

**MBA 510**  
**Global Economy**  
**Term 4 in 2017 (Austria)**

**COURSE TYPE:**

The majority of professor-led contact hours take place in a traditional classroom. The overall nature of the course is “traditional”, although required Blackboard components have also been included.

**INSTRUCTOR INFORMATION:**



**Name:** Dr. Jamshid Damooei  
**Phone Number(s):** (805) 493-3357

**Office Location:** Peters Hall 205 in Main Campus or During the Contact Hours in the respective teaching center while in Austria

**Office Hours:** By appointment

**Email:** [Damooei@callutheran.edu](mailto:Damooei@callutheran.edu)

**Cal Lutheran Website:**

<http://www.callutheran.edu/faculty/profile.html?id=damooei>

**CLV Website:** <http://www.callutheran.edu/clv/>

**Twitter:** <https://twitter.com/JamshidDamooei>

**Instructor Profile:**

*Dr. Jamshid Damooei is Professor of Economics and Chair of the Department of Economics, Finance and Accounting at California Lutheran University. In the early 1980s he became the Director General of the Department of Economic Studies and Policies of the Ministry of Economic Affairs and Finance of Iran. In that capacity he supervised the work of the directors of various departments focused on developing national and international economic studies, white papers and policy advisories for the Ministry. He participated or led many delegations representing the country in various international gatherings or country visits during his tenure from 1982 to 1985.*

*Dr. Damooei worked as a Senior Economist for the United Nations Development Program (UNDP) from 1988 to 1991. While he was with the United Nations he headed the Economic Section of the UN Field Office in Somalia and his duties included coordination of donors' technical and capital assistance to the country, preparation of economic advisory papers for the UNDP Headquarters in New York, and design and preparation of a number of development projects.*

*His studies and reports on current economic issues of Somalia and the Horn of Africa continued after he completed his tour of duty in Somalia. He continued to work as an international consultant for the UNDP and the United Nations Office of Project Services (UNOPS) after he left his position in the UN and returned to California Lutheran University. He is often quoted as an expert on the economic and political issues of the area and has written many reports and conducted a number of studies on issues concerning economic problems of countries faced with political instability and economic crises.*

*Dr. Damooei's scholarly work includes a broad spectrum of current social and economic issues such as: project design and evaluation, methods of capacity building during time of crisis, crisis prevention and recovery, causes of economic imbalances, aid coordination, privatization of industries, monetary and financial problems, and economic and social impact assessments of policies or institutional establishments. He is the president of Damooei Global Research; a consulting company focused on program and project evaluation, economic impact studies, needs assessment, and policy analysis.*

*During the last twenty years he has become more focused on the study of California's economy and published a number of reports, articles, and studies on economic analysis of social issues in professional and popular journals as well as books edited on such subjects/issues. In where he lives: Ventura County in Southern California, he is often interviewed and quoted in the local papers, radio and television channels on economic issues affecting the regional and the national economy. Dr. Damooei is the Co-directs the Center for Leadership and Values of California Lutheran University.*

#### **TIME / PLACE:**

- **Term Dates:** March 13th, 2017 to May 7th, 2017
- **Class Meetings (CONDENSED FORMAT):**
  - Graz: April 20<sup>th</sup> to 23<sup>rd</sup> 2017
  - Vienna: April 27<sup>th</sup> to 30<sup>th</sup> 2017
  - Linz: May 4<sup>th</sup> 7<sup>th</sup> 2017
- **Classroom:** To be determined and communicated by the program coordinator in each location

#### **REQUIRED TEXTBOOK/READINGS:**

The required textbook for this course is:

Author(s):	David Miles, Andrew Scott and Francis Breedon
Text Title:	Macroeconomics: Understanding the Global Economy
Year of publication:	2013
Edition:	3 <sup>rd</sup>
Publisher:	John Wiley and Sons Inc.
ISBN Number:	978-1-118-63919-1 (paperback) 978-1-18-78983-4 (hardback)

**Additional Reading Materials for Class Discussions:** Instructor will provide additional reading materials which may consist of the following sources:

- Recent papers and studies relevant to the areas of the study to be provided by instructor on a timely and relevant manner, each term. This also includes presentations prepared by the instructor and or other experts and academics on current issues.
- Case studies which can be used to shed lights on relevant topics.
- Most current arguments presented in popular media or professional magazines and journals in written form or videos and YouTubes.

