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Economics Major

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Item # 1  
Economics

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Business Administration file

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Economics (Major)  
1975-76

A PROPOSAL FOR  
AN UNDERGRADUATE MAJOR IN ECONOMICS

Political Science/Economics Department  
Triad Building "B" Wing  
Glassboro State College  
Glassboro, New Jersey

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GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY

A PROPOSAL FOR AN UNDERGRADUATE MAJOR IN ECONOMICS

I. IDENTIFICATION OF THE PROPOSAL

A. Title:

An Undergraduate Major in Economics

B. Sponsors:

Dr. Thomas Hamer, Assistant Professor, Department of Political Science/Economics

Professor Benjamin Hitchner, Assistant Professor, Department of Political  
Science/Economics

Dr. Peter Kressler, Associate Professor, Department of Political Science/  
Economics

Dr. Bela Mukhoti, Associate Professor, Department of Political Science/Economics

C. Administrative Responsibility:

Dr. Eva Aronfreed, Chairperson, Department of Political Science/Economics

II. ESSENCE OF THE PROGRAM

A. Type of Program:

This will be an undergraduate liberal arts major in Economics, featuring a common core of courses, a required diversity in economics courses, and curricular groupings combining economics courses and elective courses into interdisciplinary patterns directed towards areas of a student's career and intellectual interests. The major will feature a solid theoretical core, diversity, and opportunity for the student to choose economics courses which best interface with groupings of related courses offered by many other departments at Glassboro State College. Economics majors who wish to receive certification as teachers in secondary social studies may do so by fulfilling the requirements specified by the Department of Secondary Education.

B. Scope and Size of the Program:

It is anticipated that this program will number some 60 (freshmen, sophomores, junior and seniors combined) declared economics majors by its first year of implementation.

C. Location in Current and/or Projected College Structure or Curricular Pattern:

This program will follow the liberal arts degree model and will be housed in the Department of Political Science/Economics.

D. Degree Awarded:

Bachelor of Arts

### III. RATIONALE

A. The Basic Need for the Program:

Economics is a social science concerned with human well-being. It is unique inasmuch as it is the only science concerned with the allocation of scarce resources among alternative and endless human wants for maximizing welfare. Three vital economic problems that are solved differently by various economic systems of the world are: (i) What goods and services are to be produced with scarce resources. (ii) How these are to be produced. (iii) For whom the goods and services are to be produced. The study of economics thus basically enables a person to understand the nature and functioning of different economic systems and the process of solving these basic problems.

In a free enterprise system such as prevailing in the United States, Price theory, or Microeconomic theory, and the theory of the economy as a whole, or Macroeconomic theory, provide the basic analytical tools of the economics discipline. The principles of both are used in special subject areas: Agricultural Economics, Economic Development, International Trade and Finance, Labor Economics, Public Finance, Monetary Economics, and Urban Economics, etc.

Perhaps the best way to state the importance of economics as a science is to list the following representative questions that it can help answer: (i) What determines the extent of unemployment and what can be done to reduce it? (ii) What are the causes of recession and inflation and what can be done to control them? (iii) Is a deficit budget harmful under all circumstances? (iv) Why should we expect competition among firms to produce socially desirable effects? (v) Why does poverty exist, and what can be done to abolish it? (vi) What are the economic causes of environmental pollution, and how can it be reduced to appropriate levels? (vii) How do the economic systems of the communist countries function and how does their economic performance compare with that of the U.S.A.? (viii) What economic factors are responsible for our energy problems and how can these problems be solved? (ix) What are the causes of urban crises and what can be done to solve them?

These sample questions should make it obvious that it is necessary for everyone to know something about economics to be able to function responsibly and effectively as a citizen, administrator, worker or consumer. A knowledge of economics is necessary for understanding the world around us, and, as such, is an important component of any liberal arts program.

The State of New Jersey, the most densely populated state and one of the most industrialized states, has its share of problems of unemployment, inflation, poverty, pollution, traffic congestion, etc. The rate of unemployment in New Jersey is much higher than the national average; its problems of decaying central cities, intensifying pressure on remaining open space and agricultural lands, environmental deterioration call for alert, informed, and intelligent attention. Moreover, these problems are likely to be intensified in Southern New Jersey in the foreseeable future and will need prompt solutions.

B. Opportunities:<sup>1/</sup>

The increasing need for scientific analysis of these economic problems, and in particular the problems in business and industry, will provide good employment opportunities for economists in government and international agencies, education, business, and industry. The growth in employment of economists during the next five years in New Jersey and in the nation is projected to be very favorable. (See Table 1, page 4.)

1. Opportunities in Governmental Agencies and International Agencies:

Roughly one-sixth of the more than 36,000 economists employed in 1972 were employed by governmental agencies.<sup>2/</sup> While Federal employment of economists is expected to expand slowly, State and local employment of economists is expected to expand rapidly with increased resources devoted to the problems of poverty, housing, etc.<sup>3/</sup> In addition to the federal departments such as Agriculture, Commerce, Labor and their State and local counterparts, organizations as the International Bank for Reconstruction and Development, the International Monetary Fund, and the United Nations offer employment opportunities.

2. Opportunities in Education:

Junior colleges, colleges, and universities employed one-third of the 36,000 economists in 1972.<sup>4/</sup> A projected moderate increase in enrollment will lead to a similar increase in demand for economics teachers.<sup>5/</sup> Moreover, the current increased concern for economic problems should increase the demand for high school economics teachers.

