

Economics 202: Introduction to Microeconomics



Northwestern University ♦ Winter 2023

Professor James A. Hornsten

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Room 3467, Kellogg Global Hub

ZOOM: <https://northwestern.zoom.us/j/7316183050>



Class Meetings, Attendance and Communication

We will meet 1:00 – 1:50PM on Mondays, Wednesdays & Fridays at Harris 107; we are sandwiched between other classes, so we will stick closely to schedule. Refer to the attached schedule for important calendar dates. Although attendance is not mandatory, it is expected, and some material will be presented only during class or section (even if most of my PowerPoint slides are posted). If you do miss class, it is your responsibility to track down information (especially regarding homework or exams) you may have missed. When making your rational attendance choice, remember second-hand notes may not be clear or complete, lectures are not repeated in office hours, and much can be learned from our collective classroom experience. Your best way to contact me is e-mail, which I check regularly and try to answer within 24 hours; please mention ECON 202 for a faster response. Check Canvas and your NU e-mail daily for announcements and materials.

Office Hours

I will be available in person on Tuesdays from 10:00AM–noon @ my office (room 3467 in the Kellogg Global Hub), Wednesdays 12:00-1:00PM in Harris L28, and Fridays from 2:00-3:00PM in Parkes 223. I will also be available for Zoom conversations on Thursday afternoon and by appointment. Unless you request a private meeting, I usually allow multiple students to join in the discussion, as many folks have similar questions and students have found a collaborative approach to learning helpful. Office hours are a time to chat, not only about our course, but also about the ECON major, registration, careers, NU life, and whatnot.

Teaching Assistants and Discussion Sections

Our two graduate teaching assistants will lead weekly in-person 50-minute discussion sections at various times on Tuesdays and Thursdays. I expect you to attend one of the sections beginning the second week of class. Attendance at sections is not formally required, but some important material will be covered only in sections, and that material is typically not posted elsewhere, so if you miss that information, you should ask a classmate for notes. I usually post a set of problems for you to try before section, and then ask the TAs to present the answers with commentary, but the TAs may also present original material, review key ideas, discuss recent or upcoming exams, and/or answer your questions. Each TA will also hold office hours during which you can speak to them in person or via Zoom; an updated office hours schedule will be posted to Canvas. Feel free to attend any TA's office hours that fit your schedule; they are advanced students with many insights to share, so I encourage you to work with both of them. The TAs also will lead exam simulations and/or review sessions before the exams.

Name	Section Times	E-mail @u.northwestern.edu ZOOM personal ID	Office Hours (on Zoom unless KGH room given)
Elizabeth Jaramillo (har ah MEE yo)	TBA	ejaramillo 4460843994	Wednesdays 11AM-12PM, Thursdays 9-11AM @ 3198
Miguel Jorquera (mee GEHL hor CARE ah)	TBA	migueljorquera2026 2532011430	Mondays 10-11AM @ 3496, Thursdays 1-3PM @ 3496

Textbook, Readings and Equipment

There is no required textbook, but two recommended textbooks that I have used in recent years are

- B. Stevenson and J. Wolfers (2019) *Principles of Microeconomics*, 1st edition, Macmillan, ISBN: 978-1464186943. “S&W”
- D. Acemoglu, D. Laibson and J. List (2017) *Microeconomics*, 2nd edition, Pearson, ISBN 978-0134492049, OR (2014) *Microeconomics*, 1st edition, Pearson, ISBN 978-0321391575. “ALL”

New, used, and digital versions of the ALL textbook are usually available at the Norris Center Bookstore for purchase or rent, and the University (Main) Library's main circulation desk should have several copies of ALL on reserve. Additional study guides, software (e.g., MyEconLab), and online resources are strictly optional; we will not use them, though you may find them helpful. For timely examples of economics in the news, I will post to Canvas PDFs of (or links to) recent articles from *The Economist*, *The Wall Street Journal*, *The New York Times*, *The Financial Times*, *The Atlantic*, *The Guardian*, and other newspapers or magazines.

