

# ECON 202: PRINCIPLES OF MICROECONOMICS

Section 002, Fall 2022

**Time:** MW 2:00 PM – 2:50 PM

**Place:** Building: Eddy, Room: 212

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**Course Description:** Economics is the study of how people interact with each other and with their natural surroundings to provide for their livelihoods. This course addresses the production and distribution of goods. We will use economic models to study economic stagnation, economic growth, work hours, social dilemmas, economic power, labor markets, monopolistic markets, competitive markets, and inequality.

## Course Objectives:

1. To make sense of economic data using spreadsheets
2. To apply mathematical and graphical models of the economy
3. To communicate effectively about economic topics
4. To use economic thinking to inform your role in the world

This course meets the All-University Core Curriculum (AUCC) requirements for Social/Behavioral Sciences (Category 3C) and is approved under Guaranteed Transfer (GT) Pathways in the content area of Economic of Political Systems (GT-SS1). For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>. Pursuant to this certification, students in this class will learn to:

1. Demonstrate knowledge of economic or political systems.
2. Use the social sciences to analyze and interpret issues.
3. Explain diverse perspectives and groups.
4. Explore diverse perspectives.
5. Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.
6. Explore interactions among groups and identities as relevant to the discipline.

Furthermore, students in this course have the following Civic Engagement, Critical Thinking Diversity & Global Learning, and Written/Oral Communication learning outcomes:

- Civic Engagement

1. *Civic Knowledge:* Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

- Critical Thinking

1. *Explain an Issue:* Use information to describe a problem or issue and/or articulate a question related to the topic.

2. *Utilize Context:* Evaluate the relevance of context when presenting a position, identify assumptions, and analyze one's own and others' assumptions.
  3. *Understand Implications and Make Conclusions:* Establish a conclusion that is tied to the range of information presented, and reflect on implications and consequences of stated conclusion.
- Diversity & Global Learning
    1. *Build Self-Awareness:* Demonstrate how their own attitudes, behaviors, or beliefs compare or are related to those of other individuals, groups, communities, or cultures.
    2. *Examine Perspectives:* Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
    3. *Address Diversity:* Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.
  - Written/Oral Communication
    1. *Develop Content and Message:* Create and develop ideas within the context of the situation and the assigned task(s).
    2. *Use Sources and Evidence:* Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
    3. *Use language appropriate to the audience*

**Prerequisites and Credit:** To enroll in this course, you must be proficient in algebra. You must have completed MATH 117 (College Algebra in Context I) or MATH 118 (College Algebra in Context II) or MATH 141 (Calculus in Management Sciences) or MATH 155 (Calculus for Biological Scientists I) or MATH 160 (Calculus for Physical Scientists I)]. This course meets the All-University Core Curriculum (AUCC) requirements for Social/Behavioral Sciences (Category 3C) and is approved under Pathways in the content area of Economic or Political Systems (GT-SS1). Credit not allowed for both ECON 202 and AREC 202 (Agricultural and Resource Economics).

**Teaching Team:** This course is team-taught with Yuulin and Yaku. I will provide course materials and hold two lectures a week. Your Graduate Teaching Assistant (GTA) will hold weekly recitations and grade your coursework. You may attend the office hours of any team member for help with course material, but you should see your GTA for questions about your grade.

<b>Instructor:</b>	Sayorn Chin	<b>Office Hours:</b>	MW 3:00 PM – 4:00 PM
<b>Email:</b>	<a href="mailto:sayorn.chin@colostate.edu">sayorn.chin@colostate.edu</a>	<b>Office:</b>	Clark C: 309B
<b>GTA:</b>	Yuulin An	<b>Office Hours:</b>	MWF 11:00 AM – 12:00 PM
<b>Email:</b>	<a href="mailto:yuulin.an@colostate.edu">yuulin.an@colostate.edu</a>	<b>Office:</b>	Clark C: 308
<b>GTA:</b>	Yaku Fernandez Landa	<b>Office Hours:</b>	TR 11:00 AM – 12:00 PM; F 12:30 PM – 1:30 PM
<b>Email:</b>	<a href="mailto:yaku.fernandez_landa@colostate.edu">yaku.fernandez_landa@colostate.edu</a>	<b>Office:</b>	Clark C: 308

**Course Materials:** The course website at <http://canvas.colostate.edu> provides the syllabus, assignments, weekly quizzes, a discussion forum, and the gradebook. The required book for this course is *The Economy*, written by the CORE team. The book is available in three formats.

