

ECON 100: Principles of Economics

Spring 2018 | M W F 12:40 -1:40pm | 202 J.R. Howard | CRN 12146

Instructor Information

Instructor	Email	Office Location	Office Hours
Professor Brian Dombeck	bdombeck@lclark.edu	327 J.R. Howard	M 2-3:30pm (327 J.R. Howard); W 7:30-9am (Fields Dining Hall); TH 2-3:30pm (327 J.R. Howard); and by appointment

General Information

At its core economics is the study of decisions and their effects in a world characterized by scarcity. Broadly speaking, this means that economics is the study of nearly everything that humans do. The foremost goal of this course is to give you the preparation and practice required to think like economists—that is, to analyze the world with the tools and models of economics and to make predictions based on stated assumptions and data. Economists differentiate between microeconomic analysis and macroeconomic analysis; we will study topics fundamental to both.

The course is divided into approximately six main topics. We will begin by learning what economics is and, most importantly, how to think like an economist. In particular, we will highlight the fact that every decision is the result of an agent analyzing the tradeoffs (i.e. costs and benefits) associated with alternate options. Next we will develop a framework to study the function and functioning of markets which will allow us to answer both positive and normative questions related to issues such as government intervention in markets, externalities, the value of competition, and issues surrounding poverty and income and wealth inequality in developed nations. Once we understand the workings and failings of markets we will turn to a macro-oriented analysis of “The Economy” starting with the measurement and usefulness of important aggregate statistics like output, unemployment, and the price level. Having mastered the language of macroeconomics we will develop a simple Keynesian model of aggregate fluctuations which forms the basis of the post-Keynesian “Aggregate Demand-Aggregate Supply”. We will use these models to provide a context to study the roles of fiscal and monetary policy in business cycle activity. Finally we will turn to recent insights and challenges facing the discipline of macroeconomics, including the policy challenges of extreme events like the Great Recession and the crucial role of expectations in the development of macroeconomic models.

Student Learning Outcomes

After taking this course students should be able to

- Speak confidently in the language of economics
- Understand decision making as a marginal phenomenon
- Explain how economic events might impact individual markets or the entire economy
- Recognize the difference between equity and efficiency
- Identify assumptions which underpin economic arguments
- Evaluate policy options available to government and monetary authorities

Office Hours

Days and time for office hours are listed above. You do not need to make an appointment to attend office hours during those times. I strongly encourage all students to make it a habit to regularly attend office hours, as it can help students to address both the “known-unknowns” and the “unknown-unknowns”.

Course Materials

Homework and class participation will be assigned and completed online through *MyEconLab* which is a supplemental online assessment tool. While the acquisition of the actual textbook is in some sense optional, purchasing access to *MyEconLab* is required.

The principle text for this course will be *Essential Foundations of Economics (8th Edition)* written by Robin Bade and Michael Parkin and published by Pearson. Lectures and many applications will be based on the material presented in this text.

Additional readings may be required. These will be provided to you via Moodle.

Grading

Assignment	Approximate Date(s)	Weight
Course Participation	Throughout Term	10%
Homework	Throughout Term	20%
Exam I	March 12 th , 2018	35%
Exam II	April 25 th , 2018	35%

Sufficient conditions for letter grades are as follows:

If your grade is... ... then you will receive *at least* a(n)

≥96	A
≥92	A-
≥88	B+
≥84	B
≥80	B-
≥76	C+
≥72	C
≥68	C-
≥64	D+
≥60	D

The grading scheme above should be interpreted as the maximum numerical grades necessary for the corresponding letter grades. For example, a student with an overall final numeric score of 75 is guaranteed to receive a letter grade which is no worse than a C, since a 75 would fall between the maximum required grade for a C and a C+. The final grading scheme will be applied equally to every student in the class.

The only way to *guarantee* receipt of a specific desired grade is to achieve the sufficient conditions outlined above.

The department and I take grade inflation very seriously. To remind you the meaning behind each letter grade, the College grading system as described in the Academic Catalog is replicated below:

Recorded Grade	Points used to Calculate GPA	Explanation
A	4	Outstanding work that goes beyond analysis of course material to synthesize concepts in a valid and/or novel or creative way
B	3	Very good to excellent work that analyzes material explored in class and is a reasonable attempt to synthesize material
C	2	Adequate work that satisfies the assignment, a limited analysis of material explored in class
D	1	Passing work that is minimally adequate, raising serious concern about readiness to continue in the field.
F	0	Failing work that is clearly inadequate, unworthy of credit.
+	+0.30	With B,C,D
-	-0.30	With A,B,C
CR/NC	-	Successful completion of course requirements at the level of C (2.000) or higher is signified on the transcript by Credit (CR). Students who fail to successfully complete the requirements at the level of C (2.000) receive a designation of No Credit (NC).
W	-	A Withdrawal grade is recorded when a course is dropped after the second week of the semester. Withdrawal after the end of the 10th week requires consent of the course instructor. W grades are also recorded in the case of a complete semester withdrawal at any time after the semester begins. W grades are not used for calculating the student's GPA.
I	-	An Incomplete grade may be assigned at the discretion of the instructor when circumstances beyond the control of the student prevent completion of the course. It is intended for use when a small number of assignments or the final exam is outstanding

