

PRINCIPLES OF MICROECONOMICS
SPRING 2012
ECON 221

(T-Th: 8:00-9:15am; HUBBARD 202)

OBJECTIVE: TO HELP THE STUDENT GAIN AN UNDERSTANDING OF THE TRADITION, THEORY, AND REALITY OF MICROECONOMICS.

LEARNING OUTCOMES:

The student will be able to graph supply and demand. The student will learn the difference between a “change in demand and supply” and a “change in the quantity demanded and quantity supplied”.

The student will be able to graph production possibilities and use the model to explain the advantages of specialization and trade.

The student will be able to convert nominal prices to real using a price index.

The student will be able to use the “profit-maximization” rule to find the most profitable output in a model of “perfect competition” and “imperfect competition”.

The student will be able to graph the “marginal revenue product curve” and explain its use by business as “the demand curve for labor”.

The student will add sixty “economic terms” to vocabulary.

TEXT: THE ECONOMY TODAY (Twelfth Edition) BRADLEY R. SCHILLER

PEDAGOGY: CLASS DISCUSSION, LECTURE, TESTS AND EXAM

CLASS SCHEDULE:

JANUARY 10: REVIEW OF SYLLABUS, EVALUATION OF ACADEMIC SKILLS

Chapters (test 1): (1) ECONOMICS, THE CORE ISSUES, (2) THE US ECONOMY, (3) SUPPLY AND DEMAND, (4) THE PUBLIC SECTOR, (19) THE DEMAND FOR GOODS

JANUARY 16: MLK SERVICE DAY (NO CLASSES)

JANUARY 26: TEST 1

Chapters (test 2): (19) THE DEMAND FOR GOODS, (20) THE COSTS OF PRODUCTION, (21) THE COMPETITIVE FIRM, (22) COMPETITIVE FIRMS

FEBRUARY 16: TEST 2

Chapters (test 3): (23) MONOPOLY, (24) OLIGOPOLY, (25) MONOPOLISTIC COMPETITION

MARCH 1: TEST 3

MARCH 4 – 11: SPRING BREAK

Chapters (test 4): (26) DEREGULATION OF BUSINESS, (27) ENVIRONMENTAL PROTECTION, (28) THE FARM PROBLEM, (29) THE LABOR MARKET, (30) LABOR UNIONS, (31) FINANCIAL MARKETS, (32) TAXES: EQUITY VS EFFICIENCY, (33) TRANSFER PAYMENTS (WELFARE AND SOCIAL SECURITY), (34) INTERNATIONAL TRADE, (35) INTERNATIONAL FINANCE, (36) Global Poverty

ADDITIONAL TOPICS: The Five Propositions of Economic Reasoning, Sustaining Civilization, Four Economic Problems: Poverty, Population, Pollution, Perception

APRIL 12: TEST 4

APRIL 17: EXTRA CREDIT PROJECTS (Interest Paper, Entrepreneurial Report, ASC Work)

APRIL 19: LAST DAY OF CLASS

APRIL 26: FINAL EXAM (Thursday, 8:00am)

N GRADE = 0.9 (TEST/EXAM) + 0.1 CLASS GRADE + EXTRA CREDIT

GRADING SCALE (NUMERICAL/LETTER): 94+ = A, 88+ = B+, 82+ = B, 76+ = C+, 70+ = C, 60+ = D

TESTS AND EXAM WILL INCLUDE TERMS (MATCHING), PROBLEMS, AND DISCUSSION.

EXCESSIVE ABSENCE: MORE THAN A WEEK OF CLASS ABSENCE WILL RESULT IN ONE POINT PER ABSENCE DEDUCTED FROM NUMERICAL AVERAGE.

EXTRA CREDIT PROJECTS: (Interest Paper, Entrepreneurial Report, ASC Project)

INTEREST PAPER: Write a two page (typed) paper on a subject in microeconomics that INTERESTS YOU. Record your sources in a bibliography or source page. You should have at least FOUR REFERENCES. You may use the internet. But be careful! Schiller lists good internet sources. You will be asked to discuss your paper in class. Your grade for the paper will be determined using the following schedule: (10 possible points)

*References.....20 points

Writing Skill.....15 points

*Application of Economic Theory.....40 points

Due Date.....10 points

Appearance.....05 points

Discussion.....10 points

*You will be expected to discuss in your paper Schiller's view of your subject. You will also be expected to discuss your topic in class.

PROJECTS WITH THE ACADEMIC SUCCESS CENTER: Do you need to sharpen your verbal or mathematical skills? Develop a program with the ASC and receive extra credit. (5 possible points)

INTERVIEW WITH AN ENTREPRENEUR (TEAM PROJECT): Your team should write a one page report on your interview with an entrepreneur. You may consider the following questions. How have you made or lost money? What mistakes does a business person need avoid? What would you do again? What would you do differently? What advice do you have? Your grade for the report will be determined with the following formula: (5 possible points)

Due Date.....10 points

Analysis.....70 points

Discussion.....10 points

Teamwork.....10 points

IT IS IMPORTANT THAT YOU UNDERSTAND THE SYLLABUS. THE SYLLABUS AND GRADING SYSTEM WILL BE DISCUSSED DURING THE FIRST CLASS. ASK IF YOU DO NOT UNDERSTAND.

Note to Students:

In Chapter 32 (Taxes: Equity versus Efficiency), Bradley Schiller discusses the concepts of horizontal and vertical equity. Schiller says that it is important in tax policy to maintain the two. I attempt to do the same with grading. Grading is, to me, the most difficult aspect of teaching. The instructor tries to avoid giving students better grades than they deserve and also giving students lower grades than they deserve. I try to err on the side of generosity. If you have a question about the way that I grade a paper, PLEASE discuss the issue with me. I may not give you the answer that you seek, but I will try to explain my perspective.

Economics is an important subject. I hope that you benefit from this class. I hope that you make a good grade. This course is designed so that you can make a good grade. But most importantly I hope that you learn a great deal about economics and that you will continue to learn for the rest of your life. Human education is a work in progress. I am pleased that you are taking this course. If I behave in a manner that does not reflect an enthusiasm for learning, please call it to my attention.

BOB COLLINS (OFFICE 201 HUBBARD <313-7157>...CELL PHONE: 287-2424)
HAVE A PROBLEM? PLEASE LET ME KNOW ASAP.
OFFICE HOURS POSTED ON DOOR. collinrh@mailbox.sc.edu