Prior to this workgroup, my goal when writing a syllabus was to convey the course content, procedural aspects, and expectations as concisely as possible. Updates to the syllabus typically focused on including additional detail on specific situations encountered during a prior semester (e.g., including something communicating the particular process necessary to be eligible for a makeup assignment). Below is the first page of a syllabus developed under my previous approach.

DePauw University
Spring 2019
Money & Banking
ECON 470

Instructor: Jarrod Hunt
E-mail: jarrodhunt@depauw.edu
Office: Harrison Hall 207
Office Hours: Mon & Wed 10:20am-12:20pm, or by appointment

Class Meeting Times: MWF: 9:10-10:10am
Classroom: JSC AUD

Course Description:
We will be studying the roles of financial markets, financial institutions, money, and monetary policy in the economy. Some of the specific topics covered included how bond markets work, interest rate determination, how monetary policy is conducted, and how monetary policy affects the aggregate economy.

Course Prerequisites:
Intermediate Macroeconomics (ECON 295)

Required Text:
For this course we will be using The Economics of Money, Banking, and Financial Markets, 11th edition, by Frederic S. Mishkin.

Quizzes:
A list of questions that have been assigned for each chapter is posted on Moodle. Each Friday (unless otherwise specified), there will be a quiz at the beginning of class over one or two of the questions from the most recent chapter completed by the end of the class on Monday of that same week. There will be no makeup quizzes as we will go through the answers immediately following the quiz. If the absence is approved, the grade received on the final exam will be applied to the missed quiz. Otherwise, the quiz grade will remain a 0. For an absence to be approved, you must E-MAIL me PRIOR to the beginning of the class during which a quiz will be held. After the first two approved absences, documentation will be required for each additional absence.

Requirements:
Your thoughts and opinions are valuable to the classroom environment and, for this reason, I expect to see you in every class. I fully understand that occasionally things happen that are out of your control and, consequently, you are unable to attend. Please keep me informed when “life is happening” so that I can do my best to make any reasonable accommodations.
During the inclusive syllabus workgroup this semester, I changed my approach considerably. Though this syllabus is for an entirely different course, the adjustments could be applied to the previous course as well. One major change here was writing a more inviting (and hopefully compelling) course description. The course goals focus on values instead of specific techniques and concepts. There are no procedural details included on the first page (and likely all of those details will be included on a separate “policies and procedures” document). To reinforce the emphasis on creating and maintaining an inclusive learning environment, I also tried to highlight the benefits of diversity in a collective learning process.

DePauw University
Fall 2019
Dystopian Economics
UNIV 197D

Instructor: Jarrod Hunt
E-mail: jarrodhunt@depauw.edu
Office: Harrison Hall 207
Office Hours: [To be determined]

Class Meeting Times: MWF: 10:20-11:20AM
Classroom: [To be determined]

Course Description:

Standing in stark contrast to the perfection that could be experienced in a utopia, a dystopia is a world riddled with imperfection. Many fictional works, including novels, short stories, television shows, and movies depict such flawed existences. Are the fictional worlds created in dystopian works really so implausible? What parallels can be drawn between the experiences of characters in various fictional dystopian worlds and real-world episodes encountered both in the past and present? In Dystopian Economics, we will explore these questions and others as we analyze substantial contemporary issues, including scarcity, income inequality, and social mobility. An emphasis will be placed on examining the social, political, and economic institutions that perpetuate, and often exacerbate, the circumstances navigated by fictional characters. And through the lens of dystopian fiction, we will evaluate existing real-world institutions and the role they play in our everyday lives.

Course Objectives:

- Cultivate an interdisciplinary approach to significant issues
- Enhance effective communication through discussion and writing
- Establish habits for critically evaluating information and sources
- Increase depth of analysis by practicing close reading/watching strategies
- Foster empathy in consideration of alternative perspectives and experiences

Expectations:

In Dystopian Economics, we will work together to create a unique experience as we explore a variety of contemporary issues. Our individual paths and experiences to this point have shaped our perceptions, reactions, and positions, creating a diversity of perspective that should be embraced. As our collective awareness of these important issues grows, this diversity of perspective will play a crucial role when considering potential options for mitigating the fallout, as well as the unintended consequences of such responses. Your thoughts and positions, as well as the thoughts and positions of your fellow journeypersons, are vital to the success of this course.