**Information About Course Material:**

There are two required course materials, Achieve and MobLab:

1. **Macmillan Achieve**
   Achieve is an online platform that you will use this semester for homework. It offers a way for students to interact with graphs/problems that is otherwise not possible within Canvas. All homework is done and turned in on Achieve.

   Achieve is enrolled in the inclusive access program, where an ASU-discounted rate of $91.25 (plus tax) is automatically billed to your student account. You have the option to opt out of this program by visiting this link: https://includedcp.follett.com/1230*, but please be advised that if you do opt out you will need to purchase elsewhere at current market rates, which is likely to be more expensive. The charge for Achieve will appear on your student account under the item type "Digital Integrated Course Mtrl" after the drop/add deadline.

   Achieve access is required since homework is 20% of your grade. If you are in a bad place financially and can't afford to purchase an Achieve code, please make an appointment to meet with me during office hours in the first couple of weeks of the semester. I set aside some resources each semester to help students in dire financial need and can't afford course material.

2. **MobLab**
3. MobLab is a survey and experiment/game platform that we will use in class. I will use it for in-class surveys, quizzes, and experiments. An access code is needed for using MobLab. ASU was able to negotiate a deal of $12 for the semester if you purchase an access code online from MobLab. **See Canvas or in the Quizzes/Participation section of the syllabus for information on how to sign up and purchase**. Note that MobLab is **not** part of inclusive access, and I will send out an invite to our MobLab course shortly before the start of the semester. At that point, you will be able to purchase access.

   A MobLab access code is required, since quizzes/participation is 15% of your grade. Once again, if you are in a bad place financially and can't afford to purchase a MobLab code, please meet with me during office hours in the first couple of weeks.

# ECN 212: Honors Principles of Microeconomics (Fall 2025)

## Course Syllabus

Professor: Kelvin Wong

Email: kelvinwong@asu.edu (Email me anytime, but I do not check email between Saturday 6pm to Sunday 6pm)

**Class Information**

| Class # | Meeting Time | Classroom |
|---------|-------------|-----------|
| 71803 | MWF 12:20-1:10 PM | BA286 |

## Office Hour Information

I have two types of office hours, open office hours and appointment office hours.

1) **Open Office Hours:** No appointment needed, just show up during office hours on a first-come, first-served basis. May have to wait your turn if other students are there before you. Great time to ask about content-related issues and can come just to work on things and ask questions as needed.

| Location | Open Office Hours |
|----------|-------------------|
| Open Office Hours: CRTVC 415J<br>Appointments: CRTVC 415J<br>or on Zoom | Monday: 1:40-2:40pm<br>Tuesday: 10:00-11:00am (on Zoom)<br>Thursday: 9:45-11:45am<br>Friday: 1:40-2:40pm<br>And by Appointment (see below) |

2) **Appointment Office Hours (in CRTVC 415J, or you can request it to be on Zoom):**
Appointment office hours require an appointment and are one-on-one meetings. Appointments are in 15-minute increments. Once a student takes an appointment slot, others cannot sign up for that slot. These appointments are great for asking more sensitive questions related to grades. For more information on how to make office hour appointments online, please read the guide on Canvas (click on "Office Hours" at the top of our Canvas page). You will find a link to my Google calendar there to sign up. Appointments by default are in-person, but if you would rather meet on Zoom, please email me the day of the appointment to let me know. My Zoom link for office hours is https://asu.zoom.us/j/3937128221

**Course Overview, Course Objectives, and Learning Outcomes**
Economics can be seen as a way of thinking that helps us understand the world and its many ever-changing components. At the core, economics is a study of how people make choices. Understanding economics is crucial for those who will one day work in business, politics, journalism, or law, and very helpful to those on other career paths. Learning economics will also provide for students the necessary tools to think logically through current social issues and phenomena. Armed with an economic way of thinking, students can better articulate and understand important policy issues, as well as think through the incentives, costs, and benefits to different stakeholders.