3. Opportunities in Business and Industry:

In 1972, business and industry employed one-half of all economists.<sup>6/</sup> In this area, economists may have such job titles as Industrial Economist, Bank Economist, Insurance Company Economist, and Corporate Economist. In business and industry, they provide management with short and long term forecasts regarding the impacts of pricing and marketing policies, government policies, fluctuations in financial markets, and other economic factors in the external environment of the firm. Since management must increasingly rely on the type of information provided by economists, business and industry will provide the largest number of openings for economists.<sup>7/</sup>

4. Opportunities in the Nation:

The most recently available employment opportunity projections from the U.S. Department of Labor are for the years 1972 through 1985. Table 1 (See page 4.) provides information on the employment prospects of selected occupations. Both the projected per cent change in employment and the projected annual average openings indicate good employment prospects for economists.

<sup>1/</sup> See Appendix III for a description of the nature of the work performed by economists.

<sup>2/</sup> U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 1974-75 Edition, Bulletin 1785 (Washington D.C. Government Printing Office, 1974) page 532

<sup>3/</sup> Ibid., p. 533    <sup>4/</sup> Ibid., p. 532    <sup>5/</sup> Ibid., p. 533    <sup>6/</sup> Ibid., p.532

<sup>7/</sup> Ibid., p. 533

Table #1  
Employment Comparison for the Nation a/

<u>Selected Occupations</u>	<u>Estimated 1972 Employment</u>	<u>Projected b/ Requirements 1985</u>	<u>Percent Change 1972-85</u>	<u>Annual Average Openings 1972-85 Total</u>	<u>Employment Change</u>	<u>Replacement Needs</u>
Economists	36,000	46,000	29.9	1,500	700	800
Geographers	7,500	9,200	22.6	450	150	300
Political Scientists	10,000	12,200	22.0	500	200	300
Historians	24,000	30,000	25.3	1,500	500	1,000
Psychologists	57,000	90,000	55.5	4,300	2,400	1,900
Chemists	134,000	184,000	38.0	6,800	3,900	2,900
Physicists	49,000	61,000	24.1	1,500	900	600
Computer Programmers	186,000	290,000	55.9	13,000	8,000	5,000
Accountants	714,000	935,000	31.0	41,900	17,000	24,900
Secondary School Teachers	1,023,000	1,044,000	2.1	40,000	1,600	38,400
Urban Planners	12,000	18,500	54.2	800	500	300

a/ U.S. Department of Labor, Bureau of Labor Statistics, Occupational Manpower and Training Needs, Revised 1974, Bulletin 1824, Washington, D.C., 1974 pp. 79-86

b/ Projections are made assuming a fully employed economy, Ibid., p. 78.

5. Opportunities in New Jersey:

For selected occupations the most recent employment projections from the New Jersey Department of Labor and Industry for 1975 to 1980 appear in Table #2 (See page 5.) The projected percent change in openings and the projected number of annual openings indicate bright prospects for economists.

Table #2  
Employment Comparison for New Jersey <sup>a/</sup>

Selected Occupations	Estimated 1970 Employment	Projected <sup>b/</sup> 1980 Employment	Percent Change 1970-80	Annual Average Openings 1975-80		Replacements Needs Due Death and Retirement
				Total	Due to Industrial Growth	
Economists	4,436	7,099	60.0	366	266	100
Chemists	9,344	12,721	36.1	549	338	211
Physicists and Astronomers	1,100	1,385	25.9	47	29	18
Computer Programmers	8,053	10,995	36.5	507	294	213
Accountants	28,186	38,772	37.6	1,970	1,059	911
Secondary School Teachers	38,000	47,005	23.7	2,522	901	1,621
Psychologists	1,239	2,698	117.8	202	146	56
Urban and Regional Planners	332	688	107.2	47	36	11
All Other Social Scientists	175	294	68.0	22	12	10

a/ State of New Jersey, Department of Labor and Industry, Division of Planning and Research, 1980, Occupational Employment Projections, Trenton, Mimeo, January 1975, Reports numbered 1 - 5.

b/ Projections assumed a fully employed economy.

#### C. How Economics Fits Into the Glassboro State College Curriculum:

Many of the Liberal Arts areas at Glassboro State College are well developed, and a major program in economics will strengthen them. The economics major, in turn, will be able to function effectively in the healthy environment conducive to its growth provided by the other subjects already being offered, such as political science, geography, sociology, history, mathematics and administrative studies. The Economics Major Program at Glassboro State College will enrich the liberal arts program and enhance the viability of other programs; thus, the proposed major in economics is a necessary element for a complete liberal arts program.

#### IV. DETAILS OF THE PROGRAM

##### A. Program Objectives:

##### 1. General Objectives:

- a. To educate undergraduates in a traditional liberal arts program while providing a foundation for an understanding of the functioning of economic phenomena;
- b. To provide a basic understanding of economic problems for intelligent participation in the democratic process; and
- c. To provide for an understanding of the rapid changes in our economic environment which necessitates the search for rationale to cope with future challenges.