### **COURSE DESCRIPTION:**

This course provides insight into the complex working of macroeconomics from its contemporary theoretical perspective and practice. The course aims at providing an international perspective for the understanding of the subject matter and how current changes have given an ever-increasing reliance on the relevance and the necessity of macroeconomic decisions to be made in a coordinated manner among the nations in the emerging global setting. The course explains the current state of affairs in creating better opportunities for many people and business entities in the global economy. It explores the reasons for the emergence of many of the crises that have brought serious challenges in meeting the needs of balanced and well-functioning economies in many countries and regions of the world. It employs current examples such as the development of the Global Financial Crisis and its outcome in the form of increase in unemployment, high public debt and growing poverty and income gap within a country and among the nations. The class provides ample opportunities for debating the contemporary and prevailing policy initiatives with respect to issues such as inflation, exchange rate regimes, fiscal rules and regulation. Participants are encouraged and assisted to use critical and deductive reasoning, adaptive thinking and ethical judgment in reaching the possible conclusion.

<http://catalog.callutheran.edu/grad/schoolofmanagement/>

### **TECHNOLOGY REQUIREMENTS:**

Cal Lutheran utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard Learn and Collaborate are as follow:

- Check your OS and Java version [here](#), and enter into the Configuration Room to make sure you can get into [Blackboard Collaborate](#) or enter the following in your browser:  
<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336>
- Minimum computer requirements:
  - Memory: 4 GB RAM or higher
  - Hard Drive: 10% or more free space on your hard drive
- Broadband connection highly recommended – DSL or above
- Program(s) that can open Microsoft Office documents and PDFs (e.g. .doc, docx, .ppt, .pptx, .pdf, etc.)

These are the minimum requirements; specific courses may have technological needs above and beyond this list.

### **LEARNING OUTCOMES:**

The MBA Program at California Lutheran University's School of Management has been designed to achieve a total of nine learning outcomes. While each course alone, including this present one, teaches only towards a subset of those nine outcomes, all of them will be accomplished by students upon successful completion of their program.

1. **FUNDAMENTALS:** *Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.*
2. **PLANNING AND ORGANIZATION:** *Graduates of the School of Management have the ability to plan, organize, direct and control effectively in contemporary organizations.*
3. **INDIVIDUAL COMPETENCIES:** *Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.*
4. **INTERPERSONAL COMPETENCIES:** *Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.*

5. **GLOBAL ENVIRONMENT:** *Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.*
  6. **LEADERSHIP AND CHANGE:** *Graduates of the School of Management are able to demonstrate effective and principled leadership including the ability to influence organizations in complex and changing environments.*
  7. **QUANTITATIVE AND QUALITATIVE TOOLS:** *Graduates of the Masters of Business Administration (MBA) program are able to appropriately use quantitative and qualitative methods and tools to identify and analyze business problems and opportunities.*
  8. **TECHNOLOGY:** *Graduates of the Masters of Business Administration (MBA) program are able to effectively manage and utilize technology to collect, analyze, synthesize, present and employ relevant information for decision-making.*
  9. **CORPORATE SOCIAL RESPONSIBILITY:** *Graduates of the Masters of Business Administration (MBA) program are able to make business decisions incorporating a distinct awareness of social responsibility, including, in particular, sustainable business practices.*
10. Information on which learning outcomes are addressed in this course can be found in the section on “Assessments and Learning Outcomes” below.