Economists study problems by breaking them down into components and building simplified (yet useful and fully-specified) models. In this course, we follow this approach by building different models to help us analyze a variety of issues. We will develop basic economic theory of consumers and firms, along with how they interact in a market economy. We will derive the supply and demand of a market and see how an efficient competitive equilibrium is achieved. We will then consider how government policies or international trade impact the economy, and analyze how the welfare for different groups of people are affected. We will also consider how

market imperfections like externalities or non-competitive market structures can lead to a break-down of market efficiency. We then use the tools and models of the course to discuss the labor market, which includes discussions on wage inequality and labor discrimination. If there is time at the end of the semester, we will also introduce the idea that information may not be perfectly known, as previously assumed, and discuss how asymmetric information can lead to a further breakdown of efficiency.

Additionally, we will also get a taste of the growing fields of experimental and behavioral economics through in-class experiments and games. These activities give students a hands-on approach to learning and discovering economic theory.

In this honors section of Principles of Microeconomics, we will take advantage of the smaller class size to engage in deeper discussion and analysis of our topics. You will apply the topics from the course directly into current events or your fields of interest/potential career paths through a series of writing assignments. While more work is required in this version of the class, I believe the benefit of having a deeper understanding of economics and more importantly, using the tools of economic analysis in your day-to-day life, is worth the higher effort. Students in the honors section will automatically receive honors credit upon passing the class.

## Course Info

### Skills Prerequisites
Students are expected to have basic skills in algebra and the ability to work with graphs. When applicable, there will be math reviews as part of the week's homework. I encourage you to stop by my office for extra help if you find yourself struggling with this.

### Textbook
The textbook, which you do not need to purchase separately, for this class is:
**Krugman and Wells, Microeconomics, 7th Edition, 2024. Macmillan Learning.**

Note that you do not actually need the hard copy of the textbook. What is required is access to Achieve, which gives you access to the platform where you will do and submit your homework. Achieve comes with an online version of the text, which most students have found to be sufficient. Achieve, by default, is paid for from your student account through inclusive access (see more information on the first page of the syllabus).

It is considered a violation of academic integrity (per W.P. Carey policy) to utilize course materials which are illegally sourced. Please ensure that you are ordering and paying for your own materials as outlined in the ordering instructions.

### Canvas Site
Course materials for this class, including the course schedule, lecture slides, worksheets, and practice questions for exams, are posted onto the course Canvas site. You can access Canvas from your myASU, or through canvas.asu.edu.

### Course Slack Page
There will be a link from our Canvas site to our course Slack channel. Slack is a chat/discussion platform used by many companies today. Students can ask questions and chat with other students through Slack. It is also a place where students can discuss economic issues relevant to the material being covered in this class. I hope to answer questions regularly on Slack, though if you know the answer to another student's question – please feel free to help.

Slack will also be used to discuss written reflections. For more info, please see the written reflection section of the syllabus.

## Grading

The overall numerical course score will be determined as follows.

| Course Component | Weight |
|---|---|
| Homework | 20% |
| Exam 1 | 15% |
| Exam 2 | 15% |
| Final (Cumulative) | 20% |
| Quizzes/Participation | 15% |
| Written Reflections | 15% |
| **Total** | **100%** |

The numerical course grade will be converted to a letter grade according to the following scale:

| | | | | |
|---|---|---|---|---|
| 97-100 | A+ | | 80-81.99 | B- |
| 92-96.99 | A | | 77-79.99 | C+ |
| 90-91.99 | A- | | 70-76.99 | C |
| 87-89.99 | B+ | | 59-69.99 | D |
| 82-86.99 | B | | Below 59 | E |

The Y-grade is not offered in this class.

**Grade of "Incomplete"**
A grade of incomplete for a course may be granted by permission of the instructor under the following conditions:
- The student is in good standing academically at ASU.
- The student has attended and completed a majority of the course assignments and exams. (typically 70-80%)
- The student has experienced extenuating circumstances at the end of the semester, preventing completion of the course.