Because you will be solving problems and drawing graphs frequently, it is a good idea to have a physical or virtual notebook, a 6-inch straight edge (your WildCARD may be too short for some exam questions ☺), and some writing utensils (perhaps multi-color pens) handy. Finally, a key learning objective is to improve your numeracy and problem-solving abilities. Economics requires practitioners to think about the world from a quantitative perspective and using numbers to make sense of the world is an important aspect of the field. Basic operations, including addition, subtraction, multiplication, and division serve as an essential component of understanding and conceptualizing how and why one arrives at an answer. Consequently, we will not use calculators on our exams, so practice solving problems without one.

Prerequisites

You should be (or get) comfortable working with graphs, tables, and equations at the level of high school algebra. Historically, about $\frac{3}{4}$ of the class has taken ECON 201 [Introduction to Macroeconomics], but it is not required as a prerequisite. If you are new to ECON, you should begin mastering the chapters on supply and demand immediately.

Course Overview, Goals and Objectives

Formally, economics is the study of the allocation of scarce resources among competing ends. Informally, economics helps us understand how household, business, and government decision makers respond to incentives; the importance of properly functioning markets in a modern capitalist economy; and the role of government in alleviating various market failures. Microeconomics focuses on individual decisions (often using cost-benefit analysis) and the inner workings of specific markets. Picking up where macroeconomics leaves off, this course will introduce the principles of microeconomics, and teach you how to apply these concepts to real world scenarios. Thus, this course is aimed not only at potential economics majors, but also at any student who desires an enhanced ability to understand the popular press, critically analyze government policies (or lack thereof), and use microeconomic literacy and numeracy to make better choices as a consumer, producer, investor, or voter. Specific course objectives are to:

- Help you understand and apply fundamental economic analysis
(Can we predict the effects of a sweetened beverage tax, a \$15 minimum wage, or free vaccines?)
- Familiarize you with jargon used by the media
(initial public offering, too big to fail, fixed rate mortgage, cap and trade, Chapter 11 bankruptcy)
- Dispel common misconceptions and carefully consider controversial topics
(Do monopolies rip off consumers? Are CEOs overpaid? Do profits rise with prices?)
- Increase the breadth of your understanding with discussions of current and recent economic issues
(Responses to COVID-19 by airlines, hotels, restaurants, theatres, grocers, and hospitals)
- Prepare you for advanced study in economics, marketing, finance or related fields – and post-NU life
(How have recent events affected investing, borrowing, and job seeking?)

Learning Outcomes

During this course you will use two basic tools of economic analysis (equilibrium and comparative statics) to model and study a variety of economic problems, including many involving market failures. After completing this course you will be able to:

1. Apply the model of supply and demand to critique a variety of government policies in markets that may or may not be characterized by market failures (i.e., violations of perfect competition)
 - Draw supply & demand curves and use them to analyze (dis)equilibrium in competitive markets.
 - Apply measures of elasticity to characterize the shapes of demand and supply curves.
 - Explain how the “Invisible Hand” leads to a social optimum with decentralized decision makers in a market free of market failures.

- Analyze effects and efficacy of various forms of government intervention to address market failures in inherently competitive markets.
 - Explain why governments exist and how to provide the socially optimal level of public goods.
 - Graphically analyze positive and negative externalities and explain the relative merits of the numerous approaches we use to address them.
2. Evaluate the actions of profit-maximizing firms by using producer theory
 - Use a production function to characterize the technology available to a firm and show how much output a firm can produce with any given set of inputs.
 - Explain the relationships between technologies, costs, and supply decisions (e.g., shutdown)
 - Use cost curves and a (residual) demand curve to analyze the optimal production choices of a profit-maximizing firm in a variety of market settings: perfect competition, monopoly, monopolistic competition, and oligopoly.
 - Differentiate among cost concepts (accounting costs, economic costs, implicit costs, explicit costs, fixed costs, variable costs, marginal costs, and sunk costs) and know when to use each.
 3. Predict the behaviors of rational buyers by using consumer theory
 - Use net present value to make financial decisions for a wide variety of investments, including business projects, stocks, bonds, mortgages, and retirement accounts.
 - Use probability to model decisions under uncertainty, explain why risk-averse people may buy insurance, and evaluate possible solutions to the problems of moral hazard and adverse selection.