#### **DIDACTIC APPROACH:**

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- **Self-Study**
  - Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- **Lecture**
  - Presentation of topics in class by instructor using PowerPoint slides, presentation of graphs, formulation of mathematical equations and verbal reasoning.
- **Student-Instructor Interaction**
  - Discussion of selected questions, finding of examples, answering of questions etc. in every session of the course on weekly basis.
  - Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards, if needed.
  - Direct interaction between student and instructor.
- **Practice and Application**
  - Preparation of short assignments by students before class as it becomes relevant.
  - Participation in discussion boards, if needed.
  - Deepening of concepts in discussion.
  - Final group project / presentation on a selected topic.

#### **ASSESSMENT AND GRADING:**

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

#### **Attendance:**

This course is offered within a very condense format and students are required to attend all the scheduled classes. According the rules of university students may miss a maximum of three weekly class meetings. However, such limits do not make sense within the framework of the university since each day of the class counts as a significant proportion of the overall hours of attendance. According to the existing rules attendance of less than 75% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement

to make up work because of class absence is the responsibility of the student. The instructor, who will explain the evaluation (grading) statement at the beginning of the term, determines the effect of absences upon grades.

**Details on grading standards for each form of assessment can be obtained from the following grading rubric:**

**Assignments/Papers/Presentations:**

	<b>Student Achievement</b>			
	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Outstanding</b>
<b>Presence and active participation in class discussion for 100 points</b>	Missing a portion of one day (but still meeting the attendance requirement), attending required classes on occasions late and being fairly inactive during the class discussions. The numerical value is 0 to 20 points	Being inactive during class discussions and only occasionally responding to questions asked or making some contribution. The numerical value is between 20 to 40 points	Being present in all classes and participating in most discussion but letting her/him to be drifting away on occasions. The numerical value is between 60 to 80 points	Being present at all time physically, mentally and intellectually and pushing the discussions towards a higher level of discourse in the class. The numerical value is between 80 to 100 points.
<b>Presentation of group project for 100 points</b>	A disorganized and unclear presentation and for most part incapable of answering questions from the class in the Q & A part of the presentation. The numerical value is between 0 to 20 points.	A modest level of organization in preparation of the presentation and average ability in answering questions from the class and elaborating on issues that might come up in the Q & A session after the presentation. The value for such level of performance is 21 to 50 points.	A good level of organization and ability to answer questions and elaborate on ideas that have been employed in the research and preparation of the project and its presentation. The numerical value is between 51 to 80 points.	A high display of preparation and articulation on research that has been done to prepare the case or the project and an excellent ability to answer questions from the class and full ability to elaborate on the concepts employed in the research and its presentation. The numerical value for such level of accomplishment is 81 to 100 points.
<b>Written group project for 200 points</b>	A written paper without proper theoretical foundation, use of proper writing style and sufficient argument in support of the findings or purpose of the project. The numeric value for such level of performance is between 0 to 70 points.	A written paper with weak or unclear theoretical foundation and insufficient use of appropriate standards of writing without a clear and well-argued deduction as the outcome of the paper or the project. The value given for such level of performance is between 71 to 110 points.	A fairly well written paper/project with good use of theoretical discussion and empirical evidence and clear policy implication and well-presented results will meet this particular standard of performance. The numeric value for such level of performance is 111 to 160 points.	A well written well established theoretical ground for argument, good use of literature survey and sufficient level of empirical evidence will give a convincing standard for such level of performance. The numeric value may change from 161 to 200 points.

