



Northwestern  
University

**ECON 101-6-20 (16193): Government and You**  
**FALL 2020**

**Professor:** Jannet Chang

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Office hours: Wednesday @9:30-10:30AM or by appointment (via Zoom)

**Class meetings** (Synchronous via Zoom): Tuesday and Thursday, 9:40-11AM

**Textbook:** There are no required textbooks for this course. Instead, the class will rely on a variety of sources, including standard textbooks, media, and academic articles. Most of the sources will be available online and via NU library search links.

**Course description:** Governments of all levels play an essential role in individual's day-to-day life, such as education, transportation, health and welfare. Some of the questions to be addressed in the course include but are not limited to the following: What are the roles of governments? How do government policies impact individual decision-making and vice versa? Under what situation is the government intervention desirable? What are the reasons for different levels of governments, such as federal, state, and local governments? The goal of this course is to acquaint students with various aspects of government sectors and give students the ability to critically evaluate current policy debates.

**Course goals:** The Northwestern *Undergraduate Catalog* describes first-year seminars as “small, discussion-oriented classes designed to develop students’ basic intellectual skills: reading critically, thinking logically, and communicating effectively. Expository writing is an important activity in each seminar.” In addition to this general goal, this seminar is to stimulate your interest in economics, deepen your understanding of the roles of government, and bring awareness of social and economic issues around us.

**Teaching Methodology:** Teaching methodology is designed to achieve the three goals described in the *Undergraduate Catalog* for this course—reading critically, thinking logically, and communicating effectively. Particularly, we will focus on *reading, discussion, and writing*. These three elements will intertwine and work hand in hand to assist you to achieve these goals.

Reading provides information for you to ponder as well as for us to discuss in class. Hence, it is crucial that you read the materials assigned to you. Delve into reading, search for passages that are particularly meaningful for you, lay your thoughts out by jotting down questions and thoughts along the way. Each of us will then bring our unique perspectives and experiences to class for discussion. Our discussions will be frequent and usually led by students. For this reason, I expect everyone to participate. As for writing, we will focus on the process of it. We will practice forming drafts, soliciting feedback from the professor or peer students, and revising to generate a polished final output.

*When working on writing assignments for this class, I encourage you to visit the Writing Place, Northwestern’s peer writing center. You will work with juniors and seniors who have been trained to provide you feedback and assistance on any type of writing at any stage in the writing process. They will not edit your work. Rather, they will work with you to brainstorm ideas, organize or outline an essay, clarify your argument, document your sources correctly, or refine grammar and style.*

*In Fall Quarter 2020, all meetings will take place through Zoom. Register for an account at <https://northwestern.mywconline.com/>. Log into the same address to see the online scheduler and book an appointment. Your appointment record will contain the Zoom link for your appointment. You will not get a separate Zoom invitation, but your consultant will remind you of the link by email, and you can always log back into your appointment record to access the Zoom link*

**Evaluation:** Course grades will be based on written assignments (55%), class discussion and in-class assignment (30%), and class presentation (Hosting + Cohosting= 10%+5%+15%). Written assignments include two short papers (3-4 pages each), two peer critiques (1 page each), and one final paper (5-6 pages). Detailed instruction for the short and long papers, as well as peer critique exercises, will be given in class and distributed via Canvas. Late papers will have their grades reduced by 50% per day.

Short paper #1 Draft	Friday, 9/25	5%
Peer review #1	Friday, 10/2	5%
Short paper #1	Wednesday, 10/14	10%
Short paper #2 Draft	Friday, 10/23	5%
Peer review #2	Friday, 10/30	5%
Short paper #2	Wednesday, 11/11	10%
Final paper	Monday, 12/7	15%
Presentation (discussion leader)	TBA on Canvas	15%
Class discussion and in-class assignment	Every class! Grades assigned for every week.	30%

**Attendance:** Our online course will be synchronous. Attendance is expected. Much of the necessary material will be presented only during class. If you must miss class, it is your responsibility to track down any information you may have missed. Remember that much of the learning will take place in class and your grade largely depends on your class participation.

As our class will be synchronous, my top priority is to maintain an enjoyable, reliable and safe online-learning environment for the class. Below is a list of information that you should know:

- **Guidelines for recording synchronous remote class content** (<https://www.northwestern.edu/provost/policies/recording-class.html>):
  - This class or portions of this class will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course and will be deleted

at the end of the end of the quarter. Your instructor will communicate how you can access the recordings.

- Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#).
  - Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.
- **Zoom Rubric:** These are some things to avoid while our zoom class is in session. Remember that, though virtually, you are in class, and the same ground rules apply as if we were meeting in person. Your participation grade will be based on the Zoom rubric posted on Canvas.

#### GENERAL ETIQUETTE RULES:

1. Avoid distractions (i.e. don’t check your phone while class is in session)
2. Avoid eating, drinking alcohol or smoking/ vaping.
3. Don’t get up and disappear without a valid reason.
4. Don’t fall asleep, yawn constantly, or stretch.

#### ZOOM ETIQUETTE RULES:

1. Mute your microphone at the beginning of each class session and unmute when prompted by your professor.
2. Be mindful of the lighting: avoid dark spots or light contrasts while on camera.
3. Avoid distractions for others in your background: you may consider using a Zoom background image.
4. Be mindful of your clothing: wear what you would on campus.
5. Be welcoming and understanding: avoid the use of symbols or imagery that can hurt others’ sensitivities.

- **Tips for mitigating WiFi performance** (<https://www.it.northwestern.edu/remote/home-internet.html>)
  - Limit the number of connected devices - Having a large number of devices sharing the home internet connection can contribute to lag. If performance is poor, try shutting off internet-connected devices that are not immediately needed.
  - Manage wireless router location - Where devices connect from can lead to variation in performance. Try to move devices closer to your Wireless Router to mitigate any barriers that could be degrading the Wireless signal.
  - Adjust the wireless signal - Some Wireless Routers offer a 2.4Ghz and a 5Ghz band Wireless signal. If your 2.4Ghz signal is having poor performance try to switch to your 5Ghz signal; please refer to the instructions provided by your specific router.
  - Use an ethernet connection - If wireless internet performance is weak, try connecting an ethernet (CAT5 type) cable between your computer and your home router. This type is considered a “hard-wired” connection and may perform better depending on the root cause of the slow performance.

**Academic integrity:** Northwestern takes academic integrity seriously. Suspension of academic integrity violations will be referred immediately to the Academic Dean's office; University rules prohibit subsequent discussion of the situation with the student. As an example, you should not turn in another person's work as your own, or copy or paraphrase from any source without adequate citation. Whether intentional or not, improper use of materials could be considered a violation of academic integrity.

**Academic Accommodation:** Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU ([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.