

**Economics 197 - Economic Rhetoric:  
Using Economic Theory & Empirical Evidence in Arguing Policy  
2018 Summer Session 2**

Class Hours: MW 9 to 12:30  
Class Website: <https://canvas.ucsc.edu>  
Meeting Dates: 7/26 – 8/25  
Location: Engineering 2 Room 194

Instructor: David Bryan [dbryan@ucsc.edu](mailto:dbryan@ucsc.edu)  
Office Hours: Engineering 2, 405 C Monday 12:30 to 2:30  
Teaching Asst: David Zink [dzink@ucsc.edu](mailto:dzink@ucsc.edu)  
Office Hours: Engineering 2, 403 G Tuesday 9 to 11

***From the UCSC Course Catalog***

“Economics students are expected to learn to **effectively communicate** economic theory and evidence relating to economic policy **to audiences that do not have economics degrees**. The skills to be learned are both written and oral communication. Students learn to present convincing policy arguments in position papers, executive summaries, and in oral presentation that may include charts and other means of communication.”

***The Course Generally***

Course Goals:

- Read, think, speak, and write with greater care and clarity.
- Write a clear, concise, finished piece of work.
- Prepare and deliver oral presentations effectively.
- Support positions with compelling data, theory, analysis and visual aids.

In my experience, the first response of young economists asked to communicate with ‘audiences that do not have economics degrees’ is, “Oh you want me to make it simpler - to water it down.”

That is precisely **NOT** what is being asked of you. *Economics 197* asks that you speak about economics – not watered down, over-simplified economics, but your sophisticated economic understandings - with people unfamiliar with the specialized language and shorthand so often taken for granted from within an academic discipline. Unless I say otherwise, for all of the work in this class your target audience is an intelligent reader/listener whose sole ‘shortcoming’ is that they have NOT studied economics. As you force yourself to ‘translate’ economics into more common parlance, your reading, thinking, speaking, writing and understandings of economics will clarify and deepen.

**To be clear from the outset: although this is an economics class, the primary goal is NOT for you to learn additional economic concepts. (Of course, you might, and that is surely a plus.) If you require an ‘economics theme to think about for the class, here are two that might fit: (1) *Markets: What Are They, What Are They For, How did they come about, For whom/what do they work. How Do They Operate (or not), and How Can They Be Sustainable?* and (2) *What sort of ‘economist’ will you be?***

That said, if it feels to you like we are jumping from topic to topic, that’s okay; remember the goal is improving your written and oral communication skills.

One more thing. Learning TO is very different from learning ABOUT. Getting better at thinking, writing, and speaking requires thinking, writing and speaking. You cannot be passive and expect

significant results; you need to work at it. You need to arrive to class having read or viewed assigned media, and ready to participate.

### **Texts & Other Resources**

1. Economical Writing (2<sup>nd</sup> edition), Dierdre N. McCloskey. This is a book about writing, written by a highly regarded economist. Less than 100 pages and an easy read, McCloskey's suggestions are not so easily put into practice. I hope you will read sections of this book multiple times. (REQUIRED – should be at bookstore)

2. Additional sources. We will also be reading from and viewing a variety of other sources, some by academics, some by journalists, policy makers, and 'regular citizens.' All of these will be available online, and listed on the CANVAS class website or in class. In addition to what is assigned, you will need to discover and complete readings relevant to topics of your individual choosing.

3. Given the breakneck pace of a 'summer quarter,' some of what you need to learn simply cannot be learned without you doing some independent work. To that end, I refer you to Purdue University's Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl/>. It is a wonderful resource for this class as well. And/But remember, as with any resource, it is a tool, not the gospel.

4. Come to class with a *writing implement and a notebook* dedicated to the notes you will take and the writing you will do for this class. I love gadgets of all sorts, but I recommend pen/pencil and paper for this.

### **Grades**

Final grades in *Economics 197* reward both effort and results, but with a greater emphasis on results.