<b>Preparation and posting of four short discussion papers/posting within the recommended period of time. 50 points for each posting and a total of 200 for all.</b>	A confused or irrelevant argument and badly written posting. Mostly irrelevant foundations for arguments presented or no argument put forward. The numeric value for such level of performance is between 0 to 10 points	A relatively weak thought-out and written posting. Some relevant foundations for any arguments put forward. The numeric value for such level of performance is between 11 to 25 points.	A fairly well-thought out and written posting. Solid foundations for any arguments put forward. The numeric value for such level of performance is between 26 to 40 points.	A well thought-out and written posting. Clarity of ideas, theoretical foundation, and relevance to the question asked. The numeric value for such level of performance is between 41 to 50 points.
<b>Final Exam for 400 points</b>	A combination of multiple choice and/or problem solving and/or essay questions may be used for this section of students' evaluation. A performance level of 0 to 200 establish a below average performance.	A combination of multiple choice and/or problem solving and/or essay questions may be used for this section of students' evaluation. A performance level of 201 to 270 establishes an average level of performance.	A combination of multiple choice and/or problem solving and/or essay questions may be used for this section of students' evaluation. A performance level of 271 to 350 establishes an above average performance.	A combination of multiple choice and/or problem solving and/or essay questions may be used for this section of students' evaluation. A performance level of 351 to 400 establishes an outstanding level of performance.

**Timely Completion of Course Work, Test, and Project:**

Students are responsible for completing all the assignments as described in the syllabus in timely manner. Please feel free to ask any questions that you may have at any time during the course of this class. I usually respond to emails within a day. Please consider the possibility of your email to have been taken out by the university firewall mistakenly. Any time during the term if your email is not answered within a day, please send your email again and ask for confirmation. I believe emails from the blackboard do not go through the firewall.

**ASSESSMENTS AND LEARNING OUTCOMES:**

The following table provides information on how various forms of assessment contribute to these 9 student learning outcomes:

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. Fundamentals               | 6. Leadership and Change              |
| 2. Planning and Organization  | 7. Quantitative and Qualitative Tools |
| 3. Individual Competencies    | 8. Technology                         |
| 4. Interpersonal Competencies | 9. Corporate Social Responsibility    |
| 5. Global Environment         |                                       |

The following learning objectives are addressed by each form of assessment used in the course:

Form of Assessment	Student Learning Outcomes								
	1	2	3	4	5	6	7	8	9
Homework	X		X		X		X		
Group Project	X	X	X		X		X		X
Posting in Discussion Board	X	X	X		X		X		X
Midterm Exam	X		X		X		X		
Final Exam	X		X		X		X		

## OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES

Days of the meeting	Textbook Readings (Chapters) and other relevant tasks	Topics	Assignments
Day One	Chapter 1, 2, 4, and may be 5	What is Macroeconomics? The language of Macroeconomics: The national income accounts, and Economic Growth and some discussion about the supply side.	Advance reading of the pertinent chapters is highly recommended. A good head start can begin as early as two weeks before the first meeting. Read the assigned book chapters, view the videos and take a look at the discussion board. I will open them all two weeks prior to the start of your class. Start thinking about the issues that we will be discussing during the course of this class, if you find them interesting.  I cannot imagine why anyone will not be interested in such discussions which address our life in our own community and the world as a whole.
Day Two	Chapters 5, 6, 7, and 8	The supply side. Capital accumulation and economic growth, factor productivity, human capital, technology, international trade	Reading and class interaction and discussion.
Day Three	Chapter, 10, 11,12,13, and 14	Continuation of international trade and critical analyses of its expected impacts and challenges as seen in recent time. Consumption and investment. Segments of discussion on business cycles, Continuation of discussion on consumption and various models presented by different economists and their contribution to ongoing arguments. Fiscal policy and its impact on reaching macroeconomic objectives	Competing homework and conducting any additional assignment determined the week before or Bb.
Day Four	Class presentation of all group projects	Based on the topics selected by each group	According to a prior accepted schedule
First week after the class meeting is over	Working on what have been learned during the class and posting on discussion board	See the topic from the discussion board	Reviewing all the materials covered during the very intensive days of meeting. Working on the group paper and working on exam.
Second week after the class is over	Preparation of group project, working on final exam, and positing of one additional posting	See the topic from the discussion board	Working on homework, assigned exercise on Bb and preparation of group project.
Third week after the meeting is over	Writing of group project, working on the final posting, and working on the test	See the topic from the discussion board	Working with your group and making sure your postings are in order.
Forth week after the class meeting is over	Completing the final test, group project and making sure that all is in good order	Submission of group project and final exam	Working on writing up of group paper/study, homework, and preparation of final test.

