

POLS 2523: FOUNDATIONS OF GOVERNMENT AND POLITICS

Prothro-Yeager College of Humanities and Social Sciences

Department of Political Science

Fall 2025

Section 101

Contact Information

Instructor: Dr. Juheon Lee

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Course Description

This course will introduce students to key concepts and major theoretical and methodological components of comparative politics, a subfield of political science that compares politics across countries. The assumption of this course is that we may better understand domestic political issues by comparing different political systems; therefore, its objective is to help students build up the ability to understand and analyze different political systems and key political issues around the world. By the conclusion of this course, students should be able to analyze various political issues using methods and theories of comparative politics. To achieve this goal, the course provides students with opportunities to practice various analytical skills in a range of real-world cases.

Course Objectives

By the completion of this course, students are expected to have achieved the following learning outcomes. They will be able to:

- identify and distinguish between the different types of explanations of comparative politics;
- evaluate the strengths and weaknesses of theoretical arguments through the logical examination of evidence;
- think critically about world events and develop clearly articulated arguments; and
- apply theoretical knowledge to various policy issues in comparative politics.

***NOTE:** The syllabus provides a general plan for the course, and changes may be necessary throughout the semester. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Any changes made to this syllabus will be announced in class and posted on D2L.

Course Requirements

Completing ALL the readings and regular attendance will be required of all students. Active participation in discussions is critical for students to succeed in this course.

Assignment	Weight	Notes
Final exam	20%	Essay questions (Online format)
Midterm exam	20%	Essay questions (Online format)
Policy paper presentation	15%	Case studies & discussion leading
Policy paper	20%	A written report (>2500)
Movie reflection papers (2)	10% (5x2)	>500 words
Engagement	10	Attendance & participation

- 1. Exams (Midterm: 20 points / Final: 20 points):** Each exam will consist of 2-3 essays. They will test your understanding of the key concepts of comparative politics and the main arguments of the assigned articles. A study guide will be provided before the exams, and make-up exams will be granted only in case of dire and documented personal emergencies.
- 2. Policy Paper (20 points):** All students are required to complete an analytical paper on a specific political/policy issue by comparing two countries. A good paper successfully explains how different countries have taken different approaches to the same problem, compares pros and cons, and evaluates policy results. The goal is to provide policy implications by comparing and contrasting. You must use a critical thinking approach. A detailed guide will be provided.
- 3. Policy Paper Presentation (15 points):** All students are required to sign up for an individual slide presentation. The presentation (20-25 minutes) should include in-depth case studies on the policy paper topic. Students are encouraged to discuss with the instructor regarding their presentation topic earlier in the semester. An effective and interactive presentation will earn extra credits.
- 4. Movie reflections papers (10 points):** We will watch 2 movies on comparative politics. You will be expected to respond to each of the movies in a short reflection paper (>500 words). Your response must be critical and go beyond a summary or a description of those movies. Originality will be critical for your grade (AI assistance or similarity rate above 5% will be penalized). All papers should be submitted electronically via D2L.
- 5. Engagement with the course (10 points):** Attendance is vital to learning the material presented in this course. You will be expected to come to class prepared to engage thoughtfully, listen attentively, and interact with your peers respectfully. Over the course of the semester, 4 excused absences will be allowed for all students. More than 4 absences and unexcused absences will lower your final grade.

Your final grade will be based on the quality of assignments listed above. It will be determined using the following percentage scale:

- A = 100-90
- B = 89-80
- C = 79-70
- D = 69-60
- F < 60

Desire-to-Learn (D2L)

All the material for this course will be located on the MSU D2L platform. Each student is expected to be familiar with this platform as it provides a primary source of communication regarding assignments, examination materials, and general course information. You should regularly check D2L and the email hosted via D2L for important course information. If you experience any difficulties, please contact the IT technicians immediately and let me know your problems. DO NOT WAIT UNTIL THE LAST MINUTE TO TAKE QUIZZES OR EXAMS.