To request a grade of incomplete, please download the Incomplete Grade Request form, complete the top portion of the form, and contact me as soon as possible regarding the request.

Note: students who miss a large portion of the course due to unforeseen events that impact their ability to succeed may qualify for a Medical/Compassionate Withdrawal.

Each component of the overall grade will now be discussed in detail.

- **Homework – 20%**
  All homework in this class is done on Achieve. There is a link on Canvas that takes you directly to Achieve's login page. You can also log in directly from https://achieve.macmillanlearning.com/. You will find two things in Achieve: 1) Graded Homework and 2) Textbook Readings.

  Graded Homework:
  There are ten total homework sets. Each homework set has multiple parts, and each part is made up of multiple questions. Be sure to complete all the parts listed each week for full credit. You are encouraged to work with others. All homework assignments that are graded have names that start with "HW#" where "#" is the homework set number.

Note that the parts that make up each homework can be spread out across multiple weeks. The best way for you to see exactly what is due each week is by accessing the "Week Outline" view in Achieve or using the "Calendar" view.
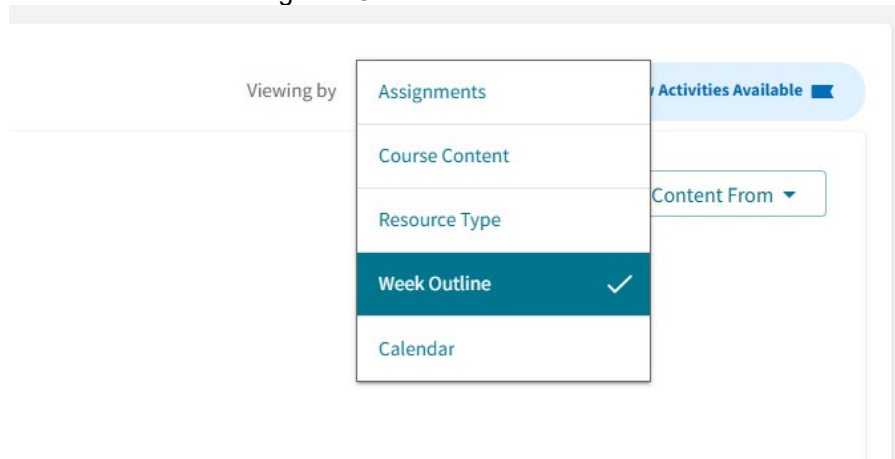


Using the week outline view in Achieve will help you see exactly what assignments are due.

There are five types of homework assignments in Achieve.

1. LearningCurve
   First, there is a pre-class assignment called LearningCurve. These assignments are designed to help you understand the content that is being introduced in class, and is typically assigned before the material is being taught in class. For instance, part of the first homework is the LearningCurve for Supply and Demand, a topic that we will go over in class starting in Week 2. Ideally, you will want to read the textbook and do the LearningCurve assignments prior to classes on that topic. This will help you have a much better understanding when you attend class. There is no set number of questions, as the platform will test your understanding and you will have less questions to answer if you are getting them correct. If you get questions wrong, you will be given more questions to learn from your mistakes. Therefore, randomly guessing on these assignments will make it take longer to complete. It is recommended that you click "Read the ebook page on this topic" and read the ebook with a question in mind, then go back to the question, get the answer correct and earn the full amount of progress points possible on that question. LearningCurve is scored based on completion. If you reach the target score in the progress bar prior to the due date you will receive 100% on this part of the homework.

2. Post-class Assessments
   The second type of assignment is a post-class assessment, usually on the topic that was just introduced in class in the previous week. These assignments will have multiple questions, and many of the questions will have multiple parts. You have an unlimited number of attempts to submit each question before moving to the next question, however each incorrect attempt will deduct the amount of points you can earn from the question. Each question will have incorrect answer feedback to help you solve the questions on the next attempt. In addition, you are encouraged to use the AI Tutor. You can ask the AI Tutor questions to help you solve the questions.