Teaching Methodology and Philosophy

You will have many opportunities to engage the material, including reading the textbook, attending and actively participating in lectures and TA-led discussion sections, working on practice exercises or problem sets either individually or in a group, and attending office hours. The **readings** (from the textbook and recent articles) are meant to familiarize you with vocabulary and concepts, inspire questions, and give you a chance to ponder the material before we present similar ideas in different packaging. It is a good idea to preview the recommended material before our synchronous meetings. **Lectures** will typically take the form of PowerPoint presentations and problems worked out on a tablet, though I will often ask you to participate. Posted lectures are intended to take the place of a packet of course notes, so you should expect the PPTX slides to be unusually wordy and colorful. Moreover, I will not have time to cover all of the slides, so you will need to peruse some of them outside of class. Graded **problem sets** give you a chance to practice solving problems and to prepare for both discussion sections and exams. Economics is like applied math, and solving problems is an important part of mastering the material. I typically collect homework late Monday night and immediately release the solutions. We will usually cover the relevant material before the problem set, but occasionally you will need to read ahead and teach yourself some concepts. I encourage you to try the problems on your own, and then meet with classmates to discuss and compare answers. I.e., I want you to collaborate, but warn you that free riding on homework often leads to difficulty on exams, when you will have to solve problems on your own. For a simple test of your knowledge, try explaining a problem and its solution to a friend or try tinkering with assumptions to construct some problems (with answers) on your own. The teaching assistants will use the **discussion sections** to provide insight and extensions of the homework, help you prepare for exams, and field your questions. To help you understand what a timed exam feels like, the TA's will host one or more **exam simulations** early in the week a few days before each of the midterms; at an exam "sim" you will have an opportunity to take a recent midterms and then a TA will go over the solutions and answer your questions. The **exams** will test your understanding of microeconomics, including your ability to apply theory to economic problems. You should therefore focus on the systematic reasoning we are trying to develop, rather than on mere memorization. Economics does NOT lend itself to pulling all-nighters before exams. Later analysis relies on principles covered earlier, so the exams are cumulative implicitly, if not explicitly. In the spirit of transparency, I will post numerous old exams for you to review. You will note that while the set of material rarely changes, each exam looks a bit different as I cycle through a variety of ways of assessing your degree of mastery. Class is much more enjoyable when there is active involvement by many students, so be prepared to speak up now and then, and to **participate** in a Goldilocks sort of way – neither too rarely nor too often. This is particularly true in the COVID era – students who are actively engaged tend to perform better. The TAs and I both hold regular **office hours**, and these are good times to talk about specific questions, general intuition, your standing in the course (with me), registration, the ECON major, careers, NU life, etc. You are welcome to attend any of our office hours. If

you feel you are struggling, seek help early – there are many resources in place to help you, including ASLA’s drop-in tutoring. It is both my desire and job to help you learn, so please let me know if anything is frustrating your efforts so that I can try to remedy the situation. Part of your job as a responsible adult is to monitor your progress and seek help from your peers, the TAs, or me when necessary. Often it doesn’t take much to get back on track if you take the first step by asking for assistance from a peer, TA, or me. Given how the course is designed, you should adopt an active approach to learning: once you think you understand the material from the readings and lectures, work problems on old exams for practice and regularly ponder connections: how does all of our material fit together?