For your midterm and final examinations, I will utilize the Respondus Lockdown Browser and Respondus Monitor. In order to install these programs, you will need the following:

- **A desktop computer or laptop** other than a Chromebook. Chromebooks are NOT compatible with the Respondus Lockdown Browser and Monitor. Apple iPads may be used for quizzes, but mobile phones and similar devices are not compatible with the required programs.
- **A working webcam on the computing device** used for the exam.
- **Microsoft Office or a compatible program** for written assignments. Access to Microsoft Office 365 is available through the Office 365 for Students on the Microsoft website.

On Academic Honesty

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Student Disability Services

Any student having an education disability plan on file with the university needs to inform me within the first week of the class, so I make the appropriate arrangements to accommodate your situation. In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Textbooks

1. Patrick H. O'Neal, *Essentials of Comparative Politics* (7th edition), ISBN 978-0393624588, W. W. Norton & Company [Required]
2. Patrick H. O'Neal & Ronald Rogowski, *Essential Readings in Comparative Politics* (5th edition), ISBN 978-0393938982, W. W. Norton & Company [Recommended]

Course Schedule

Week 1 – Comparative Politics

Discussion Topics: Why do we study comparative politics? What are the major components of studying comparative politics? How can the study of comparative politics be made more scientific? What can political science tell us that we don't already know?

August 26

- Introduction
- *Presentation sign-up

August 28

- Chapter 1
- Lichbach and Zuckerman, *Research Traditions and Theory*
- King, Keohane, and Verba, *The Science in Social Science*

Week 2 – States

Discussion Topics: How do countries create and maintain political power? What are the sources of legitimacy that give states power? How would we measure their strength or weakness?

September 2

- Chapter 2
- Herbst, *War and the State in Africa*

September 4

- Rotberg, *The New Nature of Nation-State Failure*
- Krasner, *Sovereignty*

Week 3 – Nations and Society

Discussion Topics: What is a society? What is a nation? What do you mean by political identity? How do people organize themselves into political communities?

September 9

- Chapter 3
- Hobsbawm, *Nationalism*
- *Student presentation 1

September 11

- Alesina and La Ferrara, *Ethnic Diversity and Economic Performance*
- *Student presentation 2

Week 4 – Nations and Society 2

Discussion Topics: What are the components of ethnic identity? How does national identity bind people together? What is the difference between citizenship and patriotism? What are the causes of ethnic and national conflict?

September 16

- Chapter 3
- Baldwin and Huber, *Economic Versus Cultural Differences*
- *Student presentation 3

September 18

- *Movie Watching: "Beasts of No Nation" or "American Factory"*
- *A reflection paper should be submitted by September 21 (11:00 pm)

Week 5 – Political Economy

Discussion Topics: How do people use politics to create and distribute wealth? How are states involved in the management of markets and property? How do states provide public goods? What are the future trends of political-economic systems?

September 23

- Chapter 4
- Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*
- *Student presentation 4

September 25

- North, *Institutions*
- Acemoglu, *Root Causes*
- *Student presentation 5

Week 6 – Democratic Regimes

Discussion Topics: What are the key components of democracy? Why has democracy emerged in some cases and not in others? What are the differences between plurality, majority, and proportional electoral systems?

September 30 – October 2

- International Studies Association Conference Attendance (No class meeting)

Week 7 – Midterm Exam Week

October 7

- Chapter 5
- Schmitter and Karl, *What Democracy is...and is not*
- Lijphart, *Constitutional Choices for New Democracies*
- Stepan, Linz, and Yadav, *The Rise of "State-Nations"*
- *Student presentation 6

October 9

- *Online exam should be completed within the 24-hour window (October 9, 9:00 AM – October 10, 9:00 AM)

Week 8 – Non-Democratic Regimes

Discussion Topics: Why have some countries failed to establish democracy? What are the differences between authoritarian and totalitarian regimes? How do nondemocratic regimes maintain power? How can you distinguish between personal, monarchical, military, one-party, theocratic and illiberal regimes? How can you explain the persistence of illiberal regimes despite the trend away from authoritarianism?