3. Post-class Quiz
   The third type of homework assignment is similar to post-class assessment, but you do not receive instant feedback. These are typically questions from past exams that I put

into Achieve, and my hope with these questions are to give students an idea of what to expect on the exam when it comes to the specific topic. While I call this type of assignment a quiz, you can still work with others, ask me questions, and use any of your notes/lecture slides to help. The main differentiation is that you do not get instant feedback on these questions.

4.  Short Writing Assignments
    Starting in HW5, there will be a new type of assignment where you are given a prompt and asked to discuss a topic. This assignment directly relates to the Social and Behavioral Sciences learning objective to "communicate coherent arguments using evidence drawn from qualitative or quantitative sources". In these assignments, you will be asked to answer a question prompt by analyzing one of four application topics in the course (externality in HW5, international trade policy in HW6, intellectual property in HW9, and income inequality in HW10.) Grading on these will be based on the quality of your analysis, writing, and coherency. Writing a lot of words but not showing your understanding, or not using evidence/data to support your arguments will generally result in lower scores. Note that copy and pasting an AI-generated output for these assignments will equate to receiving a zero on the entire homework (not just the writing assignment) and a report to the Academic Integrity office (see Academic Integrity section below).

5.  Math Review Tutorial Video
    Finally, and very occasionally, I will assign a math review tutorial to be part of the homework. I will do so when I think the math concept being reviewed will help you better understand the topic we are covering. These are just videos where you have to answer a few questions during the video. If you feel good about the material, you can just skip to the questions (you can tell where the questions are by fast forwarding to the marked spots on the progress bar) and answer them and be done. If you could use the review, then watch the video (typically short, and somewhat interesting).


Homework assignments are due on Sunday at 11:59 pm Arizona time, and cover material from the previous or current week. Late homework is not accepted as the system submits all homework at 11:59pm AZ time. Please work ahead to ensure you do not come across technical issues right before a deadline. **Note that there is no "submit" button once you are done with your homework.** Everything saved will automatically submit at the deadline. If you are traveling out of Arizona, please account for any time difference.

You may work ahead if you wish to. Note that some weeks will not have homework assigned. Be sure to check Canvas or the Achieve calendar for when homework is due. It is your responsibility to be on top of due dates.

Homework in this class is not meant to always have a 1-to-1 correspondence with lecture. While the overall topic will be the same, the homework serves as a way for students to apply the knowledge learned in class. As such, you will see more realistic examples on the homework. In lectures and on exams, I focus more on the concepts. Thus, you will see examples that have simpler numbers but are not as realistic as homework problems.

For each weekly homework, I will take the points for that week and rescale it to a 100-point basis. For instance, if there are 3 parts to a homework, and suppose the first section has 10 points, the second has 20, and the third has 5 points, then there were 35 total points possible from that homework. Your rescaled-to-100 score is whatever points you got across all three

sections divided by 35. Next, I will add 5 percentage points to each student's rescaled score, unless doing so raises the score above 100 percent, in which case the homework score is capped at 100 percent. So a student getting 95 percent or more of the homework in a given week gets full credit (100 percent), a student scoring 90 percent gets 95, and so on. This is to account for minor errors you have on the homework.

I will automatically drop the two lowest homework set scores. This is designed to account for any unexpected events (illness, travel, technology problems, etc.) Because of this policy, I do not extend homework unless a student documents that they were physically incapable of doing any homework during the week before the homework is due (such as being hospitalized for the entire week). Note that all of your homework scores will still be listed on Canvas for your information, even those that are dropped.

<u>Textbook Readings</u>:
Readings are completely optional but will greatly help with LearningCurve assignments in Achieve. You can find the textbook chapters that correlate with what we will cover in class within Acheve. Note that my lectures are not based on the textbook, so there is not a one-to-one correspondence between my lectures and the text.