2. Specific Objectives:

- a. An economics major will provide the student with a broad educational background while providing him or her with a fundamental understanding of the economic world. Through this preparation, the student can select from numerous careers in which a bachelor's degree is acceptable as the terminal degree. A student may also elect to attend graduate school in many disciplines for which an undergraduate economics major is appropriate.
- b. The graduate of an economics program perceives the crucial problem of allocating scarce resources to maximize the greatest fulfillment of society's unlimited wants while weighing the social implications, thereof, at present and in the future.
- c. The economics major will provide relevant background for understanding and critically evaluating much of today's mass media.
- d. A student with a minimal exposure to economics can be a better informed consumer.

B. Advisement:

The economics faculty will provide advisement services to the majors. The purpose of the advising system will be: (a) to specify the core curriculum as well as the number of courses to be taken within it; (b) to indicate the number of other economics courses to be taken; and (c) to specify the number of courses in allied fields to be taken and identify these fields.

The objective of this type of advisement is to provide guidance to students with both intellectual and vocational dimensions. The advisor will keep an eye on the student's career interests and dovetail course selections with both the liberal arts tradition and the student's vocational orientation. The advisor will be in continuous consultation with the career counseling office on the needs of the individual student. The economics faculty, thereby, hopes to further the community relationship in the campus and also to develop close working relationships with students, thus adding a humane dimension to the student-faculty relationship.

The Chairperson of the Department of Political Science/Economics will assign an advisor to each student during his/her first year of declared major according to his/her intellectual and career interests.

C. Structure:

This proposed major will follow the liberal arts degree model and will include the following courses:

1. General Education		48 S.H.
2. Free Electives		9 - 21 S.H.
3. Specialization		51 - 63 S.H.
Required Courses (details below)	21 S.H.	
Specialized electives (details below)	18 S.H.	
Related Electives (details below)	12-24 S.H.	
	<u>51-63 S.H.</u>	<u>120 S.H. Total</u>

- a. Required courses: 21 s.h.  
2204.101 An Introduction to Economics - A Macroeconomic Perspective  
2204.102 An Introduction to Economics - A Microeconomic Perspective  
1702.100 Elementary Statistics I  
2204.282 Economic Statistics  
2204.301 Intermediate Macroeconomics  
2204.302 Intermediate Microeconomics  
2204.491 Seminar in Economics

- b. Specialized Elective Courses: 18 s.h.

To insure sufficient diversity within the specialized electives, the student must choose at least one course in each of the following three groups: Group I, II, and III (described below). In addition, at least 12 of the 18 s.h. must be taken at the 300 and 400 level.

- (1) Group I                      Economic Theory and Methods  
2204.200 History of Economic Ideas  
2204.305 Monetary Economics  
2204.380 Mathematical Economics  
2204.480 Econometrics
- (2) Group II                     Economic Development and Systems  
2204.205 The American Economy in Operation Since 1865  
2204.307 Economic Development of Emerging Nations  
2204.320 Contemporary Economic Systems
- (3) Group III                    Economic Problems and Policies  
2204.210 Environmental Economics  
2204.215 Current Economic Problems and Policies  
2204.225 Economic Roles of Women  
2204.310 International Economics  
2204.315 Economics of the Public Sector  
2204.330 Government and Business  
2204.345 Labor Economics  
2204.346 Manpower Economics  
2204.360 Urban Economics  
2204.365 Agricultural Economics

In consultation with his/her advisor, the student may select from four to eight related elective courses in a curriculum grouping to suit his/her career and intellectual interests. A few examples of such curricular groupings are given below:

Business Economics

Career and Intellectual Interests: Application of economics in business. Employment opportunities in business firms.

Specialized Electives in Business Economics Curricular Grouping:

- Group I: Choose two (2) courses  
Group II: Choose one (1) course  
Group III: Suggested: Choose three of the following four courses:  
Environmental Economics  
International Economics  
Government and Business  
Labor Economics

Related Electives in Business Economics Curricular Grouping:  
Choose from four to eight courses:

0502.210 Accounting I  
0502.211 Accounting II  
0504.220 Introduction to Finance  
0504.320 Managerial Finance  
0506.101 Introduction to Management  
0509.270 Introduction to Marketing  
0701.102 Introduction to Computer Science  
0702.131 Concepts of Information Processing  
2208.310 Industrial Psychology  
2008.315 Consumer Psychology  
2208.333 Industrial Sociology

International Economics

Career and Intellectual Interests: Global economic problems and policies. Employment opportunities with governmental agencies, private foundations, and international businesses.

Specialized Electives in International Economics Curricular Grouping

Group I: Choose one (1) course  
Group II: Suggested: Economic Development of Emerging Nations  
Contemporary Economic Systems  
Group III: Suggested: International Economics  
Choose two (2) other courses

Related Electives in International Economics Curricular Grouping:  
Choose from four to eight courses:

0506.303 Management of Multinational Business  
0509.379 International Marketing  
2205.101 Russia Since 1914  
2205.151 United States Since 1865  
2205.231 Middle East Since 1453  
2205.241 South and Southeast Asia Since the 17th Century  
2205.251 China and Japan Since the 17th Century  
2205.261 Latin America Since 1825  
2205.271 Sub-Saharan Africa Since 1800  
2205.336 Diplomatic History of the U.S. Since 1900  
2205.401 Twentieth Century Europe I  
2205.402 Twentieth Century Europe II  
2205.421 Imperialism and Colonialism  
2206.301 Economic Geography  
2206.303 Political Geography  
2206.311 Geography of Manufacturing  
2206.313 Geography of Transportation  
2207.230 Comparative Political Systems  
2207.231 Contemporary World Problems  
2207.240 Introduction to Asian Political Systems  
2207.320 International Relations  
2207.330 Contemporary U.S. Foreign Policy  
2207.342 Politics and Society in South Asia: India, Pakistan, Ceylon, and Bangladesh  
2207.343 Politics and Society in the Far East: Japan, China, and Indonesia