October 14

- Chapter 6
- Linz and Stepan, *Modern Nondemocratic Regimes*
- *Student presentation 7

October 16

- King, Pan, and Roberts, *How Censorship in China Allows Government Criticism but Silences Collective Expression*
- *Student presentation 8
- *Student presentation 9

Week 9 – Political Violence

Discussion Topics: What is political violence? What are the factors that contribute to it? When does political conflict turn deadly? How can you compare revolution and terrorism? Can you explain how religion and political violence sometimes become linked? What are the connections between state power and political violence?

October 21

- Chapter 7
- Crenshaw, *The Causes of Terrorism*
- *Student presentation 10

October 23

- Atran and Axelrod, *Reframing Sacred Values*
- *Student presentation 11
- *Student presentation 12

Week 10 – Developed Democracies

Discussion Topics: Is democracy the key to peace and prosperity? What are the characteristics of developed democracies? How do political, economic, and social institutions differ in the developed democracies? How do political, economic, and social institutions differ in the developed democracies? How have developed democracies faced challenges to sovereignty? How have developed democracies seen a rise in postmodern values?

October 28

- Chapter 8
- Tocqueville, *Author's Introduction*
- *Student presentation 13

October 30

- Acemoglu, Johnson, Robinson, and Yared, *Income and Democracy*
- Duverger, *The Number of Parties*
- *Student presentation 14
- *Student presentation 15

Week 11 – Communism and Post-Communism

Discussion Topics: Why did communism fail, and what are its legacies? What are the foundations of communist ideology? How did communist systems seek to eliminate inequality? Can you analyze the effects of state control over markets and property?

November 4

- Chapter 9
- Marx and Engels, *Manifesto of the Communist Party*
- *Student presentation 16

November 6

- *Movie Watching: "Hotel Rwanda," and "Hillbilly Elegy"*
- *A reflection paper should be submitted by November 9 (11:00 pm)

Week 12 – Developing Countries

Discussion Topics: What are the causes of poverty and wealth? What are the key characteristics of developing countries? How have imperialism and colonialism affected developing countries' state, societal, and economic institutions?

November 11

- *Governing Texas*, Chapter 9
- Easterly, *To Help the Poor*
- Clark, *The Sixteen-Page Economic History of the World*
- *Student presentation 17

November 13

- Collier and Gunning, *Why Has Africa Grown Slowly?*
- *Student presentation 18
- *Student presentation 19

Week 13 – Developing Countries

Discussion Topics: How have post-imperial countries suffered from ethnic and national division, limited economic growth, and weak states?

November 18

- *We the People*, Chapter 10
- Rodrik, *Is Global Governance Feasible? Is It Desirable?*
- *Student presentation 20
- *Student presentation 21

November 20

- *University Research Day (UGRCAF) Participation
- *Policy Paper Submission

Week 14 - Globalization

Discussion Topics: How do global forces shape local communities? How do you define globalization? How can economic globalization transform markets and property within and between countries?

November 25

- *We the People*, Chapter 7
- Bourguignon, *Inequality and Globalization*
- Ferguson, *Populism as a Backlash against Globalization*
- *Student presentation 22
- *Student presentation 23

November 27

- *Thanksgiving break (No class)

Week 15 – Globalization

Discussion Topics: How do global forces shape local communities? How do you define globalization? How can economic globalization transform markets and property within and between countries?

December 2

- *We the People*, Chapter 7
- Dryzek, *Global Civil Society*
- *Student presentation 24

December 4

- *Student presentation 25
- Study guide and review

Week 16 – Final Exam Week

December 9

- *Online exam should be completed within the 24-hour window (December 9, 9:00 AM – December 10, 9:00 AM)