Please note that the Economics Department requires a letter grade of D or higher for all classes, and a cumulative major-specific GPA of at least 2.0 to graduate with a degree (major or minor) in Economics. If you take this class CR-NC, it will not be counted toward your major or minor requirements.

Course Participation:

MyEconLab has an adaptive learning tool called **Dynamic Study Modules (DSM)**. Before each lecture containing a new topic, you will complete the corresponding DSM assignment which consists of answering all questions until you have correctly answered them all.

As a practical matter, reading the relevant material before attempting the DSM assignment should be sufficient preparation to complete the assignment in a timely manner. You will earn 1 point for each successfully completed DSM assignment, and 0 points otherwise. I will drop your lowest score.

Because the pacing and precise content of each course is unique, these will be assigned on a rolling basis. All DSM assignments must be completed by the beginning of the class in which the related content is being discussed.

Homework

After the completion of each new topic in-class you will be assigned graded homework related to the material. This homework is to be completed in *MyEconLab*. You will be given seven calendar days to complete the relevant assignments and you are given one opportunity. However, each part of each question allows up to three attempts. I will drop the lowest two assignment scores. Like the DSM assignments, the nature of course progression necessitates these be assigned on a rolling basis throughout the term.

Exams

Exams will be administered in class and will occupy the entire class session. Students are allowed non-graphing calculators and scratch paper. Exams are cumulative but never comprehensive: material later in the course builds off material early in the course and thus mastery of this early material is expected; however, you will not be assessed specifically on any topic on more than one exam.

Approximate dates for exams are listed above. If you are reasonably certain you will not be present for any exams, you should seriously consider dropping this class.

Exams will not be returned to students; however, I will happily review exams in-person with students in my office.

Missed Exam Policy

Requests for makeup exams will not be granted. Instead, students finding themselves with an emergency which conflicts with taking the exam may be granted the option to combine the weight of an earlier exam with the next exam to be administered. Examples of such emergencies include (but are not limited to): serious health issue, accommodations for documented disability, participation in University-approved sporting events, and acute family stresses such as deaths or parental obligations.

If an emergency arises, it is critical that students be proactive in discussing their circumstances with the instructor. If any student can foresee a possible emergency, please advise the instructor of the possible circumstances at the beginning of the term.

Final Exam Block

Our class has been granted a three-hour block from 8:30-11:30am on Wednesday May 2nd, 2018. Since all examinations will take place during the regularly scheduled class time, we will use this extra time to screen the film *Inside Job*. The screening will be followed by a discussion of the film and any extra questions or thoughts you have. Your decision to attend this extra class (or not) will not impact your grade in any way.

MobLab

Throughout the semester we will conduct in-class experiments using a software called MobLab. This program can be accessed on any internet enabled device as well as through applications available for free download in your device's app store. Please be sure to register for an account and bring your devices on the days in which we will conduct these experiments (see the tentative course schedule at the end of the syllabus). Note that (1) participation is entirely optional and will not in any way impact your standing in the class and (2) a cost-sharing agreement has been reached between the Economics Department and the Teaching Engagement Program which means use of this software will be at *no cost to students*.

Readings

I reserve the right to assign readings which are to be completed outside of the classroom throughout the term. These readings will be related to the material considered in-class, and exams may be used to assess your understanding and comprehension of the content.

Extra Credit Opportunities:

You will have two opportunities for extra credit this term. Choosing to not complete these will have no impact on your grade.

Digital Interactives (up to 2%)

The first comes in the form of eight Digital Interactive (DI) exercises in *MyEconLab* which provide an immersive, personalized, and simulated experience highlighting key topics throughout the course:

- Opportunity Cost (Ch. 3)
- Comparative Advantage (Ch. 3)
- Demand and Supply (Ch. 4)
- Elasticity (Ch. 5)
- Gross Domestic Product (Ch. 14)
- Unemployment (Ch. 15)
- CPI and Inflation (Ch. 16)
- Monetary Policy (Ch. 20)

Each DI will become available and be due at the same time as the corresponding homework. Each DI is worth up to 0.25% added directly to your final score in the class for a total possible gain of 2%. You may attempt them as many times as you like to increase your score.