1. Purchase a new printed copy at the University Bookstore for \$69.25.
2. Read the ebook for free in a web browser at [www.core-econ.org](http://www.core-econ.org).
3. Download the app *The Economy* by CORE ECON on your phone or tablet.

Regardless of how you read the book, I recommend studying the interactive figures and the unit questions in using a web browser or tablet.

**Course Structure:** Each week you will read *The Economy*, post on our discussion forum, submit one quiz, and work through one homework problem. You are expected to participate in two (large) lectures on Mondays and Wednesdays and one (small) recitation section on Thursday or Friday (depending on your schedule). Over the course of the semester, you will also analyze a social dilemma or a cross-country inequality in an essay and take two midterm exams and a final exam.

1. **Readings:** Students must read the assigned units, work with interactive figures, and answer the questions embedded in the text each week. Engaging with the textbook is crucial to success in this course. Economics is very abstract, and the readings will provide you with a foundation to understand the lectures and complete discussions, quizzes, and homework.
2. **Lectures:** There will be two lectures on Mondays and Wednesdays at 2:00 PM – 2:50 PM in Eddy 212. Lectures will consist primarily of my presentation of course material, with some time for class discussion and activities. You get credit for attending and participating in lecture by completing iClicker questions. Occasionally iClicker fails to give students credit for the lectures they participate in. If that happens to you, please email Sayorn.
3. **Recitation Sections:** You will have one in-person recitation with your Graduate Teaching Assistant (GTA) and twenty-some classmates each week. The recitations will focus on helping you solve homework questions. You will receive participation points for attending and participating in recitations worth up to 5% of your final grade.
4. **Discussion Posts:** Each week you will discuss the course material on Canvas. These discussions provide a space for you to engage with the material by addressing whether you think that week's model really explains the economic facts presented in the book, why it explains (or fails to explain) other data, and how else we might think about that week's topic. I will provide several prompts in the form of questions, but you may address anything related to the week's topic. By 1:00 PM on Thursday you should post a short, relevant essay related to that week's material: it should have a title, make a thesis, and briefly defend that thesis. If your post originates as an answer to one of my questions, write it as a standalone essay (i.e. leave out the question that motivated it). You are encouraged to link to relevant articles or videos from outside of class. Please respond to one of your peers' posts by 1:00 PM on Thursday. This discussion will provide us with a jumping-off point for recitation sections on Thursday and Friday. Your posts and replies are expected to be respectful. This does not mean that you are not allowed to disagree—disagreement is welcome and valuable! But your posts and replies should be thoughtful and considerate analyses of ideas, not people. If you feel that these expectations are being violated, please inform your GTA. You will receive grades based on your engagement on the discussion forum every 4 weeks.
5. **Quizzes:** You have an 8-question multiple-choice quiz on Canvas that is due every Thursday by 1:00 PM (before the first recitation section). These quizzes will help prepare you for the exams. I encourage you to discuss these questions with your classmates. You have two attempts to complete the quiz, and your grade will be the highest of your two attempts. Late attempts are worth 0 points. (If you do so accidentally, email me.) Your lowest week's score will be automatically dropped.
6. **Homework:** There will be one short-answer question for every week of the class. Your recitation section will help you solve these questions, but you will also need to devote time to them outside of

class. The homework questions are challenging, and you are encouraged to work on them with a partner or in a small group. Both strong and weak students benefit from working together. These homework questions are not graded, but they provide crucial preparation for the short-answer questions on the exams. Answer keys will be posted the week before the associated exam, but it is essential that you work on the solution to each problem before reviewing the key.

7. **Social Dilemma or Inequality Essay:** You will write one essay between the two midterms, in which you either analyze an original social dilemma as a 2x2 game or compare income inequality in another country to the United States. Detailed instructions and grading rubrics will be posted on Canvas in Week 4.
8. **Exams:** Your understanding of microeconomics will be tested in two midterm exams and a cumulative final exam. Your exams will consist of multiple choice questions (modeled on the quizzes) and short-answer questions (modeled on the homework questions). You may make use of a handheld calculator and a one-sided, handwritten page of notes.