**Note:** This class has a condense format and therefore it follows a very intensive level of activities during the four days of our meeting with some follow up activities when the class is over. The follow up activities is expected to be accomplished with 4 weeks upon completion of the days of the meeting. They are referred to as days of meeting and follow up activities upon completion of the meetings.

### **DESCRIPTION OF ACTIVITIES:**

#### **Final Exam:**

Final exam could be a combination of multiple choice, problem solving and discussion questions or each one of these form by itself. All multiple choice questions need extensive explanation of the answers chosen. Without such explanation the answers will not be accepted, even if the choice of the multiple responses is correct.

#### **Group Project:**

Students will be divided into groups of two to four members (it all depends on the size of the class). Please see the list of proposed topics. You can pick a different topic if your group desire to do so, but you need to check its relevance to the course with the instructor. The instructor will be available for consultation and helping groups to develop their topic of research into a project outline. Findings of the group projects will be presented in the class from the sixth week of the course. A project finding presentation does not necessarily mean a terminal report of the project. It is more beneficial to the researchers to present their project while it is in the preparation process. The feedback from other students and the instructor may positively contribute to the successful completion of the project.

Students may choose to do a project individually if they have a strong preference for working alone. However, without prejudice against those who may have such preference, the instructor wishes to emphasize the importance of group projects as a better learning criterion. All group projects will be presented in the class but we may not have time for presentation of individual projects.

#### **Preparation and Posting of Individual Arguments in Discussion Board:**

Each video in the video section of your Blackboard comes with direct relevance to the coverage of various sections of the book and our study. The first video in each eight sections has all components of the discussion. It is also broken down to several components of the entire discussion in shorter videos. You can watch the entire show or review its various components during the time outside our class scheduled meeting time.

For each of the eight videos I have prepared one to four basic and general question(s) which you can select from and write between 8 to 15 lines of response/discussion and post it on the blackboard. Your response should be based on use of relevant economic arguments and certainly not based on your unexamined ideas and mere feelings (i.e. void of any economic theories and or relevant arguments). I am putting one week for each argument (from the time it is available till the time it closes) on the backboard for you to study and preparation and posting of your discussion. If you miss one occasion, there is time for you to pick up the effort in the following week. Do not wait too long and get busy as soon as you can.

You are required to put five postings in total for the entire term. Each posting can earn up to 50 points (a total of 200 for all the five). Please read the course syllabus for the grading criteria and rubric. The very first week begins one or two weeks before the time of our meeting and you need to study the contents of as many chapters as you can afford the time in order to be positing your argument.



**GRADING:**

Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade	Activity	Points
>94%	A	Presence and active participation in class	100
90% to 93%	A-	Presentation of group project	100
87% to 89%	B+	Group project written report	200
84% to 86%	B	Four postings in discussion board (using blackboard)	200
80% to 83%	B-	Final Exam	400
77% to 79%	C+		
74% to 76%	C		
70% to 73%	C-		
67% to 69%	D+		
64% to 66%	D		
60% to 63%	D-		
<60%	F		
		<b>TOTAL</b>	<b>1000</b>

**STUDENT WORKLOAD FOR THIS COURSE:**

A detailed breakdown of time (1 hour = 50 minutes) and activities can be found from the following table<sup>1</sup>:

Activity	Instructor-Led		Independent		Remarks
	Weekly	Course	Weekly	Course	
Homework			4	32	You have to post four discussions based on reading the book chapters, consulting your lecture notes and searching for information online.
Interactive Lectures		33			2 weekends, 5 days in total
Reading of textbook, reviewing lecture notes, and preparation of discussions and their posting on your class blackboard			6	60	Students may not spend so much time reading the text in the final week of the course. Work on the contents of the class throughout the entire time of this class.
Research, gathering of data, prep-work, write-up			5	30	This work will start after the third week of the course and expected to be concluded in the last week of the course
Discussions related to understanding of course materials, homework, and exams		8			
Discussions related to selection of topic and development into a group project and its presentation.		6			
<b>TOTAL</b>		<b>47</b>		<b>122</b>	

<sup>1</sup> The format is based on courses that are offered on 11 weeks and therefore the number of weeks does not make any direct sense. However, converting them into our condense format may offer ideas about where they can be placed within a traditional weekly format.

