for a career as an economist in government, industry, or teaching on the high school and university level.
6. To provide an academic framework from which to view other social science and business subjects.

Course Policies:

Class lectures are designed to simplify and crystallize the course content. Since the lectures zero in on the essential concepts of the course, they can be used as an excellent guide as to what material will appear on examinations. Note, however, the student is responsible for all material in the assigned areas.

Major examinations will be of the objective type. They will be analytical in nature requiring students to have a thorough understanding of the basic graphs and equations in order to solve problems. No major examination will be made up. If an examination is missed for a legitimate cause, the following examination will count twice. Documentary evidence must be provided to substantiate good faith. Missing a test for no legitimate reason will result in a zero.

Class participation and discussion are required. Students must read ahead becoming familiar with the technical vocabulary and graphs, in order that they may enter into class discussions and understand the explanations which are given in class.

Written assignments must be completed and turned in as scheduled for full credit.

<u>Lecture Outline</u>	<u>Ekelund and Tollison. 2nd edition</u>
1. Demand and Supply	pp. 75-106
2. Elasticity	pp. 107-134, p. 219, pp. 465-467
3. Consumer Demand Theory	pp. 137-150, pp. 11-12, pp. 21-22
4. Cost of Production	pp. 180-199, 48-50
5. Pure Competition	pp. 200-228, pp. 440-451, p. 183
6. Pure Monopoly	pp. 229-258, pp. 284-295, pp. 418-419, p. 431
7. Monopolistic Competition	pp. 259-273
8. Oligopoly	pp. 273-283, pp. 287-291, p. 432
9. Public Policy	pp. 413-418, pp. 420-429
10. Demand for Economic Resources	pp. 295-301
11. Wage Determination	pp. 301-321
12. Labor Unions	pp. 322-340
13. Rent, Interest, and Profits	pp. 341-376

RECOMMENDED SOURCE MATERIALS

BOOKS

- Breit, William, and Roger L. Ransom. The Academic Scribblers, rev. ed. Hinsdale, Ill.: Dryden Press, 1983.
- Blinder, Alan. Hard Heads, Soft Hearts: Tough Minded Economics for a Just Society. Addison-Wesley, 1987.
- Ebenstein, William, and E. Fogelman. Today's Isms, 9th ed. Englewood Cliffs, N.J.: Prentice-Hall, 1985.
- Fabricant, Solomon. A Primer on Productivity. New York: Random House, Inc., 1969.
- Friedman, Milton. Essays in Positive Economics. Chicago: University of Chicago Press, 1953.
- Friedman, Milton. Capitalism and Freedom. Chicago: University of Chicago Press, 1962.
- Friedman, Milton. Free to Choose. Harcourt Brace Jovanovich, 1980.
- Fusfield, Daniel. The Age of the Economist. Glenview, Ill.: Scott Foresman, 1982.
- Galbraith, John Kenneth. The New Industrial State, 4th ed. Boston: Houghton-Mifflin, 1986.
- Heilbroner, Robert L. The Making of Economic Society. Englewood Cliffs, N.J.: Prentice-Hall, 1962.
- Heilbroner, Robert L. The Worldly Philosophers, 5th ed. New York: Simon & Schuster, 1980.
- Jevons, Marshall. Murder at the Margin. Thomas Horton and Daughters, 1978.
- Lewis, Arthur W. Development Economics: The Essentials of Economic Planning. London: George Allen & Unwin, 1966
- Okun, Arthur. Equality and Efficiency: The Big Trade-Off. Washington, D.C.: The Brookings Institution, 1975.
- Olson, Mancur. The Rise and Decline of Nations. Yale University Press, 1982.
- Robinson, Joan. Economic Philosophy. Garden City, N.Y.: Doubleday, 1962.
- Schultze, Charles. The Public Use of Private Interest. Washington, D.C.: The Brookings Institution, 1977.
- Scitovsky, Tibor. The Joyless Economy. London: Oxford University Press, 1976.
- Sowell, Thomas. Markets and Minorities. New York: Basic Books, 1981.
- Thurow, Lester C. Dangerous Currents: The State of Economics. New York: Random House, 1984.
- Thurow, Lester C. The Zero Sum Society. New York: Basic Books, 1980.
- Wolfson and Buranelli. In the Long Run We Are All Dead. St. Martin's Press, 1984

PERIODICALS AND DATA SOURCES

Challenge
Business Week
Economic Report of the President
The Economist

Journal of Economic Perspectives
The Margin
Monthly Labor Review
Public Interest

Journal of Economic Perspectives

Wall Street Journal

TELEVISION PROGRAMS

Age of Uncertainty, PBS
Economics USA
Free to Choose

Moneyline, CNN
Nightly Business Report, PBS
Wall Street Week, PBS