<u>Signing Up for Achieve</u>:

1. Within Canvas, click on the "Student Registration for Achieve – Start Here" link in the Course Links section of Canvas.
2. Follow the prompts given to register.
3. In the future, you can always access Achieve via the "Achieve Home" link in Canvas (in the Course Links section) or the ebook via the "Achieve E-book" link.

- **Exams – 15% for Exam 1, 15% for Exam 2, and 20% for Final**
  Exams will be taken in person, during class time.

  The exam dates are as follows:

| Exam 1 | Monday, Oct 6, in class |
|---|---|
| Exam 2 | Monday, Nov 3, in class |
| Final Exam | Monday, Dec 8 12:10-2:00 PM (same classroom as lecture) |

All exams will be given in the classroom that you have class in. Arrive to the classroom 10 minutes in advance if possible to get settled in. Exams will consist of numeric and multiple choice questions. Practice questions from previous exams will be posted prior to each exam along with their solutions. A non-phone calculator is allowed on exams.

Note that while the final exam is comprehensive (cumulative), the second exam is not. All of your exam scores count towards your grade (no exams are dropped).

**Makeup Exams**
You must take the regularly scheduled exam for your section, unless any of the following exceptions apply:

(1) University-Sanctioned Activities.
(2) Religious holidays precluding work.
(3) Medical emergencies requiring hospitalization.
(4) Death of an immediate family member: sibling, parent, child, or spouse.

Students who fall into cases 1 or 2 should talk with me within the first three weeks of the semester to register for the makeup. Students who fall into cases 3 or 4 should contact me prior to the exam start time to request to take a makeup exam. If your documentation does not check out, or if you do not fall into one of the four cases listed above, you will not be allowed to take the makeup exam. So, to avoid getting a zero on an exam (which will happen if you do not take an exam and are not excused from it), please consult with me as early as possible during office hours.

Having other exams on the same day, or having many assignments due, or not feeling ready for the exam, or being gone on vacation/leisure will **not** count as approved reasons for taking the makeup.

**Final Exam Rescheduling Policy**
Per university policy, all requests to reschedule a final exam must be approved at the Dean level.  If you have more than three finals scheduled in one day or have an extenuating circumstance, please contact Michele.Pfund@asu.edu for more information.


- **Quizzes/Participation – 15%**
  In-class quizzes will occur frequently. To get a perfect score on a quiz, you will need to pay attention in class. The content for a quiz will always come from the current or most recent lecture. Think of quizzes as an aid to give you an idea of what you don't understand and should review before an exam, or an incentive to stay focused during class.

  Quizzes are open book, open notes, and you can work together with your classmates (this will be strongly encouraged). Quizzes can occur at any time during a class and can occur multiple times within the same class. All quizzes will be done on MobLab, so please be sure to bring a MobLab compatible device each class (your phone, laptop, or tablet) and make sure it is charged. For more information, please see the MobLab Information page on Canvas.

  **Quizzes must be taken within the classroom, as I also use quizzes to track attendance. Taking the quiz outside of the classroom is considered academic dishonesty. You will be reported to the Dean of Student Affairs and face a grade reduction.**

  Typically, each question on a quiz is worth 1 point, though I also often assign more points to questions as "freebies" for students. Your quiz grade is simply your total earned points divided by the total amount of quiz points you are accountable for.

  Note that there may occasionally be "take-home" quizzes assigned for after scheduled class times. For those quizzes, you obviously do not have to be in class to take them.

  If for any "good" reason you cannot make a class (I'll let you decide what counts as a good reason), come talk to me during any of my office hours. At that time, you can request to excuse an absence either before your missed class or within 3 weeks after missing class to be eligible to get your absence excused. This is also a time where I can go over with you the material missed, so it would be a good idea to review the missed material before coming in.