2207.344 Governments and Politics of Latin America  
2207.345 Governments and Politics of the Middle East  
2207.347 Governments and Politics of Africa  
2207.351 Soviet Foreign Policy  
2207.420 International Law  
2207.421 International Organizations  
2207.441 Contemporary Political Problems of Modern Africa

Urban Economics

Career and Intellectual Interests: Urban problems and policies.  
Employment opportunities with government agencies and private consulting agencies.

Specialized Electives in Urban Economics Curricular Grouping:

Group I: Choose one (1) course

Group II: Suggested: The American Economy in Operation Since 1865

Group III: Suggested: Environmental Economics

Economics of the Public Sector

Manpower Economics

Urban Economics

(b) Related Electives in Urban Economics Curricular Grouping:

Choose from four to eight courses:

0206.353 City Planning I

0206.354 City Planning II

2005.305 Environmental Psychology

2102.320 Public Administration

1/ 2202.TBA Urban Anthropology

2205.334 Urban History of the United States

2206.302 Urban Geography

2206.310 Land Use and Resource Development

2206.313 Geography of Transportation

2206.355 Metropolitan and Regional Planning

2207.110 American Government

2207.210 Black Americans and American Policy

2207.220 State and Local Government

2208.221 Social Problems

2208.223 Sociology and Social Welfare

2208.230 The Sociology of Minority Groups

2208.320 Urban Sociology

2208.330 Social Stratification

2208.333 Industrial Sociology

2209.323 Crime and Criminal Law

2214.230 Urban Politics and Theory

2214.321 Comparative Urban Government & Administration

2214.322 The Federal System and Urban Areas

2214.323 Politics of Race, Poverty, and Welfare in Urban Areas

Many more curricular groupings like the above are possible, and may be labeled as:

Economic Development and Comparative Systems;

Economics of Public Administration;

Labor Economics; and

Quantitative Economics.

The students are, of course, free to design their own curricular groupings with their advisor's help to suit their own intellectual and career interests.

COURSE DESCRIPTIONS 1/

The required core includes the following:

- 2204.101     An Introduction to Economics - A Macroeconomic Perspective     3 S.H.  
Analyzes the overall level of economic activity in the United States. Examines its major determinants, public stabilization policies, economic growth, and international trade. (Offered each semester.)
- 2204.102     An Introduction to Economics - A Microeconomic Perspective     3 S.H.  
Analyzes resource allocation among alternative uses. Studies consumer demand, product and factor prices determination, general equilibrium, and optimal income distribution. (Offered each semester.)
- 1702.100     Elementary Statistics I     3 S.H.  
(Offered by the Department of Mathematics.)
- 2204.282     2/ Economic Statistics     3 S.H.  
(Prerequisite: 1702.100)  
Studies statistical decision making, linear regression, correlation, and the construction and uses of index numbers and time series through the explicit use of economic examples, illustrations, and applications. (Offered alternative spring semesters.)
- 2204.301     Intermediate Macroeconomics     3 S.H.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Analyzes, in depth, the factors determining the level of national income, employment, price levels, and interest rates. (Offered every fall semester.)
- 2204.302     Intermediate Microeconomics     3 S.H.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Analyzes factor price determination, general equilibrium capital theory, and optimal income distribution. (Offered every spring semester.)

1/ See Appendix V for a scheduling of the economics course offerings above the introductory level for a two-year period.

2/ Proposed Course

2204.491      Seminar in Economics      3 S.H.  
(Prerequisite: Senior standing)

Develops the interrelationships of various theoretical and applied areas within the study of economics through the techniques of research design. (Offered every spring semester.)

The Specialized Electives include the following:

2204.200      History of Economic Ideas      3 S.H.

Investigates the development of economic thought. The significant contributions of philosophers and economists are analyzed, from the works of Plato to those of Keynes. (Offered every fall semester.)

2204.205      The American Economy in Operation Since 1865      3 S.H.

Studies the development of the American economy. Detailed emphasis is placed on Post World War II economic policy. (Offered alternative spring semesters.)

2204.210      1/ Environmental Economics      3 S.H.

Views the environment as a problem caused by certain trends of modern industrialism. Sources of the environmental problem will be traced. Problems and proposals regarding the alleviation of environmental deterioration will be considered. (Offered alternative fall semesters.)

2204.215      Current Economic Problems and Policies      3 S.H.

Explores current significant problems confronting the United States economy. (Offered every spring semester.)

2204.225      Economic Roles of Women      3 S.H.

Analyzes the economic roles of women in society and studies recent movements, policies, and their implementation. (Offered every spring semester.)

2204.305      Monetary Economics      3 S.H.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)

Probes the effectiveness of monetary policy in stabilizing the aggregate level of economic activity. (Offered alternative fall semesters.)

2204.307      Economic Development of Emerging Nations      3 S.H.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)

Studies the process of economic growth, the sources of increasing economic productivity, the resources for investment, and the proper allocation of resources. (Offered alternative spring semesters.)