Evaluation

Your course grade will be based on your performance on weekly problem sets and three exams. The relative weights of these graded components and some important dates are as follows:

<u>COMPONENT</u>	<u>IMPORTANT DATES</u>	<u>Points</u>	<u>% of Grade</u>
<i>Participation</i>	<i>Throughout the course</i>	<i>For borderline cases</i>	
<i>Problem Sets (best 7 of 9)</i>	<i>Due by 11:59PM each Monday</i>	<i>40</i>	<i>10 %</i>
<i>Unit 1 Midterm Examination</i>	<i>Friday, January 27 at 1:00PM</i>	<i>100</i>	<i>25 %</i>
<i>Unit 2 Midterm Examination</i>	<i>Friday, February 17 at 1:00PM</i>	<i>100</i>	<i>25 %</i>
<i>Unit 3 / Final Examination</i>	<i>Friday, March 17, 9:00-11:00AM</i>	<i>160</i>	<i>40 %</i>
	<i>TOTAL</i>	<i>400</i>	<i>100 %</i>

Exams: The course is divided into three units, each followed by an exam; the final exam covers Unit 3 and also contains “big picture” questions so I can assess your overall mastery of the course. Exams will feature a diversified portfolio of questions and topics designed to test your ability to apply economic theory. Old exams with detailed solutions will be posted; I strongly suggest you use them to better understand the types and difficulty levels of problems you will be asked to solve, as well as how quickly you will be expected to work. Due to the substantial challenges of administering more than three examinations, there will be no make-up exams. If you miss one of the unit exams for some reason, then I will reweight your other exams; the new weights would be 12% Problem Sets, 33% Midterm, and 55% Final. We do not arbitrarily re-weight exams based on your performance (☺ or ☹), and if you take an exam, we must count it, so if you are not in a good state to take an exam, please inform me before you start taking the exam. If you know you are going to miss an exam, please let me know so that we neither worry about your absence nor waste paper. You must take at least one midterm exam and the final exam to pass the course. Please note that we offer this course every quarter (including the summer) in case you have time conflicts this quarter. At the end of the exam you will submit your work electronically via Crowdmark.

Problem Sets: Early each week I will distribute a five-question problem set that will be due the following Monday by 11:59PM Chicago time; to be fair, we will not accept ANY late submissions received after 11:59PM. I encourage you to submit your work by noon so that you avoid Wi-Fi interruptions or heavy Internet traffic, or forgetting to submit your work. Each question will be graded on a 4-point scale, where 4 = perfect / 3 = minor error(s) / 2 = good try / 1 = attempt with some value added / 0 = missing or no value added. In the interest of flexibility, we will drop your lowest two out of nine scores, and then scale appropriately so your seven best problem sets are worth 40 total points. I encourage you to collaborate, especially by trying each problem on your own and then discussing your answers with a classmate; much can be learned if your answers or approaches differ. Many of the problems are taken from old exams, so they are meant to be challenging; expect weekly homework to take an hour or two to complete.

Final Exam Policy: According to WCAS policy, “The College forbids administering a final examination to individual students in advance of the assigned time. You are required to take the final examination at the designated time. If you are unable--for sufficient reason--to take a final examination at the designated time, you should apply for an incomplete in the course.” Since University policy requires us to administer the final exam at the appointed time, **PLEASE DO NOT ASK TO TAKE THE FINAL AT ANY HOUR OTHER THAN THE ONE ASSIGNED BY THE REGISTRAR,** which is 9:00-11:00AM on Friday, March 17. In the unlikely case that you cannot take the final exam at the regular time, I will assign an incomplete grade of “X” (which is what you would receive if you were ill and didn’t show up for the final). If the WCAS Dean’s

office (1908 Sheridan Road) and I agree to the “X” option, we will schedule a make-up exam for the future, perhaps either the next quarter or the next time I teach the course.

