

ECO106 — Economic Principles: Microeconomics

Section 71946 - Mon. & Wed. ⇒ 9:00AM-10:25PM in TBD
Section 71762 - Tue. & Thur. ⇒ 9:00AM-10:25PM in TBD



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PACE UNIVERSITY (NYC)
DEPARTMENT *of* ECONOMICS

”All wealth consists of desirable things; that is, things which satisfy human wants directly or indirectly: but not all desirable things are reckoned as wealth.” – Alfred Marshall

1. Course Description

1.1 Course Catalog Description: Theory of demand, production and costs, allocation of resources, product and factor pricing, income distribution, market failure, international economics, and comparative economic systems.

1.2 Further... Microeconomics may be described as the study of individual human, firm, industry, and/or sub-national government decision making. This analysis considers economic decisions made within a macroeconomy by its various (micro) economic agents. In this sense, the overarching theme of the course will be to analyze how various economic agents respond to incentives, in theory and practice. The course will throughout consider issues related to concepts such as optimization, marginality, rationality, happiness, profits, and social welfare. The course features in-class experiments and market simulations meant to engage students in the practice of economics.

2. Required Textbook/Software

2.1. MyEconLab for Microeconomics by Acemoglu, Laibson, and List.

Option 1:

Purchase MyEconLab + EText = \$121.95

Option 2:

Purchase MyEconLab + New Textbook = \$240.00

Option 3:

Purchase MyEconLab + Used Textbook ≈ \$110.00

To register for **Required Course Material**:

1. Go to [The Pearson Website](#).
2. Under **Register**, select **Student**.
3. Confirm you have the information needed, then select **OK! Register now**.
4. Enter your instructors course ID: **yarbrough44833** for M,W or **yarbrough86904** for T,Th, and **Continue**.
5. Enter your existing **Pearson** account username and password to **Sign In**. If you dont have an account, select **Create** and complete the required fields.
6. Select an access option. Enter the access code that came with your textbook or was purchased separately from the bookstore. Buy access using a credit card or PayPal account.

2.2. Lecture Notes and Required Readings are on the [Course Website](#)

3. Grading

10 assignments x 10points =	100points
10 experiments/exercises x 10points =	100points
1 midterm x 150points =	150points
1 final x 150points =	150points
total possible =	500points

$g > 90\% \leftrightarrow A$
$89.4\% > g > 80\% \leftrightarrow B$
$79.4\% > g > 70\% \leftrightarrow C$
$69.4\% > g > 60\% \leftrightarrow D$
$g < 59.4\% \leftrightarrow F$

3.1 The Dreaded Truancy Dice

Attendance will be taken every class. If a student has 4 or more unexcused absences they are required to throw the truancy dice (two six sided playing dice). If the total of the two numbers thrown is less than 6, the student loses 15 points off their final total. If the total is greater than or equal to 6, the student loses 5 points off their final total. It is the responsibility of each truant to schedule a dice toss. If a truant does not throw the truancy dice, they lose 25 points off their final total.

4. Student Outcomes

A student: This student is fluent in principles level microeconomics, meaning they can explain the core concepts and use those concepts to describe market dynamics. This student understands the role prices play in markets, and what price changes do to both consumer and producer under various market and regulatory conditions. A students should seriously consider economics as a major or minor.

B student: This student appears to generally understand the important points of microeconomic theory, perhaps lacking only an understanding of some nuances. This student should be able to discuss economic issues, but may jump to conclusions by misinterpreting some concepts and theories. B students are typically evenly split between A students who give low effort and C students who give high effort.

C student: It is unclear if a C student would be able to discuss economics outside of the classroom. Clearly the student lacks some general understanding, but teeming below the surface is a real insight into economic issues. C students have learned some material, but seem unable to contemplate nuance beyond first order thinking. C students are most often low effort B students.

D student: I have little faith D students have learned much of anything. This student doesn't show much more than the most basic understanding of microeconomics. This student would not be able to carry on much of any discussion should economics come up in conversation. D students rarely come to class and become self-fulfilling prophecies.

F student: see D student. F students are usually D students who missed the drop deadline.

