

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Economics

Academic Unit
ECON

Book 3 Listing (e.g., Portuguese)
110.02 Freakonomics

Number	Title	U	05
Diversity Econ			
18-Character Title Abbreviation		Level	Credit Hours
Summer	Autumn	Winter	Spring X
			Year 2006

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): Discuss current social problems and issues within an economics framework, including topics such as job discrimination and integration.

Quarter offered: SP06 Distribution of class time/contact hours: 2 -2 Hr Classes
 Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): none

Exclusion or limiting clause:

Repeatable to a maximum of 0 credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What is course is last in the series? _____

Honors Statement: Yes No GEC: Yes No Admission Condition

Off-Campus: Yes No EM: Yes No Course: Yes No

Other General Course Information:
 (e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 450601
 Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course: Novel applications and findings by economists in new subject areas create opportunities for discussion of economic reasoning at the freshman and sophomore level.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
N/A

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: 110 being decimalized

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected section size: 50 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.**

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

Economics 110.02: Freakonomics

Spring 2006
MW: 9:30-11:18
205 Boyd Laboratory

Lecturer: Dr. Molly Malloy Cooper
E-mail: cooper.338@osu.edu
Office: 421 Arps Hall
Phone: 292-0413
Office Hours: Tuesdays Noon-3pm

Course Objectives

The purpose of this course is to apply economic reasoning to analyze contemporary social issues. This course will investigate the controversial findings of economist Steven Levitt and journalist Stephen Dubner in their bestseller, *Freakonomics*. Students will learn the economic principles behind their findings and discuss related issues in the economics of sports, crime, education, poverty and welfare, etc. This course fulfills the Human, Natural, and Economic Resources Social Science General Education Requirement. See details at the end of the syllabus.

Course Material

Required Textbooks:

Stephen D. Levitt and Stephen Dubner. *Freakonomics*. (HarperCollins Publishers, Inc., 2005)

Robert C. Guell, *Issues in Economics Today*, 2nd ed., (The McGraw-Hill Companies, Inc., 2005)

Additional materials will be handed out in class.

Course Requirements

You are required to take a two midterm exams and a final. The first midterm will be given during the 4th week of class. The second midterm will be given during the 8th week of class. The final exam will be held in accordance with the university common schedule. The format of these exams will be short answer and essay.

Grading

Your final grade will be calculated using the following weights:

Midterm 1	30%
Midterm 2	30%
Final Exam	40%

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. It is expected that all students at The Ohio State University have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)

Ten Suggestions for Preserving Academic Integrity
(oaa.osu.edu/coam/ten-suggestions.html)

Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Assessment Plan

Near the conclusion of this course, students will be given the opportunity to offer feedback regarding course content. As we progress through the quarter, I would like you to consider which of the 3 applications of economic reasoning discussed did you find the most interesting and why. I also would like you to think about at least 3 specific ways in which this course will help you make decisions in your professional (as employees or employers) and personal (as voters, parents, etc.) lives.

Contacting Me

The best way to reach me outside office hours is via e-mail. If you do not have access to e-mail, and you need to get a message to me quickly, you can call the Economics Department office at 292-6701 during normal business hours.

Tentative Course Outline: Note that this outline is tentative and subject to change at my discretion with ample advance warning, of course. All chapters are from the Guell text, but there will be supplemental readings handed out for most topics.

Week 1: Administrative, Introduction, and Some Basic Theory

- Opportunity costs
- Incentives
- Supply & Demand
- Elasticities

Guell: Chapters 1, 2, & 3

Freakonomics: “Introduction: The Hidden Side of Everything”

Week 2: More theory background and the Economics of Sports

- Production, Cost, and Profit
- Incentives and Cheating (Sumo wrestlers, figure skaters, steroids in MLB)
- Why do poor cities subsidize wealthy sports' team owners?
- An analysis of ticket scalping.

Guell: Chapters 4, 5, 32—"Ticket Brokers and Ticket Scalping" & 37—"If We Build It, Will They come? And Other Sports Questions"

Freakonomics: Chapter 1—"What Do Schoolteachers and Sumo Wrestlers Have in Common?"

Week 3: Asymmetric Information and Terrorism

Guell: Chapter 41—"The Economics of Terrorism"

Freakonomics: Chapter 2—"How Is the Ku Klux Klan Like a Group of Real Estate Agents?"

Week 4: Review for and take **Midterm 1**.

Week 5: The markets for vices.

Guell: Chapter 17—"Tobacco, Alcohol, Drugs, and Prostitution"

Freakonomics: Chapter 3—"Why Do Drug Dealers Still Live with Their Moms?"

Week 6: Crime and Punishment

Guell: Chapter 22—"The Economics of Crime"

Freakonomics: Chapter 4—"Where Have All the Criminals Gone?"

Week 7: Children are our Future

Guell: Chapters 23—"Education" & 26—"Head Start"

Freakonomics: Chapter 5—"What Makes a Perfect Parent?"

Week 8: Review for and take **Midterm 2**.

Week 9: What matters more: who your parents are or what they do?

Guell: Chapters 24—“Poverty and Welfare,” 27—“Race and Affirmative Action” & 28—“Gender”

Freakonomics: Chapter 6—“Perfect Parenting, Part III....”

Week 10: Credit Markets, Bankruptcy Reform laws, and Incentives and Course Wrap Up and Review for Final Exam

Guell: Chapter 7— “Interest Rates and Present Value.”

COURSE GEC:

Arts and Sciences

Social Science

Human, Natural, and Economic Resources

Economics 110.02 is a GEC course in the Social Sciences category; the goal of this GEC category is to expose students to:

- The systematic study of the behavior of individuals and the processes by which individuals, groups, and societies allocate and use scarce resources, (with an appreciation of the types of resources there are).
- How individual decision making—in the context of social institutions for the allocation and exchange of resources—influences the resulting economic and social outcomes.
- Essential economic principles with contemporary illustrations and applications.

Economics 110.02 addresses these goals in general by:

- Examining the categories of scarce economic resources.
- Applying models of economic decision making to examine outcomes in the markets for goods and services and factors of production.
- Using basic tools of economic analysis to examine incentives generated for decision making and examining the incentives generated for decision making by particular individuals.
- Realizing a variety of outcomes possible under different institutional arrangements which are assessed in terms of normative criteria such as efficiency and equity.

Economics 110.02 addresses these goals in particular by:

- Providing an environment to help students learn, understand, and demonstrate their knowledge of the economics in such issues as crime, education, poverty, etc.
- Having students learn essential economic facts, ideas and principles; through reading, studying and then discussing their assignments—subsequently gaining a deeper understanding through conceptualizing the role of sometimes inconspicuous incentives on outcomes.
- Allowing students demonstrate critical thinking through written and verbal expression in the form of course examinations and group presentations that relate directly to course objectives realized through completion of course assignments.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.