Grades: The course grade that you earn will reflect the degree to which you have mastered the material, as signaled by your performance on exams and problem sets (and in borderline cases, your participation). In economics, we grade to the curve in accordance with departmental recommendations. In practice, this means that my colleagues and I strive to be consistent across instructors and quarters, giving roughly the same percentages of each type of grade in ECON 202. I do not use an absolute percentage standard (e.g., 94% = A, 90% = A-, etc.), so an exam score of 80 out of 100 must be interpreted in context: if it were the highest score, it would earn an A, and if it were the lowest score, it may map to a C- or lower. Your course grade will be based primarily on total points in the course, but I also take into account your approximate grades on each exam, performance trends (improvement), and the difficulty of the exams, and I may adjust scores on the exams to reflect relative difficulty. The average grade in ECON 202 across many years has been a B. You are responsible for monitoring your scores and status in the course.

Re-grading: We try hard to grade accurately, but occasionally we make mistakes. If you suspect that your exam has been incorrectly scored, please email to me the specific question section (such as Q3d) within one week of the release of exam results. You may explain your concern, but we grade only what you originally wrote, not additional elaboration. Economists expect overuse of a free resource, so to encourage only serious requests (with a clear discrepancy between the grading rubric and your score), the cost of an unsuccessful regrading request is one point per section requested. This is common in sports: an appeal to instant replay not resulting in an overturned call usually costs a time-out or delay of game penalty. ☺

Drops or Withdrawals: The Registrar’s deadline for dropping the course without any advisor’s approval is Friday, February 10. Usually you can do this using CAESAR up until 11:59PM, though the Registrar’s Office closes at 5:00PM. It may be possible for you to withdraw from the course as late as Friday, March 3; to do so, you must communicate with your advisor in your home school and complete the applicable withdrawal petition procedure by 5:00PM on that date.

Submitting Your Work Through Crowdmark

The teaching assistants and I will use Crowdmark to streamline the grading and recording of your problem sets and exams. You submit your work through an emailed link, dragging PDFs or JPGs into fields, and then we can read these online, insert grading comments, automatically send your score to Canvas, and then allow you to peruse a digital version of your graded work. For an introduction, see <https://crowdmark.com>

Academic Support

Peer-Guided Study Groups (Registration Required for this Quarter-Long Opportunity)

If you would like to study with other students in this class, consider joining a Peer-Guided Study Group. Participants will meet weekly with about 5 to 8 other students and a peer facilitator, a student who has already taken and done well in ECON 202. During the two-hour sessions, students review concepts, work through practice problems, bring their questions, and work together to develop answers. Past participants report that this program helped them stay on track, solidify their understanding of course concepts, and increase their confidence – all in a comfortable atmosphere. Students register for the full quarter on CAESAR and attendance is expected weekly. Study Group sessions are listed on CAESAR below course lecture and discussion sections (e.g., ECON 202-SG-1 Peer-Guided Study Group: Microeconomics I). Feel free to contact Borislava at pgsg@northwestern.edu with any questions. Provided through Academic Support & Learning Advancement. *This quarter’s peer facilitators and their PGSG table meeting times & locations: Donny Tou (Mondays 4-6pm @ Annenberg G28), Denis Gribincea (Tuesdays 3-5pm @ Univ Library 3370), and Steven Wilke (Wednesdays 6-8pm @ Lunt 101).*

Drop-In Peer Tutoring (No Appointment Needed)

Students are welcome to stop by Drop-In Peer Tutoring to get support with a specific question or issue, or just talk through course materials with others. Covers ECON 202 and many introductory courses in Biology, Chemistry, Economics, Engineering, Math, Physics and Stats. ECON 202 tutoring takes place 8:00 – 10:00PM on Sundays (at Schapiro 104), Mondays (Shepard B05), Wednesdays (Shepard B05), and

Thursdays (Schapiro 101). Feel free to contact Valerie at valerie.wolf@northwestern.edu with any questions. Provided through Academic Support & Learning Advancement. For additional info on dates/times/locations, see <https://www.northwestern.edu/academic-support-learning/course-support/drop-in-peer-tutoring.html>

Academic Integrity

While you are a Northwestern student, you will be treated as an adult and will be held accountable for your actions; consequently, you are expected to know and abide by the rules of the institution. Students in this course are required to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic Guide.” All work (problem sets and exams) submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html> Suspicion of academic integrity violations will be referred immediately to the Academic Dean’s office; University rules prohibit subsequent discussion of the situation with the student.