1/ Proposed Course

- 2204.310 International Economics 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Explores the principles of international trade and finance, commercial policies of developed and developing countries, and international monetary arrangements. (Offered alternative fall semesters.)
- 2204.315 Economics of the Public Sector 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Investigates taxes and debts of government, its budgets and inter-governmental fiscal relationships, and public expenditure theory (cost benefit analysis). (Offered alternative spring semesters.)
- 2204.320 Contemporary Economic Systems 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Analyzes theories, policies, and practices of selected countries, and methods of solving macroeconomic and microeconomic problems. (Offered alternative spring semesters.)
- 2204.330 Government and Business 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Applies microeconomic theories to selected public policies toward business. (Offered alternative fall semesters.)
- 2204.345 Labor Economics 3 s.h.  
(Prerequisites: 2204.101 and 2204.102 or instructor's permission)  
Studies the development of the American trade union movement and its impact on wage levels and income distribution. The impact of trade unions on individual employers in the private and public sectors is examined with the help of simulation of contract negotiation. (Offered alternative spring semesters.)
- 2204.346 Manpower Economics 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Provides a detailed analysis of the labor force, of the functioning of labor markets, of the determination of wages, of unemployment and of poverty. An analytical and historical description of public policy concerning improvement in the skill level and in the allocation of the labor resource is included. (Offered alternative spring semesters.)
- 2204.360 Urban Economics 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Analyzes the economic problems that are related to the urban crisis in America, and examines the implications of existing public policies for the resolution of the problems. Urban poverty and discrimination, housing and transportation receive comprehensive treatment. (Offered every fall semester.)



As a depository for Federal government publications, Glassboro receives all important publications basic to undergraduate economic research.

The book collection of the library is more than adequate in the area of economics. A survey indicates that approximately one-half of those economics books listed in the 1964 Books for Libraries are contained in the College Library. Since 1964, the College Library has continued to build basic resources in economics by purchasing all necessary books, receiving a good review in Choice, a handbook of the American Library Association. The library holdings will have to be increased continuously for implementing new courses.

- c. Support Resources - Current office space and support staff are adequate to service a major.

#### F. Program Impact:

A major in economics in the liberal arts program is consistent with Glassboro State College's goals - that of a multi-purpose institution serving the needs of its community.

This economics program will fit into the liberal arts degree model as one of its primary majors. It will not duplicate any existing program nor will it overlap with other areas.

#### G. Implementation:

1. Implementation of Major (September 1977 - June 1978)  
Courses currently staffed through the junior level, as well as selected senior level courses, will be offered that year.
2. Expansion Phase (September 1978 - June 1979)  
Most of the senior courses will be offered for the first time. It is anticipated that there will be twenty (20) seniors. The first graduates will receive their degrees in May, 1979.

#### H. Evaluation:

Once implemented, the major will remain unchanged for two years. At this point, feedback from students and economics faculty will be evaluated along with current enrollment figures to determine future directions. The Chairperson will also continually seek advice of the other departments, community, alumni, and staff in effecting improvements.

#### I. Funding of the Program:

No additional funding will be required to implement the program.

#### J. A Five-Year Forecast Summarizing All Factors:

Five years after its adoption, the Economics Major Program will become an integral part of the Division of Liberal Arts and Sciences. Based on current enrollment figures in economics, enrollment of a good number of students may well be expected. By that time many economics majors will

have graduated and will be placed in industries, governmental agencies and departments, teaching, or pursuing graduate studies. The Economics Major Program may thus be visualized as well-established but also a continuously growing program.

## V. CONSULTATIONS

### A. Departments at Glassboro State College:

The Departments of Administrative Studies, Anthropology, Geography, History, Mathematics, Psychology, and Sociology have been consulted. Almost all of them have expressed their strong support for the proposed economics major program and have provided valuable suggestions which have been incorporated.

### B. Outside Consultants:

Dr. John R. Coleman, a distinguished economist and President of Haverford College, recommended Dr. Noel J. J. Farley, Chairman of the Department of Economics, Bryn Mawr College, as a consultant from the local area. Dr. Farley visited the campus on August 19, 1975, and held conferences with Dr. Alan B. Donovan, Dean, Division of Liberal Arts and Sciences, Dr. Eva Aronfreed, Chairperson, Department of Political Science/Economics, and the four faculty economists. He also visited the Savitz Learning Resource Center and the Computer Center.

The following additional distinguished economists were recommended as consultants by the Joint Council on Economic Education:

1. Dr. Philip Saunders, Associate Dean, College of Arts and Sciences and Professor of Economics, Indiana University; and
2. Dr. W. Lee Hansen, Professor of Economics and former chairman, Department of Economics, University of Wisconsin/Madison.

The initial proposal was mailed to them during the summer of 1975. In their written reports, all three consultants expressed confidence in the viability of the proposed major, with some suggestions for minor changes. The present proposal incorporates these suggestions.

### C. Colleges and Universities:

A partial list of colleges and universities whose undergraduate economics programs were examined from their catalogs appear in Appendix IV. As a measure of quality, only colleges and universities with Phi Beta Kappa chapters were considered. Our proposed undergraduate economics major compares favorably with such programs.