Social Studies Certification Standards/Competencies List

Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Module/Course Activities/Assessment
Understand the key structural features of the US federal government, including the legislative branch, executive branch, and judiciary.	Grades 4-8 Competency 001 (A, B) Grades 4-8 Competency 001 (Q) 4-8 Competency 004 (C, H, L,M) Grades 7-12, Domain II (Standard IV), Competency 009 (D) Grades 7-12, Domain III (Standard IV) Competency 012 (B, C) Grades 7-12, Domain V: Government and Citizenship (Standard VII-VIII), Standard VII, Competency 017 (B, C, D,E, G) Grades 7-12, Domain V: Government and Citizenship, Standard VII, Competency 018 (A, B,C, E, G)	• Unit 1 ○ Assessment: Exam 1 • Unit 3 ○ Assessment: Exam 2 • Unit 5 ○ Assessment: Exam 3
Understand the key structural features of the Texas state government, including the Texas legislature, executive branch, and judiciary.	Grades 4-8: Competency 004 (C, D, I, K, M) Grades 7-12, Domain III (Standard IV), Competency 012 (C) Grades 7-12 Domain V (Standard VII-VIII) Competency 017 (I) Grades 7-12, Domain V (Standard VIII) Competency 018 (A, B, C, G)	Unit 2 Assessment: Exam 1 Unit 4 Assessment: Exam 2 Unit 6 Assessment: Exam 3 Unit 12 Assessment: Final Exam
Understand the civil liberties and describe the origin of the Bill of Rights and how those rights came to apply to the states.	Grades 4-8, Domain 1 (Standards IV-X), Competency 004 (N) Grades 7-12 Domain V (Standard VII-VIII), Standard VII, Competency 017 (A, H) Grades 7-12, Domain V (Standard VIII) Competency 018 (G)	Unit 7 Assessment: Exam 3

Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Module/Course Activities/Assessment
Understand civil rights and describe how different groups have fought for and won protections for their rights.	Grades 4-8, Domain 1 (Standards IV-X), Competency 001 (P, Q) Grades 4-9, Domain 1 (Standards IV-X), Competency 004 (G, J) Grades 7-12, Domain II (Standard IV), Competency 009 (A, D, E, F) Grades 7-12, Domain III (Standard IV), Competency 012 (A) Grades 7-12, Domain IV (Standard V and IX) Competency 016 (B) Grades 7-12, Domain V (Standard VII-VIII), Standard VII, 017 (E, G, H) Grades 7-12, Domain V (Standards VII-VIII), Standard VIII, Competency 018 (E, F)	Unit 8 Assessment: Final Exam
Understand the steps and concepts to engage in political participation policy-making at the local, state and national level.	Grades 4-8, Domain I (Standards IV-X), Competency 004 (B, C, G, H, K)000 Grades 7-12, Domain II (Standard IV), Competency 009 (A, E) Grades 7-12, Domain V (Standard VII and VIII), Standard VII, Competency 017 (I) Grades 7-12, Domain V (Standards VII-VIII), Standard, VIII, Competency 018 (C) Grades 7-12, Domain VI (Standards VI, X), Standard VI, Competency 021 (B, E, F)	Unit 9 Unit 10 Unit 11 Unit 12 Unit 13 Assessment: Final Exam

Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Module/Course Activities/Assessment
Think critically about policy-making in American and Texas politics and engage in meaningful civic participation.	Grades 4-8 Competency 004 (B, K) Grades 7-12, Domain V (Standard VIII) Competency 018 (C, G)	Civic Engagement Project Project Presentation

Grades 4-8 Social Studies Certification:

Domain 1: Social Studies Content (Standards IV-X)

Competency 001 (History)- The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).

- A. Understands traditional historical points of reference in the history of Texas, the United States and the world.
- B. Analyzes how individuals, events, and issues shaped the history of Texas, the United States and the world.
- P. Demonstrates knowledge of major U.S. and Texas reform movements of the nineteenth and twentieth centuries (e.g., abolition movement, women suffrage movement, temperance movement, Civil Rights movement, agrarian groups, labor unions, James L. Farmer, Jr., Jane Addams, Hector Pérez García, Oveta Culp Hobby, the League of United Latin American Citizens (LULAC), the evangelical movement).
- Q. Understands important issues, events and individuals of the twentieth and twenty-first centuries that shaped the role of Texas in the United States and the world (e.g., Great Depression, First and Second World Wars, Civil Rights movement, Lyndon B. Johnson, emergence of a two-party system, political and economic controversies, immigration, migration).