- In Class (total 20 points);
  - (a) Writing & Speaking (1 point possible/class x 10 classes). In addition to contributions you make to class discussions, the writing/reading you do in class will be considered part of your participation. The quality of what you contribute will determine the strength of your participation grade. Showing up on time and completing whatever writing is assigned will earn you something.
  - (b) Overall Participation (10 points possible). At the end of the quarter, I will assess your level of oral participation. You may earn anywhere from zero (0) to ten (10) possible points. If you are not comfortable thinking aloud in groups, I invite you to use this opportunity to 'get over' your reluctance in a setting that I hope will feel comfortable. Class is more interesting when you are actively involved.
- Out of Class Assignments (80 total points) – see the class website for more
  - Economic Principle to a Non-Economist (1-2 pages; 5 points)
  - Assignments Focused on Final Paper
    - (a) Possible Topic ideas (3 paragraphs; 5 points)
    - (b) Interpreting & Expressing Numerical Data (2-3 pages; 10 points)
    - (c) Topic Proposal & Annotated Bibliography (1-2 pages; 10 points)
    - (d) Journal Article Summary (2-3 pages; 10 points)
    - (e) Policy Memo (2-3 pages; 10 points)
    - (f) Final Research Paper (4-6 pages; 20 points)
    - (g) Presentation & Materials (no more than 8 slides; 10 points)

### **Additional Policies**

- If you need to miss a class or an assignment deadline for some pressing, legitimate reason – illness, family emergency, etc. – please let me know as far in advance as possible.
- Please use 12-point font and one-inch margins. Double spaced, please. And please don't get fancy with your fonts. (Times, New Roman, Garamond, Arial, Avenir... nothing flowery or large.)
- Documents must be turned in as WORD documents or PDFs via the Assignment feature in the class' CANVAS site. Other formats do not work reliably. (If you do not have Microsoft Word, there are computers in the library with WORD loaded and available for your use. You can also try OPEN OFFICE, an open source business/productivity program that allows you to read and create WORD-compatible documents. Also if you are a MAC user and you use Pages, the program allows you to save your doc as a WORD doc. But you need to save and submit it as a WORD doc.
- Unless circumstances change, we will grade your papers using the VIEW FEEDBACK tab within the GRADE function on CANVAS. Although a teaching assistant may be reading and commenting on your work, I will read all of your work and ultimately okay your grades.
- When an assignment asks for a certain number of pages, this does NOT include a reference page or endnote page. If the assignment calls for them, these are in addition to the page number requested. There is NO NEED TO INCLUDE A HEADING (your name, the class, the date...) The computer software takes care of all that. But you should give your work titles! (Computers are not as talented as you are ... yet.)
- Papers should be saved with filenames in the following format: **last name first initial assignment title**. Your file will be returned on CANVAS, read, annotated and assessed.
- If you think your assignment has not been properly assessed, you must discuss it with the person who graded your work within a week of when the assignment was assessed. If you still think your work has not been assessed properly, please give me a hard copy of the work with an attached statement articulating your pov.

### **Academic Integrity**

By enrolling in the university, students automatically agree to abide by its policies, including those on academic misconduct. Academic integrity and scholarship are core values that should guide your conduct and decisions as members of the UCSC community. Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the [Division of Undergraduate Education](#).

Confused about citations? You might try the library's resource page: <http://guides.library.ucsc.edu/citesources>,

You should know that I take this very seriously. Experience tells me that sometimes things “seem too good to be true.” And sometimes when they seem that way, they are. Your TA and I will check papers using a variety of search engines in order to verify authorship. I am more than willing to give strong grades to everyone in class. I will also report academic dishonesty if it appears.

### ***Title IX***

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at [titleix.ucsc.edu](http://titleix.ucsc.edu).

The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

### ***Office hours***

I encourage you to take advantage of office hours to discuss your work or speak about things related to class. If you are unable to meet during regularly scheduled hours, please contact me and we can try to set up an alternative time.

### ***DRC Accommodations***

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations, or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or [drc@ucsc.edu](mailto:drc@ucsc.edu).

### **ADMINISTRATIVE DEADLINES**

Drop: August 6

Change Grade Option: August 10

Withdraw: Friday: August 17

Additional dates: <https://summer.ucsc.edu/fundamentals/academic-calendar.html>

Neither Summer Session nor instructors drop students for non-attendance or non-payment. Students must drop themselves. Dropping results in full tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).