Professionalism and Consumer Electronics Policy

I expect a reasonable degree of *professionalism*, broadly defined to include those things that generally contribute to an environment that is conducive to learning by being courteous to us and to your classmates. This is especially true in the pandemic era for maintaining the health of our community and protecting one another. Please be mindful of your neighbors, and if you are feeling ill, please stay home. Do things that generate positive externalities, such as attending, participating and helping your peers. Avoid generating negative externalities in the classroom via tardiness, naps, noisy chatter, offensive language, etc. (Potential employers tend to frown upon these inappropriate behaviors, so now is a fine time to smooth out some of the rough spots.) Please plan your restroom stops around class, and if you must enter or leave during class, do so unobtrusively. During exams, please refrain from potentially distracting behaviors (e.g., pen-clicking, coughing). Serious disruptions will not be tolerated. The use of electronic devices in the classroom can be a nuisance to others, so please do not be disruptive. Students are welcome to use a laptop or tablet in class to take notes (or follow along with lecture note PDFs), but you should know pedagogical research shows that you learn better by taking notes by hand! Students should not make or receive phone calls, surf the web, play games, send or receive text messages, or check or send e-mails during class. Mobile devices should have the ringer turned off and be stowed in pockets or backpacks. No electronic devices (calculators, smartphones, headphones, etc.) may be used during exams.

Statement of Inclusivity

We strive to create and maintain an inclusive learning environment, respecting those of differing backgrounds and beliefs. As a Northwestern community, we aim to be respectful to all members of this class, regardless of race, ethnicity, socio-economic status, religion, gender identity or sexual orientation.

Academic Accommodations

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university’s established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act. Please use accommodations for which you qualify. I have reserved a quiet room close to our regular classroom for each exam, but you may also take exams at the ANU Office if you register in advance.

Athletic Accommodations

Students on Northwestern’s varsity athletic teams who expect an academic conflict due to an official NCAA event should ask Colin Runt in Academic Services < colin.runt@northwestern.edu OR 847.491.8805 > to contact me on your behalf as soon as possible. For all types of accommodation, your information will remain confidential. Please make your plans early and keep me informed; the 24 hours before an exam are often very busy and I may not be able to handle last-minute accommodation requests.

Wellness

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). For additional information on all of the resources mentioned above, see:

<https://www.northwestern.edu/counseling/>
<https://www.northwestern.edu/religious-life/>
<https://www.northwestern.edu/care/>
<https://www.northwestern.edu/nuhelp/>

Sexual Misconduct and Reporting

Northwestern University is committed to fostering an environment where students are safe and free from sexual misconduct. Confidential resources are available to those who have experienced sexual misconduct. Faculty, instructors, and TAs are not confidential resources and are required to report incidents of sexual misconduct, whether discussed in your assignments or in person, to the Office of Equity, which can provide information about resources and options. I encourage students who have experienced sexual misconduct to talk with someone to get support. For more information, including how to request interim protective measures and academic accommodations or file a complaint, see the Get Help page.

Discrimination and Sexual Harassment

Northwestern University's Policies on Discrimination, Harassment, and Sexual Misconduct apply to all members of the University community, including students, staff, faculty, and third parties. Any student, staff, or faculty member, or third party, who believes that they have been discriminated against or harassed on the basis of their race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, parental status, marital status, age, disability, citizenship, veteran status, genetic information or any other classification protected by law, should contact the Office of Equity at (847) 467-6571. Additional information about the University's discrimination and harassment policies, including the campus resources available to assist individuals with discrimination or harassment concerns, is available online on the Office of Equity website, <https://www.northwestern.edu/equity/>. Students, staff, and faculty who report harassment, discrimination, or sexual misconduct are also protected under the [University's Policy on Non-Retaliation](#).