  While there are no make-up quizzes, an excused absence will mean you will not be held accountable for the points you missed. Please see "Attendance" in the "Class Policies" section below for more information. You have an unlimited number of excuses you can request to be excused in the semester, but I will talk with you if I think you are excusing an

excessive number of classes. I reserve the right to not grant an excuse for an absence. The end of office hours on Friday, Dec 6 is the cutoff for excusing classes.

1. Prior to the first day of class, I will send an email from MobLab with an invitation to sign up for the class. Please follow the instructions on the email. The email is sent to your ASURite@asu.edu email, and that's the exact email you will need to sign up for MobLab with. Note that it does not matter whether or not you use this email. ASU gives you multiple email addresses, and they all forward to the same inbox. Keep note of this login email address as you will need it in the future. Failure to use the ASURite@asu.edu email will result in your grades not syncing. (Example: My ASURite is kwong22, so I would use kwong22@asu.edu to sign up for MobLab even though I do not usually use this email).
2. Once you create your account, you should see the discounted rate of $12, at which point you can pay with a credit card. You can ignore the access code section unless you purchased your access via the bookstore, in which case your bookstore receipt (typically emailed to you) will have the access code.
   **Note: You will not be able to do anything until a game or quiz is started - these will be announced in class - but having registered in advance makes sure you are ready to participate.**

   If you run into any issues while signing up, please contact MobLab support: support@moblab.com

- **Written Reflections – 15%**
  Throughout the semester, you will be asked to write short papers to relate the concepts and tools from class to current events and/or topics of your interests. You will be given a rubric of how your work will be graded. There are four important aspects to these write-ups.

  First and most important is the use of tools and concepts from class. I do not just want an opinion piece, or for you to talk about something that you already know. The paper should show that you are able to **apply** the concepts we discuss in class. Note that this means that these papers will not primarily be about macroeconomic concepts since this is a microeconomics course.

  Second, I look for out-of-the-box thinking. It is easy to just repeat an example from class or one that is found in the textbook, but I value students who go out on a limb to try and connect concepts to topics that might not be obvious.

  Third, the reflections should have some depth. Back up your discussion with data, graphs, or other relevant information where you see fit. I am not looking for you to summarize an article or study, I'm looking for you to interpret something in the world with the concepts covered in class.

  Lastly, from reading your paper, we should see that you have a pretty good understanding of the topic. If you apply the concepts in a creative way and use data/graphs to show everything, but did so incorrectly – it defeats the purpose of the write-ups. However, please do not take this to mean you should not take chances. You do not need to be completely right

in your write-ups; I just do not want you to throw random things on a page that do not make sense.

Reflections are posted onto Slack. I will show you how to do this before the first reflection is due. Reflections will be graded by my graduate teaching assistant, who will have office hours to discuss your work should you want extra feedback.

You will also discuss your reflections with each other via Slack. Students will have an opportunity to hear from one another about how they are applying the in-class concepts to the fields of their interest. I will explain after the first reflection is turned in on how discussion will count towards your reflection grade.

- **EconPoints:**
  As a reward for active and high-quality participation (such as, but not limited to: winning in-class experiments, or participation in class, or when available, participation in research studies related to economics), students can earn EconPoints. Each EconPoint counts for 1 overall course point. **Note: EconPoints are not very frequently given, and only a fraction of an EconPoint is given at a time.**

  **Example:** After accounting for homework, quizzes, and exams, you are at an 89.6% (B+). You also received 0.5 EconPoints from various activities throughout the semester, which will put you at a final grade of 90.1% (A-).

## Class Policies

### Attendance
Attendance is taken indirectly through your quizzes. If you do not show up to class, then it is likely that you will miss a quiz. Lack of attendance will directly hurt your quiz grade, and coming to class is easily the best tip in how to get a good grade in my class.

As mentioned previously in the quiz section: If for any "good" reason you cannot make a class (I'll let you decide what counts as a good reason), come talk to me during office hours. At that point, we can also go over the content you missed. You must request to excuse an absence either before your missed class or within 3 weeks after missing class to be eligible to get your absence excused. The deadline for excusing classes is the last day of class, Dec 5.