APPENDIX I  
FACULTY VITAE

Name: Thomas Philip Hamer

Education:

- February, 1975 Doctor of Philosophy in Economics, Claremont Graduate School, Claremont, California. Areas of Specialization: Labor Economics, International Economics, Microeconomic Theory, Macroeconomic Theory and Quantitative Methods. Dissertation title: "The Labor Cost of An All-Volunteer Armed Force: A Comparative Analysis Based on Polics Wages and Occupational Earnings."
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- June, 1966 Bachelor of Arts, University of Arizona, Tucson, Arizona. Major in Economics.

Employment:

- September, 1974 to the present Assistant Professor, Department of Political Science/Economics, Glassboro State College, Glassboro, New Jersey. Courses taught: Labor Economics, Manpower Economics, Intermediate Macroeconomics, Intermediate Microeconomics, Current Economic Problems and Policies, An Introduction to Economics-A Macroeconomic Perspective, and An Introduction to Economics-A Microeconomic Perspective.
- September, 1971 - June, 1974 Visiting Assistant Professor, Department of Economics, Bowling Green State University, Bowling Green, Ohio. Courses taught: Labor Economics, Labor-Management Relations, Managerial Economics, Introductory Macroeconomics, and Introductory Microeconomics.
- September, 1969 - June, 1971 Visiting Lecturer, Department of Economics, University of Arizona, Tuscon, Arizona. Courses taught: Money and Banking, Intermediate Microeconomics, Principles of Macroeconomics, and Principles of Microeconomics.
- Summers, 1965, 1966, 1967 Computer Programmer and Sales Forecaster, Burgess Battery Company, Freeport, Illinois.

Research, Publications, and Speeches:

"The Demand and Supply of City Police Applicants: The Los Angeles Case." Submitted for publication, fall, 1975.

"Forecasting is Where It's At," Keynote speech for a seminar on business and economic forecasting sponsored by the Management Institute, Glassboro State College, October 23, 1975.

Honors and Awards:

Membership in Societies:

Phi Beta Kappa  
Phi Kappa Phi  
Omicron Delta Epsilon (Economics)  
Phi Eta Sigma (College Freshman)

Graduated from the University of Arizona with High Distinction,  
June, 1966.

Recipient of a National Defense Education Act Title IV Fellow-  
ship at the Claremont Graduate School, September, 1966 to Sept.,  
1969.

Professional Membership and Activities:

Current Membership:

American Economic Association  
Eastern Economic Association

Participation at Conventions:

Discussant of two papers presented at the Eastern Economics  
Association Meetings, Albany, New York, October, 1974.

Name: Benjamin G. Hitchner

Academic Record: 1974 Beginning work at University of Delaware in Economic History.  
Completed all requirements except for completion of dissertation for the ED.D Degree, University of Pennsylvania, 1968.

M.S. Degree, 1961, University of Pennsylvania,  
Concentration - Social Science.

B.S. 1959, Temple University, Economics-Finance.

Positions Held: 1964-pres. - Assistant Professor, Glassboro State College.  
Have taught Macro and Micro economics, History of Economic Thought, Comparative Economic Systems, and Current Economic Problems.

1963-64 Assistant Principal, Alexis I. Du Pont High School, Wilmington, Delaware, Taught one honors course for seniors in economics.

1961-63 Educational Service Bureau, University of Pennsylvania. Worked with groups of teachers on projects concerning curriculum development in Eastern Pennsylvania.

1959-61 Upper Darby School District, Upper Darby, Pennsylvania, Social Studies Teacher.

1953-55 U.S. Navy, USS Salem Ca-1 39 Sixth Fleet Duty.

Recognition: 1963 Grant for attendance to Seminar, Economic Analysis, University of Pennsylvania, Six Week Summer Session.

Research: Delivered paper entitled "Profit as viewed by the Humanist" for the South Jersey Chamber Foundation, February, 1975.

Consultant for Little Brown and Company for a Principles of Economics Manuscript, November and December, 1974.

Published paper for Curriculum Development Council Bulletin Fall, 1969

Professional: Coordinator and Consultant for Ocean County Curriculum Project, 1964-67. Aim of project was to revamp county high school curriculums with strong emphasis on economic education. This project produced a document center for Coordinator, Pennsville Curriculum Project for Economic Education, 1968. This project in conjunction with the Center on Economic Education of Montclair State College was to place economic education in the curriculum of primary and elementary schools of the Pennsville schools. I delivered a number of lectures concerning economic concepts.

Professional Meetings:

Public Utility Symposium, 1973, Moaffee, N.J.

Public Utility Symposium, 1969, Princeton, N.J.

Public Utility Symposium, 1967, Princeton, N.J.

Economic History Seminar, Wilmington, 1972.

Economic History Seminar, Wilmington, 1971.

Economic History Seminar, Wilmington, 1969.

Seminar on the Economics of Steel Industry, West  
Chester, Pennsylvania, Fall, 1971.

Symposium on Work and Leisure, New York City,  
November, 1969.

American Economic Association Convention, New York  
City, December, 1973.

Study Abroad:

School Year 1972-73, Attended Institute for Comparative  
Study of History, Philosophy and Sciences, Ltd.,  
near Cheltenham, Gloucester shire England. Studied  
a new technique for research called Systematics. I  
am working on a monograph applying this technique  
to economic systems.