5. Student Support Services

5.1 The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities. To request an a reasonable accommodation for a qualified disability a student with a disability must self-identify and register with the Office of Disability Services for his or her campus. No one, including faculty, is authorized to evaluate the need for or grant a request for an accommodation except the Office of Disability Services. Moreover, no one, including faculty, is authorized to contact the Office of Disability Services on behalf of a student. For further information, please see Resources for Students with Disabilities at [Office of Disability Services](#)

5.2 The Academic Integrity Code supports Pace University's commitment to academic honesty and creates a culture at the University that emphasizes high standards of academic integrity, ethical behavior, and responsible conduct. The purpose of the Code is to educate students about what constitutes academic misconduct, to deter cheating and plagiarism, and to create a fair process and a set of procedures to handle cases of academic misconduct including documentation and application of sanctions. Academic integrity is defined as honesty and ethical conduct in learning and the educational process. The educational environment is enhanced when students believe that their academic competence is being judged fairly and that they will not be at a disadvantage because of the dishonesty of another. All members of the University community are expected to uphold the highest standards of academic integrity. : Written or other work that a student submits must be the product of her/his own efforts. Plagiarism, cheating and other forms of academic dishonesty, including dishonesty involving computer technology, are prohibited. Further information on Academic Dishonesty can be found in the current college catalog. [Pace University Academic Code of Integrity](#)

6. Dr. Todd's Class Rules

1. Do not contact me in regards to any information that may be obtained by a thorough reading of the syllabus.
2. A documented condition notwithstanding, you may not use a laptop or tablet to take notes.
3. Assignments are charged a 25% per day penalty for late turn-ins. After four days, it is an automatic 0%.
4. Absences excused for the following documented reasons only: personal/family emergencies, communicable and /or serious illnesses, athletic events [athletes only], trip for another class.
5. Smart phones should remain in pocket or bag during class and are prohibited during lecture. There may be times where smart phones are allowed.

6. Respect is a base requirement for this class. I will ask you to drop the course if you don't agree.
7. This is an economics course, not a politics course. While we may at times discuss some of the political realities of economic policies, we will not hold political debates in class.

7. Non-textbook Reading and Viewing List

- Noah Smith *Most of What You Learned in Econ 101 Is Wrong*. 2015: Bloomberg Business
- Cass Sustein and Richard Thaler *The Two Friends Who Changed How We Think About How We Think*. 2016: The New Yorker
- Jahn K. Hakes and Raymond D. Sauer *An Economic Evaluation of the Moneyball Hypothesis*. 2006: Journal of Economic Perspectives, vol. 20 #3
- Dan Ariely *selected chapters from Predictably Irrational*. 2008: HarperCollins
- Steven Levitt and Stephen Dubner *selected chapters from Freakonomics*. 2005: William Marrow and Company
- Ben Casselman *The Conventional Wisdom on Oil is Always Wrong*. 2014: FiveThirtyEight
- Patrick De Pelsmacker and Glenn Rayp *Do Consumers Care About Ethics: Willingness to Pay for Fair-trade Coffee*. 2005: Journal of Consumer Affairs, vol 39 #4
- Vernon L. Smith *An Experimental Study of Competitive Market Behavior*. 1962: Journal of Political Economy, vol 70 #2
- John Schmitt *Why Does the Minimum Wage Have No Discernible Effect on Employment?* . 2013: Center for Economic and Policy Research
- Eric Newcomer *Uber Starts Charging What It Thinks You're Willing to Pay*. 2017: Bloomberg Business
- John Cassidy *The Triumph and Failures of John Nash's Game Theory*. 2015: Bloomberg Business
- Kenneth G. Elzinga, Carol Horton Tremblay and Victor J. Tremblay *Craft Beer in the United States: History, Numbers, and Geography*. 2015: Journal of Wine Economics, vol 10 #3
- Don Fullerton and Ronald Stavins *How Economists See the Environment*. 2005
- Kaushik Basu *Kenneth Arrow, Possibly the Most Important Economist of the 20th Century*. 2017: TheWire
- George Akerlof *The Market for "Lemons": Quality Uncertainty and the Market Mechanism* . 1970: Quarterly Journal of Economics, vol 84 #3
- FILMS: Moneyball (2011), The Big Short (2015), Erin Brockovich (2000), War Games (1983).

8. Tentative Class Schedule

- Classes 1-2: Introduction; Math Primer
- Classes 3-6: Optimization; Supply and Demand
- Classes 7-10: Utility; Profits; Perfect Competition
- Classes 11-13: Trade; Labor Markets and Income Inequality
- Class 14: MIDTERM
- Classes 15-18: Monopoly and Price Discrimination; Game Theory
- Classes 18-22: Imperfect Competition; Externalities; Public Goods and Taxation
- Classes 22-25: Risk and Information; Auctions and Bargaining*; Social Economics*
- FINAL EXAM Set by University [see final exam schedule]

*time permitting.