

**SENIOR SEMINAR:
THE FINANCIAL CRISIS OF 2007-2008-2009?**

Course Description and Learning Goals

The senior seminar is the capstone course for the economics major: a chance to revisit some of the foundational concepts you've encountered in your economics coursework, and to reach your own conclusions about the place and significance of these ideas within your own evolving view of the world. With these goals in mind, we have chosen to focus this capstone seminar on a leading topic

Instructor

Dr. Stephen Quinn
Economics Building 102
(817) 257-6234
s.quinn@tcu.edu

Office hours: Tuesdays and Thursdays at 11 am or by appointment,

Process

Students and Dr Quinn will collaborate to construct this Senior Seminar.

1. Dr Quinn will provide a course calendar giving each day's topic and subtopics. The schedule is flexible, but Dr Quinn is responsible for the final list and timing of topics.
2. For most days, students will provide readings and presentations on those topics.
3. Dr Quinn will supplement student readings and presentations.
4. Students will write comments on readings, and students will write essays that pull together the readings into convincing arguments.

Grades: Grades will be assigned based on the percentage of potential points earned: 90% A, 80% B, 70% C, 60% D.

A total of 500 points are possible, and they are summarized by assignment below:

First Reading	25 points
Second Reading	25 points
First Presentation	50 points
Second Presentation	50 points
15 Reading for Learning Shorts	150 points
First Paper	100 points
Second Paper	100 points

Assignments

Readings: Two at 25 points each.

For each reading assignment, select a class reading for your day's topic. Readings need to be submitted to me electronically at s.quinn@tcu.edu as an attachment or link one week in advance. The reading can address any of a day's subtopics. Dr. Quinn will supply additional readings.

The first round of reading assignments will be made on the first day of class for the first half of the semester. Later in the semester, the second round of reading assignments will be made.

Presentations: Two at 50 point each.

Give a 15 minute presentation on the day's topic based on the reading you selected and other research.

Reading for Learning: 15 at 10 points each.

For most class reading, you can submit a Reading for Learning (RFL) assignment. The RFL assignment will be submitted as a Microsoft Word document attached to an email due in Dr. Quinn's TCU mailbox (s.quinn@tcu.edu) by the midnight before class. Late RFLs will not be accepted.

1. I will take your 15 best RFLs, so you can submit as many as you like.
2. RFLs will be double spaced with Times New Roman 12 point font.
3. You cannot submit a RFL for the day you present.
4. You cannot submit a RFL for a day with no reading, such as when we have a class guest.
5. Participating in the senior assessment exercise will count as a RFL with the two highest class scores getting a 10, the two lowest getting an 8, and the rest getting a 9.

Papers: Two at 100 points each.

Papers will be at least 1,500 words (about six pages). Paper topics will be announced during the semester.

1. Papers will be submitted as a Microsoft Word document attached to an email due in Dr. Quinn's TCU mailbox (s.quinn@tcu.edu) by the start of class, 9:30 am.
2. Papers will be double spaced with Times New Roman 12 point font.
3. Papers will use a student's TCU ID number rather than their name.
4. Papers will have a bibliography.
5. Papers will use citations to refer to relevant required readings. Additional sources are not required, but may be used. Endnotes or footnotes can be used if needed.
6. Thoughtful use of economic analysis will be the most important part of the paper grade.
7. If I do not know what the thesis of the paper is by the end of the first 500 words, then I will stop reading and grade the paper accordingly.
8. Papers due during the semester that are submitted late but before the next class will have their highest possible grade lowered to an 85. **No papers will be accepted after the following class period.**
9. Late final papers will not be accepted.

Academic Misconduct (Plagiarism)

All written assignments will be original. Note that lifting material from the internet without putting it in quotes and citing it is a form of plagiarism. Academic misconduct, such as plagiarism, will result in my recommending that the Dean's office assign the student a non-removeable grade of F in the course.

Learning Disabilities

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive,

therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

READING FOR LEARNING QUESTIONS

Always name your Word document with your last name and some identifier of the reading, e.g., *yourlastname.authorname.doc*.

For each reading assignment, answer the following questions completely *and concisely*:

1. What is (are) the author's main conclusion(s)? [*usually 3-5 sentences*] As appropriate, discuss why the conclusion is important, i.e., why we should care.
2. By what process does the author arrive at this conclusion? [*provide more detail here*]
3. How does the author's conclusion fit with what you already know (explicitly or intuitively) or other things you have read?
4. Are the conclusions supported by enough evidence to make the author's argument credible, i.e., for you to believe it? If not, what is missing?

Related questions: Who is the author? What organization or perspective does s/he represent? What goal(s) or agenda(s) seem to motivate the author's writing? (If you've written about this author on a previous RFL assignment, you may cut and paste information about the author from your previous work. But please provide a fresh discussion of the author's motivation for the current article or set of chapters.)

5. What else would you like to know? What questions remain unanswered (or, what new questions has this writing assignment brought to mind?)

Be sure that you thoroughly understand the meaning of all words used by the author. Expand your vocabulary by providing definitions – somewhere in your RFL assignment – for those words you cannot readily define. (www.dictionary.com)

Finally: *Please proofread and edit your document before submitting it.* If we have to read a sentence more than once to understand it, your writing is not clear enough.