Name: Peter R. Kressler

Academic Record:

September, 1965 - Graduate: Ph.D., University of Pennsylvania, Graduate School of  
December, 1968. Arts and Sciences. Title of Dissertation: "An Evaluation of  
United States--Japanese Negotiations of Major Commercial Disputes  
During the 1930's." Graduate work was concentrated in four areas:

1. International Business
2. International Economics (trade, commercial policy, international finance)
3. General Economic Theory (microeconomic theory, macroeconomic theory, history of economic thought)
4. Economic Statistics (statistical methods)

September, 1964 - Graduate: A.M., University of Pennsylvania, Graduate School of  
May, 1965. Arts and Sciences. Seminar Paper: "The Conduct of Soviet Trade:  
State Trading."

September, 1960 - Graduate: B.S.F.S. (Bachelor of Science in Foreign Service), The  
June, 1964. Edmund Walsh School of Foreign Service, Georgetown University.  
Major: Foreign Trade.

College Teaching:

September, 1972 - Associate Professor of Economics, Department of Political Science/  
present. Economics, Glassboro State College, Glassboro, New Jersey. Teach-  
ing schedule includes undergraduate courses in principles of eco-  
nomics, government and business, international economics, monetary  
economics, as well as public finance.

September, 1969 - Assistant Professor of International Business, Department of Manage-  
June, 1972. ment, College of Business Administration, The University of Akron,  
Akron, Ohio. Teaching schedule included both graduate and under-  
graduate courses in international business, as well as undergraduate  
courses in business policy and business statistics.

September, 1967 - Adjunct Lecturer in the School of Business Administration, George  
June, 1969. Washington University. Teaching schedule: principles of marketing,  
marketing research, and sales administration.

Governmental  
Experience:

October, 1967 - International Economist, Economics Division, U.S. Tariff Commission.  
June, 1969. Assisted in the preparation of the following research reports:

- "Textile Report to the President" (January, 1968);
- "The Kennedy Round," a chapter in the 19th annual report  
on the Operation of the Trade Agreements Program; and
- "Tariff Preferences and the Emerging Nations," (classified).

May, 1967 -  
October, 1967

International Economist, Near East--South Asia Division, Office of International Regional Economics, Bureau of International Commerce, U. S. Department of Commerce.

Research and Publications:

Articles:

"Is Uniform Pricing Desirable in Multinational Markets?" (Akron Business and Economic Review, Vol. 2, No. 4, Winter, 1971).

"Investment Barriers Facing the U.S. Automotive Industry in the Japanese Market." (Ohio State University Bulletin of Business Research, Vol. 48, No. 9, September, 1973.)

Book:

The Impact of the Multinational Corporation upon General International Economic Theory. (In progress.)

Participation in Professional Organizations:

Discussant in a session on "The Political Economy of the Middle Eastern Oil in the context of the World Energy Crisis," Eastern Economic Association Conference, Albany, New York, October 25-27, 1974.

Chaired a session on International Trade, Western Economic Association Conference, Las Vegas, Nevada, June 9-12, 1974.

Presented a paper, "Investment Barriers Facing the U. S. Automotive Industry in the Japanese Market," in the "Paper Faire," Western Economic Association Conference, Santa Clara, California, August 24-25, 1972.

Membership in Professional Organizations:

American Economic Association

Eastern Economic Association

The Economic History Association

Southern Economic Association

Western Economic Association

American Association of University Professors

2204.491      Seminar in Economics      3 S.H.  
(Prerequisite: Senior standing)

Develops the interrelationships of various theoretical and applied areas within the study of economics through the techniques of research design. (Offered every spring semester.)

The Specialized Electives include the following:

2204.200      History of Economic Ideas      3 S.H.

Investigates the development of economic thought. The significant contributions of philosophers and economists are analyzed, from the works of Plato to those of Keynes. (Offered every fall semester.)

2204.205      The American Economy in Operation Since 1865      3 S.H.

Studies the development of the American economy. Detailed emphasis is placed on Post World War II economic policy. (Offered alternative spring semesters.)

2204.210      1/ Environmental Economics      3 S.H.

Views the environment as a problem caused by certain trends of modern industrialism. Sources of the environmental problem will be traced. Problems and proposals regarding the alleviation of environmental deterioration will be considered. (Offered alternative fall semesters.)

2204.215      Current Economic Problems and Policies      3 S.H.

Explores current significant problems confronting the United States economy. (Offered every spring semester.)

2204.225      Economic Roles of Women      3 S.H.

Analyzes the economic roles of women in society and studies recent movements, policies, and their implementation. (Offered every spring semester.)

2204.305      Monetary Economics      3 S.H.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)

Probes the effectiveness of monetary policy in stabilizing the aggregate level of economic activity. (Offered alternative fall semesters.)

2204.307      Economic Development of Emerging Nations      3 S.H.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)

Studies the process of economic growth, the sources of increasing economic productivity, the resources for investment, and the proper allocation of resources. (Offered alternative spring semesters.)