If at any point in the semester, you are feeling sick or have/have been exposed to COVID, please just stay home and reach out to me regarding options of participating in class still. I would be happy to work with you to make sure you stay caught up and also not have you pose a risk to other students.

### Academic Integrity

1. **Quizzes:** I will routinely check for students who are cheating by taking quizzes while not in the classroom. Students who are found to be cheating by taking their quizzes outside of the classroom (or having a classmate/friend take their quizzes) will be subject to the consequences listed below.
2. **Homework:** While you may work with others on your homework, copying others' answers is not allowed. This actually ends up hurting you on your exams, so please avoid doing so by starting early and asking me for help if you run into any issues. Also, while I encourage the use of AI responsibly, just copy and pasting an output from AI into writing

assignments is not permitted. If you do cheat on your homework, you will be subject to the consequences listed below.

3. **Exams**: The test-taking period begins when exam materials are passed out. During the test-taking period, a student may not speak with other students, use communication devices (phones, computers, tablets, smart watches, etc), or pass notes. Any violation of this rule, regardless of the form of communication, is considered a form of academic dishonesty. This is taken very seriously and will result in any of the following consequences listed below.

4. **Written Reflections:** Work must be original, written completely by you without the help of third-party devices or services (including AI). If you used any resources while working on the paper, please cite it. Plagiarizing or having someone else write your papers will result in any of the following consequences listed below.

**Consequences for Academic Dishonesty:**

At minimum, a report will made to the Dean of Student Affairs to put on your records. Then, any of the following consequences will also apply depending on the severity of the case:

- A reduced grade in the course
- A failure in the course
- An XE which denotes failure due to academic dishonesty on the transcript
- Removal from the W. P. Carey School of Business

Additional information on ASU's academic integrity policy may be found at
http://provost.asu.edu/academicintegrity

**Generative Artificial Intelligence (AI) Usage**

In this course, all assignments must be completed by the student. Artificial Intelligence (AI), including ChatGPT and other related tools used for creating of text, images, computer code, audio, or other media, are not permitted for use in any work in this class. Use of these generative AI tools will be considered a violation of the ASU Academic Integrity Policy, and students may be sanctioned for confirmed, non-allowable use in this course. This is especially true for written reflections. I reserve the right to interview you about your written reflection if I suspect that it is written by AI.

**Grade Appeal**

If you wish to appeal your grade or have another concern with the course, contact the Assistant Chair of the Department of Economics, Prof. Cara McDaniel, at Cara.McDaniel@asu.edu. Concerns elevated to higher levels at the university are automatically referred back to the department for resolution.

**Other Policies**

Several important W. P. Carey and ASU Policies for the course can we be found here, including:

- Honor Code, Academic Integrity and Professionalism Policy
- Prohibition Against Discrimination, Harassment, and Retaliation
- Instructor Absence Policy
- Religious Accommodations
- University-Sanctioned Activities
- Tutoring Support
- Threatening Behavior Policy
- Student Accessibility and Inclusive Learning Services (SAILS) Accommodations
- Offensive Material
- Copyright Material

**W. P. Carey School of Business Learning Goals**
The Undergraduate Program of the W.P. Carey School of Business has established the following learning goals for its graduates:

1. **Critical Thinking**
2. **Communication**
3. **Discipline Specific Knowledge**
4. Core Business Knowledge
5. **W. P. Carey Edge: Ethical Awareness, Global Awareness and Entrepreneurial Mindset**

Items in bold have significant coverage in this course.