Book Review (up to 2%)

You may choose an economics book from the list provided and write a brief but thorough review of it. Books have been selected from Economics faculty and represent a cross-section of fields and specializations within the discipline. Details can be found on the Overview sheet posted to Moodle. Reports are due during the last class of week 14.

Grade Appeals:

Any requests for re-grading must be submitted to the instructor in a typewritten .pdf document within 120 hours (five calendar days) of grades being available, exclusive of the day in which they are posted. Your document should make a brief argument for why the re-grade request should be approved. I reserve the right to refuse requests, and to re-grade the entire assignment when a request is approved.

Email and Moodle

In addition to posting course materials, I will use Moodle to communicate with you throughout the term. This means you should be checking your email regularly. If your lclark.edu address is not your primary email address, be sure to have the messages forwarded to the one you do check. Not checking your inbox is not a valid excuse for not knowing what is happening in the course.

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements with me during the first week of the term.

Student Engagement

It comes as a surprise to some students that under Federal guidelines, each undergraduate credit-hour is expected to reflect one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for a semester hour. ECON 100 awards four credit-hours, and hence the expectation is that the median student will spend approximately twelve hours each week engaged in activities directly related to the course, including (but not limited to): attending class, reading the textbook, completing assignments, studying independently, and attending office hours. This is a cumulative total of 180 hours over the fifteen-week semester.

To make this idea more concrete, the following table summarizes the approximate time allotment for the main activities of this course:

<i>Activity</i>	<i>Elaboration</i>	<i>Expected Hours</i>
<i>Course Attendance</i>	<i>Failing to attend class will make passing the course extremely difficult. You should make every attempt to be present physically and mentally for each class.</i>	<i>3 hours per week 45 hours per semester 25% of total time</i>
<i>Preparing for Lectures</i>	<i>Reading the textbook and completing pre-lecture exercises.</i>	<i>2 hours per week 30 hours per semester 16.67% of total time</i>
<i>Homework</i>	<i>The homework is intended to be a guide for practicing the methods of economic analysis. The best students will not focus on what the answer is, but how it was obtained. Being a "good test taker" is not a good long-term strategy for this course.</i>	<i>4.5 hours per week 67.5 hours per semester 37.5% of total time</i>
<i>Preparing for Exams</i>	<i>Preparing for class, attending lectures, and completing homework will not in general be sufficient for success on examinations. Demonstrating mastery of the material will likely require additional time spent reviewing material and studying. This may include attending office hours.</i>	<i>2.5 hours per week 37.5 hours per semester 20.83% of total time</i>

Note that attending class alone reflects only 25% of the work expected of you. This class will likely require a non-trivial amount of out-of-class time. Please plan accordingly.

Academic Integrity

Academic misconduct will be treated very seriously. As described in the Academic Catalog, the following are prohibited forms of conduct under the Lewis and Clark Academic Integrity Policy. Any attempted or completed action below is subject to disciplinary action:

1. Cheating: Using unauthorized materials or accessing information not explicitly permitted as part of an academic exercise.
2. Falsification: Falsification of any information, data, or citation as part of an academic exercise.
3. Plagiarism: Reproduction of the ideas, words, or statements of another without due acknowledgement.
4. Resubmission: Resubmission of an academic product, such as a paper or project, for which credit has previously been obtained or is being sought, without knowledge or approval of the currently involved faculty.
5. Sabotage: Interference with or theft, alteration, or destruction of the academic work, educational resources, materials, or documents of others.
6. Exploitation of Academic Assistance: Unfairly benefitting from the assistance provided by another in the process of completing an academic exercise.
7. Facilitating Academic Dishonesty: Knowingly helping another to violate the Academic Integrity Policy.

For more information about Lewis & Clark's Academic Integrity Policy, consult the guides for [Student Conduct](#), the [Office of the Dean of the College of Arts and Sciences](#), or the [Office of the Dean of Students](#).

Collaboration is encouraged. However, any work submitted as your own must actually be your own. Failure to comply with the standards of academic integrity set forth in the Student Code of Conduct may result in a zero grade for the assignment, a failing grade for the course, and/or documentation of the incident with the Office of Student Rights & Responsibilities, the Office of the Dean of Students, and/or the Office of the Dean of the College of Arts and Sciences.

Statement Regarding Sexual Violence

A 2015 survey found that 25 percent of female and 7 percent of male students report at least one nonconsensual sexual experience while in college. An overwhelming majority of these events are perpetrated in the first four semester on campus and are committed by a person the victim knows. Furthermore, over 40 percent of dating college women report experiencing violent and abusive dating behaviors including physical, sexual, technology-facilitated, verbal or other forms of controlling abuse. It is estimated that between 80 and 90 percent of sexual assaults are never reported.