## Suggested Topics for Preparation of Group Project/Paper:

The following topics provide a wide spectrum of current issues in the world economy. They present some of the most fundamental challenges of our time and questions that every nation has to address and find answers and solutions for. Many of these topics transcend national issues and relate to the world as one integrated unit for lives of all human and other living beings. You are free to choose any of these topics for your group and modify it in order to bring out the specific research questions that your group wishes to address. There is no competition among groups and multiple groups can choose the same exact topic or various versions of it. Every research is unique based on the questions asked, methodology developed and contributions made.

1. The core causes of the ongoing recent economic problems in the world: Are we heading for major restructuring of our economic system?
2. Political economy of the rise of populism in Western Industrialized countries: What is the potential for its damage or anything positive can come out of it?
3. Should we be excited about rise of robotics in our production system? Can we enjoy it and also sustain its impact on reduction of work for the existing and emerging workforce?
4. Looking into ways and means of enjoying greater productivity which is the promise of new ideas and new technologies and continue to abate structural unemployment as a result: Can we have our cake and eat it?
5. Are new ideas in information technology and the emerging entrepreneurial groups and individuals will be increasing the level of competition in the existing market place or are good targets for large companies to acquire them and enhance their hold on the market and reduce prevailing competition?
6. Economic and political assessment of current refugee crisis: What are the positive or negative impacts for the host countries?
7. Root causes of financial crisis in European Community: Is this an episodic occurrence or we have unavoidable problems in the fundamentals of the economic arrangements within the EU?
8. The challenge of keeping the European Community together as a unified social and economic entity: The economic, social, and political costs and benefits in short and long terms.
9. The challenge of keeping the European Community together as a unified social and economic entity: Are we going to see more Brexit in EU?
10. Examining the role of financial markets in creation of financial crisis in the world. Are they inseparable feature of the working of capitalism or issues that can be avoided in most cases without reaching a crisis level?
11. The value of Euro: Short and long –term perspectives.
12. Pros of cons of coming out of European Monetary Union: Discussing any of the cases such as Greece, Spain, etc. for the country in question and for the union as a whole.
13. Why should we fuss over a growing government budget deficit? Is it true that economic growth can well justify a growing budget deficit and a good example of this is what has been going on in the United States or in the EU?
14. Is it possible to have prosperity without economic growth: making the case for creation of a sustainable world economy?
15. How can most of the Western Industrialized Countries claim that they are for free trade, while they are crippling the economies of developing countries with their huge agricultural subsidies?
16. A critical analysis of labor unions in the emerging global economy: Are they more important or less?
17. Is it possible to eliminate poverty from the face of earth? If yes, how and will there be any loss for any group or it is win-win case for all?
18. Can free market solve the problems of environmental degradation? What should be done to address these problems in market-based economies?
19. Government regulations are the second best policies and in most countries there will be less economic efficiency without them: A critical analysis of all aspects and sides of the issues concerned.
20. Is out-sourcing good for every economy and should we not worry about the loss of jobs to other emerging economies? Will our competitive advantages always lead our economies to a better future?
21. Is WTO the source of much of our problems? Do we need to make decisions about our own future in our own countries or give this important right to sources outside our national economy or the presumption of enjoying greater good for larger segments of our societies over time?

22. Is there a need for establishing minimum wage? Is it always true that such development often hurts the group of workers who are supposed to be benefiting from establishment of such wage standards?
23. Is using health and cultural standards to prevent entry of certain goods and services to a country a good excuse to get engaged in protectionist policies or we need such measures to protect our common interests against invasion of business interests.
24. The economic impact of emerging older population and reduction of population in developed countries: Is this a blessing or a curse?
25. Income distribution and economic growth: Can growing economic inequality hamper economic growth?
26. A different topic that relate to the themes and topics of this course but has not been listed. You need the approval of the instructor with regard to suitability of your proposed topic.