1/ Proposed Course

- 2204.310 International Economics 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Explores the principles of international trade and finance, commercial policies of developed and developing countries, and international monetary arrangements. (Offered alternative fall semesters.)
- 2204.315 Economics of the Public Sector 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Investigates taxes and debts of government, its budgets and inter-governmental fiscal relationships, and public expenditure theory (cost benefit analysis). (Offered alternative spring semesters.)
- 2204.320 Contemporary Economic Systems 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Analyzes theories, policies, and practices of selected countries, and methods of solving macroeconomic and microeconomic problems. (Offered alternative spring semesters.)
- 2204.330 Government and Business 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Applies microeconomic theories to selected public policies toward business. (Offered alternative fall semesters.)
- 2204.345 Labor Economics 3 s.h.  
(Prerequisites: 2204.101 and 2204.102 or instructor's permission)  
Studies the development of the American trade union movement and its impact on wage levels and income distribution. The impact of trade unions on individual employers in the private and public sectors is examined with the help of simulation of contract negotiation. (Offered alternative spring semesters.)
- 2204.346 Manpower Economics 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Provides a detailed analysis of the labor force, of the functioning of labor markets, of the determination of wages, of unemployment and of poverty. An analytical and historical description of public policy concerning improvement in the skill level and in the allocation of the labor resource is included. (Offered alternative spring semesters.)
- 2204.360 Urban Economics 3 s.h.  
(Prerequisite: 2204.101 and 2204.102 or instructor's permission)  
Analyzes the economic problems that are related to the urban crisis in America, and examines the implications of existing public policies for the resolution of the problems. Urban poverty and discrimination, housing and transportation receive comprehensive treatment. (Offered every fall semester.)



As a depository for Federal government publications, Glassboro receives all important publications basic to undergraduate economic research.

The book collection of the library is more than adequate in the area of economics. A survey indicates that approximately one-half of those economics books listed in the 1964 Books for Libraries are contained in the College Library. Since 1964, the College Library has continued to build basic resources in economics by purchasing all necessary books, receiving a good review in Choice, a handbook of the American Library Association. The library holdings will have to be increased continuously for implementing new courses.

- c. Support Resources - Current office space and support staff are adequate to service a major.

#### F. Program Impact:

A major in economics in the liberal arts program is consistent with Glassboro State College's goals - that of a multi-purpose institution serving the needs of its community.

This economics program will fit into the liberal arts degree model as one of its primary majors. It will not duplicate any existing program nor will it overlap with other areas.

#### G. Implementation:

1. Implementation of Major (September 1977 - June 1978)  
Courses currently staffed through the junior level, as well as selected senior level courses, will be offered that year.
2. Expansion Phase (September 1978 - June 1979)  
Most of the senior courses will be offered for the first time. It is anticipated that there will be twenty (20) seniors. The first graduates will receive their degrees in May, 1979.

#### H. Evaluation:

Once implemented, the major will remain unchanged for two years. At this point, feedback from students and economics faculty will be evaluated along with current enrollment figures to determine future directions. The Chairperson will also continually seek advice of the other departments, community, alumni, and staff in effecting improvements.

#### I. Funding of the Program:

No additional funding will be required to implement the program.

#### J. A Five-Year Forecast Summarizing All Factors:

Five years after its adoption, the Economics Major Program will become an integral part of the Division of Liberal Arts and Sciences. Based on current enrollment figures in economics, enrollment of a good number of students may well be expected. By that time many economics majors will

have graduated and will be placed in industries, governmental agencies and departments, teaching, or pursuing graduate studies. The Economics Major Program may thus be visualized as well-established but also a continuously growing program.

## V. CONSULTATIONS

### A. Departments at Glassboro State College:

The Departments of Administrative Studies, Anthropology, Geography, History, Mathematics, Psychology, and Sociology have been consulted. Almost all of them have expressed their strong support for the proposed economics major program and have provided valuable suggestions which have been incorporated.

### B. Outside Consultants:

Dr. John R. Coleman, a distinguished economist and President of Haverford College, recommended Dr. Noel J. J. Farley, Chairman of the Department of Economics, Bryn Mawr College, as a consultant from the local area. Dr. Farley visited the campus on August 19, 1975, and held conferences with Dr. Alan B. Donovan, Dean, Division of Liberal Arts and Sciences, Dr. Eva Aronfreed, Chairperson, Department of Political Science/Economics, and the four faculty economists. He also visited the Savitz Learning Resource Center and the Computer Center.

The following additional distinguished economists were recommended as consultants by the Joint Council on Economic Education:

1. Dr. Philip Saunders, Associate Dean, College of Arts and Sciences and Professor of Economics, Indiana University; and
2. Dr. W. Lee Hansen, Professor of Economics and former chairman, Department of Economics, University of Wisconsin/Madison.

The initial proposal was mailed to them during the summer of 1975. In their written reports, all three consultants expressed confidence in the viability of the proposed major, with some suggestions for minor changes. The present proposal incorporates these suggestions.

### C. Colleges and Universities:

A partial list of colleges and universities whose undergraduate economics programs were examined from their catalogs appear in Appendix IV. As a measure of quality, only colleges and universities with Phi Beta Kappa chapters were considered. Our proposed undergraduate economics major compares favorably with such programs.

APPENDIX I  
FACULTY VITAE

Name: Thomas Philip Hamer

Education:

- February, 1975 Doctor of Philosophy in Economics, Claremont Graduate School, Claremont, California. Areas of Specialization: Labor Economics, International Economics, Microeconomic Theory, Macroeconomic Theory and Quantitative Methods. Dissertation title: "The Labor Cost of An All-Volunteer Armed Force: A Comparative Analysis Based on Polics Wages and Occupational Earnings."
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Omicron Delta Epsilon (Economics)

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