**Upon completion of a course in Social and Behavioral Sciences, students will be able to do the following:**
- Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena
- Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior
- Communicate coherent arguments using evidence drawn from qualitative or quantitative sources

**ECN212 Learning Objectives:**
- Describe the nature of economics in dealing with the issue of scarcity.
- Describe the challenges faced by economists in modeling markets.
- Perform supply and demand analysis to analyze the impact of economic events on markets.
- Analyze the behavior of consumers in terms of the demand for products.
- Identify market failures and explain how public policy may deal with those failures.
- Evaluate the factors that affect firm behavior, such as production and costs.
- Describe the performance of firms under different market structures.
- Explain how imperfect information and strategic behavior influence market outcomes.
- Evaluate policies using economic methods and tools.

**Extra Help: Supplemental Instruction Sessions**
Supplemental Instruction (SI) Sessions
Our class also has a dedicated SI leader, provided by the University Academic Support Network, who will lead SI sessions throughout the week. The SI leader is usually a former student who did well in my course, and the material that they go over will be prepared by them. You will be enrolled into SI session Canvas course by default once the SI course is set up. Details on SI sessions can be found in the "Office Hours" page on Canvas (near the top of the home page, under the "Course Links" section).

## Tentative Course Schedule

| | |
|---|---|
| **Week 1 (8/21-8/24)** | **8/22 (Fri) – First class**<br>Introduction |
| **Week 2 (8/25-8/31)** | Demand<br>Supply |
| **Week 3 (9/1-9/7)** | **9/1 (Mon) – No class (Labor Day)**<br>Market Equilibrium<br>Supply and Demand Shifters<br>**HW1 due 9/7 (Sun)** |
| **Week 4 (9/8-9/14)** | Elasticity<br>Elasticity Case Study<br>Reflection 1 (Supply and Demand) due 9/12 (Fri, start of class)<br>**HW2 due 9/14 (Sun)** |
| **Week 5 (9/15-9/21)** | Classroom Economy<br>First Welfare Theorem<br>**HW3 due 9/21 (Sun)** |
| **Week 6 (9/22-9/28)** | Tax |
| **Week 7 (9/29-10/5)** | Price Controls<br>Subsidy<br>Reflection 2 (Elasticity) due 10/3 (Fri, start of class)<br>**HW4 due 10/5 (Sun)** |
| **Week 8 (10/6-10/12)** | **10/6 (Mon) – Exam 1 (Covers Supply and Demand through Subsidy)**<br>Externality |
| **Week 9 (10/13-10/19)** | **10/13 (Mon) – No class (Fall Break)**<br>Welfare Analysis of Externality<br>International Trade<br>**HW5 due 10/19 (Sun)** |
| **Week 10 (10/20-10/26)** | Producer Costs<br>Reflection 3 (Government Intervention) due 10/24 (Fri, start of class)<br>**HW6 due 10/26 (Sun)** |
| **Week 11 (10/27-11/2)** | Firm Theory<br>**HW7 due 11/2 (Sun)** |
| **Week 12 (11/3-11/9)** | **11/3 (Mon) – Exam 2 (Covers Externality through Firm Theory)**<br>Monopoly<br>Price Discrimination |
| **Week 13 (11/10-11/16)** | Intellectual Property<br>Reflection 4 (International Trade or Market Structure) due 11/14 (Fri, start of class)<br>**HW8 due 11/16 (Sun)** |
| **Week 14 (11/17-11/23)** | Game Theory<br>Duopoly<br>Repeated Games |
| **Week 15 (11/24-11/30)** | **11/28 (Fri) – No class (Thanksgiving)**<br>Labor Demand<br>**HW9 due 11/30 (Sun)** |
| **Week 16 (12/1-12/7)** | Income Inequality<br>Labor Market Discrimination<br>Public Goods<br>Reflection 5 (Price Discrimination or Intellectual Property) due 12/5 (Fri, start of class)<br>**HW10 due 12/7 (Sun)** |
| **Final's Week (12/8-12/12): Final Exam (cumulative) - Dec 8 (Mon), 12:10-2:00 PM** ||

**Finally, information contained within this syllabus (except grading and absence policies) is subject to change.**