Lewis & Clark College and myself are committed to providing a non-discriminatory and harassment-free education environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. Lewis & Clark has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all faculty, staff, and administrators are required to report situations which come to our attention to the appropriate authority within the College. Note that you as the Complainant will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal in requiring faculty, staff, and administrators to be required reporters is to ensure that you, the Complainant, are aware of the range of options available to you and have access to the resources you need; in addition, we are required as a College to ensure proper procedures are followed in the event of a situation arising.

Lewis & Clark's Sexual Assault Response Network provides survivors and Lewis & Clark community members with a coordinated set of campus resources to educate, empower, and protect. The main point of contact in this network is a [Sexual Assault Response Advocate](#), or SARA, a College professional specifically trained to provide support for survivors and their friends. You can contact a SARA at 503-202-3119, or reach out to one on this [list](#).

Additional resources, including confidential resources (denoted with *), are listed below:

[Title IX Coordinator](#): (503) 768-7200

[Campus Safety Office](#): (503) 768-7777

*[Counseling Service](#): (503) 768-7160

*[Student Health Service](#): (503) 768-7165

*[Health Promotion and Wellness](#): (503) 768-8225

*[Ombuds Office](#): (503) 768-7336

[Student Support Services](#): (503) 768-7156

[Student Rights and Responsibilities](#): (503) 768-8181

[Dean of Students](#): (503) 768-7110

[Office of Campus Living](#): (503) 768-7123

Tentative Course Schedule

What follows is a rough sketch of the ordering and content of topics covered in this course. Note that listed topics may be omitted and/or unlisted topics may be added at the instructor's discretion

Day	Date	Topic(s)	Textbook Chapter	Special Notes
Week 1				
M	1.15	No Class	-	Martin Luther King Jr. Day
W	1.17	Syllabus	-	
F	1.19	Getting Started	1	
Week 2				
M	1.22	Production possibilities frontiers; Opportunity cost	3	
W	1.24	Absolute and comparative advantage; gains from trade	3	
F	1.26	Demand; Supply	4	
Week 3				
M	1.29	Equilibrium; comparative statics	4	MobLab Experiment: Competitive Market
W	1.31	Price elasticity of demand; revenue maximization	5	
F	2.2	Price elasticity of supply; cross-price elasticity of demand; income elasticity of demand	5	
Week 4				
M	2.5	Consumer surplus; producer surplus; total surplus; efficiency; deadweight loss equity	6	
W	2.7	Government intervention: taxes	7	
F	2.9	-	No Class	
Week 5				
M	2.12	Government intervention: price and production controls	7	
W	2.14	Market Failure: Externalities	9	
F	2.16	Firm decisions: Production	10	In-class Experiment: Paper Plane Factory

Week 6				
M	2.19	Firm decisions: Cost	10	
W	2.21	Profit maximization and marginal analysis in perfect competition	11	
F	2.23	Short-run and long-run equilibrium in perfect competition	11	MobLab Experiment: Production, Entry & Exit
Week 7				
M	2.26	Profit maximization and marginal analysis in monopoly; comparison to perfect competition	12	
W	2.28	Sources of monopoly power; regulation; price discrimination	12	
F	3.2	Monopolistic competition; oligopoly	13	MobLab Experiment: Bertrand Competition
Week 8				
M	3.5	Game Theory	13	
W	3.7	Economic inequality	-	End Material for Exam I
F	3.9	Review	1-13 (except 8) plus inequality	
Week 9				
M	3.12	Exam I	1-13 (except 8) plus inequality	
W	3.14	Measuring the economy: Production	14	
F	3.16	Measuring the economy: Unemployment	15	
Week 10				
M	3.19	Measuring the economy: The Price Level	16	
W	3.21	Economic Growth	17	
F	3.23	Economic Growth (continued)	17	
Week 11				
M	3.26	No Class	-	Spring Break
W	3.28	No Class	-	Spring Break
F	3.30	No Class	-	Spring Break
Week 12				

M	4.2	Aggregate demand- aggregate supply model	19	
W	4.4	Aggregate demand- aggregate supply model (continued)	19	
F	4.6	Money and Banking	18	MobLab Experiment: Bank Run
Week 13				
M	4.9	The Federal Reserve System and the Quantity of Money	18	
W	4.11	Money markets and Interest Rates; the quantity theory of money	18	
F	4.13	Fiscal policy; public debt	20	
Week 14				
M	4.16	Monetary policy	20	
W	4.18	The Great Recession	-	
F	4.20	No Class	-	Festival Of Scholars
Week 15				
M	4.23	Review	14-20 plus the Great Recession	Course Evaluations
W	4.25	Exam II	14-20 plus the Great Recession	
Finals Week				
W	5.2	Film screening with open discussion to follow	Inside Job	