Competency 004 (Government and Citizenship)- The teacher understands and applies knowledge of government, democracy and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).

- B. Understands the purpose of rules and laws; the relationship between rules, rights and responsibilities; and the individual's role in making and enforcing rules and ensuring the welfare of society.
- C. Knows the basic structure and functions of the U.S. government, the Texas government and local governments (including the roles of public officials) and relationships among national, state and local governments.
- G. Demonstrates knowledge of how state and local governments use sources of revenue such as property tax and sales tax, and the funding of Texas public education.
- H. Demonstrates knowledge of types of government (e.g., constitutional, totalitarian), and their effectiveness in meeting citizens' needs and the reasons for limiting the power of government.

- I. Knows the formal and informal process of changing the U.S. and Texas constitutions and the impact of changes on society.
- J. Understands the impact of landmark Supreme Court cases (e.g., *Marbury v. Madison*, *Dred Scott v. Sandford*, *McCulloch v. Maryland*, *Gibbons v. Ogden*).
- K. Understands components of the democratic process (e.g., voting, contacting local and state representatives, voluntary individual participation, effective leadership, expression of different points of view) and their significance in a democratic society.
- M. Demonstrates knowledge of the importance, accomplishments and leadership qualities of United States and Texas leaders (e.g., Presidents Washington, Adams, Jefferson, Madison, Monroe, Lincoln; U.S. senators Calhoun, Webster, Clay; Texas governors and local Texas representatives).
- N. Analyzes the relationship among individual rights, responsibilities and freedoms in democratic societies.

Grades 7-12 Social Studies Certification

Domain II: US History (Standard IV)

Competency 009-(Political, Economic and Social Developments from 1877 to the Present): The teacher understands significant political, economic and social developments in the United States from 1877 to the present.

- A. Understands political, economic and social changes in the United States from 1877 to the present (e.g., in relation to political parties, transportation, labor unions, agriculture, business, race, gender).
- D. Demonstrates knowledge of significant individuals who shaped political, economic and social developments in the United States from 1877 to the present (e.g., Jane Addams, Henry Ford, Franklin D. Roosevelt, Martin Luther King, Jr., Cesar Chavez, Betty Friedan, Malcolm X).
- E. Demonstrates knowledge of events and issues that shaped political, economic and social developments in the United States from 1877 to the present (e.g., ratification of the Nineteenth Amendment, Great Depression, passage of the GI Bill, passage of the Civil Rights Act of 1964, urbanization, anti-trust legislation, immigration restriction, globalization, terrorism).
- F. Analyzes the impact of civil rights movements in the United States, including the African American, Hispanic, American Indian and women's rights movements.

Domain III: Texas History (Standard IV)

Competency 012- (Texas in the Twentieth and Twenty-first Centuries): The teacher understands significant historical developments and events in Texas from 1900 to the present.

- A. Understands the impact of individuals and reform movements such as the Progressive movement and the Civil Rights movement on Texas in the late nineteenth and twentieth centuries (e.g., Jane McCallum, Lulu Belle Madison White, Manuel C. Gonzales, Oveta Culp Hobby, James Hogg, Hector Garcia).
- B. Understands the political, economic, cultural and social impacts of major events in the twentieth century, including World War I, the Great Depression, World War II and the Cold War on the history of Texas.

- C. Understands the political, economic and social impact of major events and individuals in the latter half of the twentieth and early twenty-first centuries on the history of Texas (e.g., Kay Bailey Hutchison, Barbara Jordan, Eddie Bernice Johnson, Henry B. Gonzalez, Lyndon B. Johnson, James Farmer, George Walker Bush, Craig Anthony Washington, immigration, Rust Belt to Sun Belt migration).

Domain IV: Geography, Culture, and the Behavioral and Social Sciences (Standard V and IX)

Competency 016- (Sociological, Anthropological and Psychological Concepts and Processes): The teacher applies sociological, anthropological and psychological concepts and processes to understand cultural formation and change, intergroup relations and individual development.