## **How to Prepare Your Research Layout and Bibliography:**

The research topics provided in the above identify the general idea of the research that different groups have to undertake. Each group needs to take specific steps to develop these general ideas into a concrete research proposal and layout. Here are the steps to be taken:

- You need to prepare a layout for your research which is a tentative map of what you want to do in preparation of your research and it should contain the following:
  - You need to formulate your research questions or the hypotheses for your research work. The research question states the purpose of the research and the viewpoint from which the research group is looking at that topic.
  - Provide a breakdown of different segments of the research (the layout) with an overall idea of what will be in each segment.
  - Highlighting different segments and what they may contain at the onset may, to some extent, be hard but it provides structure and a roadmap for the process to be followed and the work to be done. Students should also bear in mind that this is a rough sketch and it can change and will be developed much further as the research progresses.
  - The methodology of your work, such as using comparative data, statistical analysis, etc.
- You also need to provide a tentative bibliography for your research. In preparing for your bibliography you must try to follow the objective of your research and then investigate what the existing literature says about the topic of your research. Finding relevant bibliography is very important in success of your work and relevance of the discussions you use.
- A good bibliography can help you find a better focus on your own work and develop a more critical way of thinking about the issues you are researching.
- Using internet resources are very helpful, but you should examine the validity of the resources you are using and there is no clear cut method of doing this, except paying attention to their academic reputation. Try to avoid references that pursue an extreme and one-sided opinion unless showing such opinions is a part of your research. Examine every issue critically in an objective and logical manner. Be honest in quoting people and offering clear references for what you are using.
- A survey of pertinent literature is very useful and can help to think more creatively and look for pertinent information.
- In almost all economic studies you need to offer and argue for its pertinent policy implications.

### **COURSE EVALUATIONS:**

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

### **ELECTRONIC DEVICE USE:**

In many aspects of life, laptops, tablets and smartphones have become essential. Recent studies, however, have shown that the use of electronic devices in the classroom can have adverse effects on learning and academic performance – often to both the user and the students around him/her. The School of Management therefore strongly recommends not using any such devices unless they are required, or an explicit permission has been obtained from the instructor, the university or the program director.

#### **ACADEMIC INTEGRITY:**

The educational programs at California Lutheran University's School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university's framework, but are specific to the School of Management only. As stated in the Procedure For Reporting and Handling Violations of Academic Integrity in the School of Management (Section C below), students and faculty share responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

Our definition of academic dishonesty is "any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance." Since academic honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Dean and Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

#### **UNIVERSITY HARRASSMENT POLICY:**

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:** [Student Life Handbook](#)

#### **SEXUAL MISCONDUCT:**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

#### **PEARSON LIBRARY:**

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page:

<http://www.callutheran.edu/iss/research/>. To contact a librarian you can:

- Chat on the Library's home page
- Email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
- Phone: (805) 493-3250
- CLU's satellite locations see <http://www.callutheran.edu/iss/research/satellite.php> for the full range of services provided

### **CLU WRITING CENTER:**

The Writing Center provides writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with a @callutheran.edu email address are welcome to make use of our services. For more information, please visit at [www.callutheran.edu/writing\\_center](http://www.callutheran.edu/writing_center) or call (805) 493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

### **VETERANS RESOURCES:**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or (805) 493-3648 for more information.

### **DISABILITY STATEMENT:**

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office in the Academic Services Building, and can be contacted by calling (805) 493-3464 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

### **HELP DESK:**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu), click on the following link for more information [http://www.callutheran.edu/iss/technology\\_services/helpdesk.php](http://www.callutheran.edu/iss/technology_services/helpdesk.php) or call (805) 493-3698.

### **DISCLAIMER:**

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.