Hopefully, we are past this, but just in case...

COVID-19 Classroom Expectations

Students, faculty and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Expectations for Students](#). With respect to classroom procedures, this includes:

- *Policies regarding masking, social distancing and other public health measures evolve as the situation changes. Students are responsible for understanding and complying with current University, state and city requirements.*
- *In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.*

If a student fails to comply with the [COVID-19 Expectations for Students](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

Exceptions to Class Modality; Protocol if Someone Tests Positive

Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU. Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class. Follow the steps outlined on this site for testing, isolation and reporting a positive case. Next, contact your instructor as soon as possible to arrange to

complete coursework. Students who experience other personal emergencies should contact the instructor as soon as possible to arrange to complete coursework. Should public health recommendations prevent in-person class from being held on a given day, the instructor or the university will notify students.

Class Recording Policy

I do not plan to record lectures, but occasionally may post short videos to cover material that complements the lectures. If the need arises, then this class or portions of this class may be recorded by the instructor for educational purposes, particularly to help students review the material at their own pace. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term. I will communicate how you can access the recordings; typically, links will be posted to Canvas.

Prohibition of Recording of Class Sessions by Students

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Reading Assignments

The following schedule is provided as a guide and may be subject to slight changes as our pace naturally varies. Each lecture will make apparent our progress in the textbook. Please mark on your calendars the important exam and due dates, which will only change under extreme circumstances and with sufficient warning. Do your best to keep up with the suggested readings, which will complement the lectures, and as you read, jot down your questions. If you find yourself getting bogged down in math, focus on the intuition and main ideas, then address the detailed economic methods later. Remember that economics tends to be cumulative in nature, so regularly ponder how each chapter adds to previous chapters.

For the most up-to-date information as we move through the course, check Canvas.

Winter 2023 Schedule of Planned Topics, Important Dates & Recommended Readings

Week #	Date	Lecture Topics and Important Dates <i>Recommended Chapters from S&W and ALL 2/e Microeconomics Textbooks</i>
UNIT 1: Welfare Analysis & Applications of Supply and Demand		
1	T, Jan 3	Introduction & Logistics (Syllabus) <i>S&W 1 ALL 1-3 [Office hours and discussion sections begin next week.]</i>
1	W, Jan 4	Supply & Demand (Curves, Shifters, Equilibrium); <i>S&W 2-4 ALL 4-5</i>
1	F, Jan 6	Elasticity & Welfare Analysis <i>S&W 5,7 ALL 6-7</i>
2	M, Jan 9	Govt Interventions in Competitive Markets: Price Controls & Occupational Licensing <i>S&W 6 ALL 7,10 Problem Set #1 due by 11:59PM Monday is Add Deadline</i>
2	W, Jan 11	Govt Interventions II: Per-Unit Taxes and Subsidies <i>S&W 6 ALL 7,10</i>
2	F, Jan 13	Taxes 101 <i>S&W 6 ALL 10</i>
3	M, Jan 16	☺ <i>No Class Meeting on Monday, Jan. 16 – Martin Luther King, Jr. Day</i> ☺ <i>[Problem Set #2 is due by 11:59PM on <u>Tuesday</u> the 17th]</i>
3	W, Jan 18	Public Goods and Public Choices <i>S&W 10 ALL 9</i>
3	F, Jan 20	Externalities & Transactions Costs <i>S&W 10 ALL 9</i> <i>Friday is P/N Deadline</i>
UNIT 2: Input Markets, Asymmetric Information, and Financial Decisions		
4	M, Jan 23	Unit 1 Leftovers & Review <i>Problem Set #3 due by 11:59PM</i> <i>Optional Exam Simulation @ Harris 107 from 6:30-8:30PM</i>
4	W, Jan 25	Begin Unit 2: What is a Firm?
4	F, Jan 27	UNIT 1 EXAMINATION – Friday, January 27, 1:00–1:50PM <i>[Exam covers Weeks 1–3] ANU students shd report to Locy 318 for a 1:00PM start</i>
5	M, Jan 30	Labor Markets: Productivity, Wages, Hiring Rules <i>S&W 11-12 ALL 11 Problem Set #4 due by 11:59PM</i>
5	W, Feb 1	Inequality and Income Redistribution <i>S&W 13 ALL 11,18</i>
5	F, Feb 3	Uncertainty, Probability, Managing Risk with Insurance <i>S&W 19 ALL 15,16</i>
6	M, Feb 6	Asymmetric Information (Moral Hazard & Adverse Selection) <i>S&W 20 ALL 15,16 Problem Set #5 due by 11:59PM</i>
6	W, Feb 8	Fundamentals of Finance: Using Net Present Value to Evaluate Projects <i>S&W n/a ALL 15</i>
6	F, Feb 10	Capital Markets: Applying NPV to Stocks, Bonds, Loans, IRAs <i>S&W n/a ALL 15</i> <i>Friday is Drop Deadline</i>