**Course Time Estimates:** Succeeding in this course will require a substantial amount of time. Your weekly workload will approximate the following:

Activity	Contact Hours Per Week
Reading	$\approx 3.0$
Lectures and Recitation	$\approx 3.0$
Quizzes	$\approx 1.0$
Homeworks	$\approx 1.0$
Discussion Posts and Essay	$\approx 1.0$
<b>Total</b>	<b><math>\approx 9.0</math></b>

**Course Evaluation:** Your final grade will be calculated as a weighted average of your grades in the following categories:

Assignment	Grade Weights
Discussions	10%
Canvas Quizzes	15%
iClicker Questions	5%
Essay	15%
Midterm Exam 1	15%
Midterm Exam 2	15%
Final Exam	25%
Participation in Recitation (Extra Credit)	5%

**Grading Scale:** We will use the following scale in this class:

Grade	Percentage Grade
A+	96.67 — 100.00
A	93.33 — less than 96.67
A–	90.00 — less than 93.33
B+	86.67 — less than 90.00
B	83.33 — less than 86.67
B–	80.00 — less than 83.33
C+	76.67 — less than 80.00
C	70.00 — less than 76.67
D	60.00 — less than 70.00
F	00.00 — less than 60.00

Once any grade is posted, you have one week to contact your GTA with inquiries about your assignment grade. Final grades will not be rounded up.

**Important Dates:**

Midterm Exam 1 .....	9/21/2022
Essay .....	10/16/2022
Midterm Exam 2 .....	10/26/2022
Final Exam .....	12/13/2022

**Late Work Policy:** Makeup discussion posts, quizzes, essay, and exams are not permitted. The only exceptions are in case of documented medical emergencies or conflicts with University sanctioned activities. In these cases, you must provide your GTA with documentation as soon as possible. Except for the case of medical emergencies, make-ups must be requested prior to the due date.

**Academic Integrity:** This course will adhere to the Academic Integrity Policy of the General Catalog and the Student Conduct Code. As per university policy,

Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action. (General Catalog 2011-2012, 1.6, p.8).

Please be aware that the General Catalog specifically identifies the following examples of academic dishonesty: cheating in the classroom, plagiarism, unauthorized possession or disposition of academic materials, falsification, and facilitation of cases of academic dishonesty. Cheating in the classroom is defined as follows:

Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work. Examples include copying the work of another student on an exam, problem set, or quiz; taking an exam or completing homework for another student; possessing unauthorized notes, study sheets, answer codes, programmed calculators, or other material during an exam or other graded paper results. (General Catalog 2009-2010, 1.6, p.6).

Plagiarism is defined as follows:

Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. Examples include submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source. (General Catalog 2009-2010, 1.6, p. 6).

**Accommodations and Tutoring:** All students are highly encouraged to take advantage of these free resources.

1. **Student Disability Center:** Students with disabilities may be eligible for accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the student's responsibility to disclose any learning disabilities. To request accommodations, students should contact the Center at 970-491-6385 or <https://disabilitycenter.colostate.edu>. Documentation of disability is required and the SDC office will assist in this process. SDC will automatically contact me to schedule your exams, but please contact me if you require any other special accommodations.
2. **Writing Center:** Help with written assignments can be found at the Writing Center. For more information is available at: <http://writingcenter.colostate.edu>.

**Important Information About COVID-19:** All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests (even home tests) when:

- You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild
- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID, go to the COVID Reporter, and follow the guidance under "I believe I have been in close contact with someone who has COVID-19." This guidance will depend upon your individual circumstances

For the latest information about the University's COVID resources and information, please visit the CSU COVID-19 site: <https://covid.colostate.edu>.

**Policy on Children in Class:** This policy reflects my commitment to student, staff, and faculty parents (and is borrowed heavily from a social media post). All exclusively breastfeeding babies are welcome in class as often as necessary. I understand that unforeseen disruptions in childcare can put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. In all cases where babies and children come to class, I ask that you sit close to the door so that if your child requires special attention or is disrupting learning for other students, you may step outside until their needs are met. I also understand that often the largest barrier to completing your coursework once you become a parent is the exhaustion many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that supports your school-parenting balance.

### **CSU Principles of Community:**

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

**Diversity and Inclusion:** The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.

**Disclaimer:** All of the information in this course syllabus is subject to change when deemed necessary by the instructor. Students will be notified via postings on the class homepage if such changes occur.