- B. Understands the evolving nature of race and gender relations in the United States and knows how people from various racial, ethnic and religious groups have adapted to and modified life in the United States and contributed to a national identity.

Domain V: Government and Citizenship (Standard VII-VIII)

Standard VII Competency 017- (Democratic Principles and Government in the United States): The teacher understands the principles of democratic government and the structure and functioning of government in the United States.

- A. Analyzes the beliefs and principles reflected in the U.S. Constitution (e.g., republicanism, checks and balances, federalism, separation of powers, separation of church and state, popular sovereignty, individual rights) and other important historical documents (e.g., Declaration of Independence, Federalist Papers, English Bill of Rights).
- B. Demonstrates knowledge of the structure and functions of the government created by the U.S. Constitution (e.g., bicameral structure of Congress, role of congressional committees, constitutional powers of the president, role of the Cabinet and independent executive agencies, functions of the federal court system).
- C. Understands the processes by which the U.S. Constitution can be changed.
- D. Knows procedures for enacting laws in the United States.
- E. Analyzes changes in the role of the U.S. government over time (e.g., civil rights, New Deal legislation, wartime policies).
- F. Understands changing relationships among the three branches of the federal government (e.g., Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices, War Powers Act, judicial review).
- G. Demonstrates knowledge of the impact of Constitutional amendments on U.S. society (e.g., Thirteenth, Fourteenth, Fifteenth, Seventeenth, Nineteenth, Twenty-fourth and Twenty-sixth amendments).
- H. Analyzes the interpretations and impact of landmark Supreme Court decisions on U.S. society (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Cherokee Nation v. Georgia*, *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Schenck v. U.S.*, *Brown v. Board of Education of Topeka, Kansas*, *Engel v. Vitale*, *Miranda v. Arizona*, *Roe v. Wade*, *Regents of the University of California v. Bakke*).
- I. Demonstrates knowledge of the structure and functions of Texas state government and local governments.

Standard VIII Competency 018- (Citizenship and Political Processes in the United States): The teacher understands political processes in the United States and the rights and responsibilities of U.S. citizens.

- A. Understands the historical and contemporary roles played by political parties, interest groups and the media in the U.S. political system.
- B. Demonstrates knowledge of processes for filling elective and appointive public offices (e.g., primary system, electoral college).
- C. Demonstrates knowledge of processes for making policy in the United States, the impact of technology on the political process and ways in which different points of view influence decision making and the development of public policy at the local, state and national levels.
- D. Understands rights guaranteed by the U.S. Constitution, including each amendment in the Bill of Rights, (e.g., due process, equal protection) and their role in protecting individual liberties.
- E. Demonstrates knowledge of efforts to expand the democratic process in the United States and understands the contributions of significant political and social leaders (e.g., George Washington, John Marshall, Frederick Douglass, Elizabeth Cady Stanton, Franklin D. Roosevelt, Martin Luther King, Jr.).
- F. Demonstrates knowledge of the causes and effects of major reform movements in U.S. history (e.g., abolitionist movement, public education, temperance, women's rights, prison reform, civil rights movement).
- G. Understands civic responsibilities (e.g., jury duty), the difference between personal and civic responsibilities and the importance of voluntary individual participation in the U.S. political process.

Domain VI: Economics and Science, Technology, and Society (Standard VI, X)

Standard VI Competency 021- (Structure and Operation of the U.S. Free Enterprise System): The teacher understands the structure and operation of the U.S. free enterprise system; the role of government, business, consumers and labor in the system; and basic concepts of consumer economics.

- B. Analyzes issues and developments related to U.S. economic growth from the 1870s to the present (e.g., anti-trust acts; tariff policies; The New Deal; economic effects of World War I, World War II and the Cold War; increased globalization of the economy).
- E. Analyzes the role of government in the U.S. free enterprise system (e.g., significance of government rules and regulations, impact of fiscal and monetary policy decisions, role and function of the Federal Reserve System, relationship between government policies and international trade)
- F. Demonstrates knowledge of the goals of economic growth, stability, full employment, freedom, security, equity and efficiency as they apply to U.S. economic policy.