UNIT 3: Choices of Profit-Seeking Firms in Four Market Structures		
7	M, Feb 13	Unit 2 Leftovers & Review <i>Problem Set #6 due by 11:59PM</i> <i>Optional Exam Simulation @ Harris L07 (downstairs!) from 6:30-8:30PM</i>
7	W, Feb 15	Begin Unit 3: Game Theory <i>S&W 18 ALL 13</i>
7	F, Feb 17	UNIT 2 EXAMINATION – Friday, February 17, 1:00–1:50PM <i>[Exam covers Weeks 4-6] ANU students shd report to Locy 318 for a 1:00PM start</i>
8	M, Feb 20	Cost Concepts and Curves: From Production to the LR Cost Pitchfork <i>S&W 14,15 ALL 6, 12 Problem Set #7 due by 11:59PM</i>
8	W, Feb 22	SR & LR Decisions of Perfectly Competitive Firms (Entry, Shutdown) <i>S&W 14,15 ALL 6, 12</i>
8	F, Feb 24	Monopoly and Price Discrimination <i>S&W 14,17 ALL 6, 12 Friday is P/N Deadline</i>
9	M, Feb 27	Monopolistic Competition and Oligopoly Models of Firm Rivalry <i>S&W 14-16 ALL 13,14 Problem Set #8 due by 11:59PM</i>
9	W, Mar 1	More Oligopoly Models; Business Strategy <i>S&W 16 ALL 13,14</i>
9	F, Mar 3	Collusion, Mergers and Antitrust <i>S&W 16 ALL 13,14 Friday is Withdrawal Petition Deadline</i>
10/Reading	M, Mar 6	Unit 3 Leftovers & Review; Course Summary & Final Insights <i>Problem Set #9 due by 11:59PM [Regular office hours this week, but no sections]</i>
Reading	W, Mar 8	Optional Review Session at regular time & place
Reading	F, Mar 10	Optional Review Session at regular time & place
Finals Week	F, Mar 17	<i>[No discussion sections this week. Regular office hours will be held.]</i> UNIT 3 / FINAL EXAMINATION – Friday, March 17, 9:00–11:00AM <i>[Roughly 60% of the exam covers Unit 3, Weeks 7–9; roughly 40% features comprehensive/cumulative questions]</i> According to WCAS policy, the final exam date & time are non-negotiable.

A syllabus is a contract between the instructor and students that provides information about the course and provides a commitment device to prevent arbitrary behavior. I will assume that you are familiar with, and agree to, all policies in this contract. If you object to, or do not understand, any part of this contract, please contact me immediately for clarification.