



University of  
New Haven

## *Principles of Microeconomics*

### SECTION I: Course Overview

**Course Code:** ECN201BCN

**Subject Area(s):** Economics

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

This course begins with a general introduction to the concepts, phenomena, theories, and models encountered in the study of microeconomics. As a student, you will explore the most recurrent microeconomic manifestations with the expectation that by the end of the course, you will be able to identify, explain, and discuss many of the features of markets, business decisions, and the forces that drive consumption and production.

We will begin by analyzing scarcity and choice dilemmas, placing particular emphasis on the market system as the optimal way to allocate scarce resources. From here, we will study market structure, including monopolies and oligopolies. With this foundation in place, you will then be challenged to consider the factors that contribute to market failure, including: market power, public goods, externalities, and informational asymmetries. In the final section of this course, we will turn our gaze to government intervention as a way of combatting market failure. Using current, real-world examples, you will discuss the different methods of government intervention in terms of their effectiveness and impact on social welfare.

### LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Identify the forces driving the allocation of scarce resources and distribution of goods and services in a market economy.
- Apply the laws of supply and demand to explain the economic behavior and choices of consumers and producers.
- Classify various types of markets.
- Examine how firms set production levels and price under various conditions.

- Critically evaluate government policies addressing various forms of market failure.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This course will meet twice weekly for 85 minutes each time for a total of 27 class sessions. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SPRING & FALL SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> Absence
Courses meeting 2 day(s) per week	2 Absences	8 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

### GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Reflective Assignment(AICAP)</b>	<b>5%</b>
<b>Group Simulation</b>	<b>10%</b>
<b>Homework Assignments</b>	<b>25%</b>
<b>Midterm Exam</b>	<b>25%</b>
<b>Final Exam</b>	<b>25%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

### CLASS PARTICIPATION GRADING RUBRIC

Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Reflective Assignment (5%):** Students should attend at least one AICAP activity. They will be requested to submit a written short assignment based on the activity. In this reflective assignment, students will be asked to put their personal observations from the activity in connection to microeconomic topics, concepts or theories presented in course readings and in-class lectures and discussions. More specific details will be given in class. For more information, please see the AICAP section of this syllabus.

**Group Simulation (10%):** Students will work in groups to complete a simulation of a real-market situation. Descriptions of each real-market situation as well as grading criteria for this assignment will be provided to students in class.

**Homework Assignments (25%):** Homework assignments will be given every two weeks. These are individual assignments and must be individually completed. Additionally, some extra assignments will be delivered in class throughout the course to be solved during class-time, like quizzes. Active participation in the field studies will be assessed through at least one question in the corresponding homework assignment, prior or after the field study takes place.

**Midterm Exam (25%) & Final Exam (25%):** The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The written midterm exam will cover the first seven weeks of the semester while the final exam will cover material presented and discussed in the second half of the course. In-class review sessions will ensure that students are prepared for these exams.

## EXPERIENTIAL LEARNING ACTIVITIES

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures

and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are recommended for this course:

- Splendid Catalonia: Penedès Winery, Calçotada & Montserrat
- DAMM Factory Visit

You will need to complete an assignment based on one of these activities, which will count towards your Independent Learning grade for this course.

**Field Studies/Guest Speakers:** The course will include the following field studies and/or guest speaker sessions:

- Markets in action - Visit to the Boqueria Market

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) listed below. All required readings must be completed according to the due date assigned by the course instructor.

- I. **REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Gintis, Herbert. "Behavioral Game Theory and Contemporary Economic Theory" *Analyse & Kritik*, vol. 27, no. 1, 2005, pp. 48-72. <https://doi.org/10.1515/auk-2005-0102>

McConnell, Brue & Flynn. (2018) "Economics. Principles, Problems and Policies" McGraw-Hill Global 21st Edition.

## RECOMMENDED READINGS

The course instructor will provide recommended readings on the first day of classes. These recommended readings are designed to assist you with understanding course concepts and research.

Subscription to *The Economist*:

The Economist is one of the best magazines which provide intellectually sound and relatively unbiased accounts of contemporary economic issues. You are highly encouraged to subscribe to the print or digital versions.

Newspapers: The following are widely considered as the top ten newspapers in the U.S in terms of the quality of the reporting and the extent of the circulation. There is no need to subscribe to them, as you can find them online or freely available at your local public or campus libraries:

- The New York Times (New York)
- Daily News (New York, New York)
- Washington Post (Washington DC)
- New York Post (New York)
- Los Angeles Times (California, Los Angeles)
- USA Today (National, Arlington, Virginia)
- Chicago Tribune (Illinois)

- Boston Herald (Massachusetts)
- St Louis Post-Dispatch (Missouri, Saint Louis)
- Wall Street Journal (New York, New York)

Additional resources that will enhance your learning experience include the following:

- [EconTalk podcast](#). This weekly podcast – active since 2006 – is strongly recommended for its interviews with notable economists, authors, and entrepreneurs, and for its skeptical inquiry into issues in modern economics and policy.
- [Freakonomics](#): This book is a collection of articles using unorthodox ways, not usually found in traditional economics textbooks to explain economic concepts that are sometimes difficult to grasp. <http://freakonomics.blogs.nytimes.com>: by Steve Levitt and Stephen Dubner
- [Khan Academy: Macroeconomics](#). Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that enables learners to study almost any subject at their own pace. Many of the presentations in Khan Academy are well organized and can provide a great basic understanding of the concepts covered in this course.
- [Investopedia](#): This resource offers a comprehensive financial dictionary online and provides educational content and tools to help educate the individual investor. It will provide a basic understanding of many of the economic and finance terms used in the text.
- [Greg Mankiw's Blog](#); By Greg Mankiw

## ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library**: As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with [UNH Policies](#) regarding library usage.
- **CEAClassroom – Moodle**: CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, CEA academic staff and/or faculty will provide you with your Moodle credentials. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make

announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.
  - The Economist ([www.economist.com](http://www.economist.com))
  - The Wall Street Journal ([www.wsj.com](http://www.wsj.com))
  - The Financial Times ([www.ft.com](http://www.ft.com))

**Course Calendar**  
*Microeconomics*

Session	Topic	Activity	Student Assignments
1	<p><b>Introduction to the Nature &amp; Method of Economics:</b></p> <p>Why study economics? Economic methodology Pitfalls to sound reasoning</p>	<p>Introductions &amp; General Overview</p>	<p>In-class Information Sheet Ensure textbook purchases</p>
2	<p><b>Scarcity:</b></p> <p>The Production Possibilities Set Opportunity cost</p>	<p>Lecture &amp; Discussion Paul Solman's Video</p>	<p>McConnell et al., Chapter 1</p>
3	<p><b>The Market System &amp; the Circular Flow:</b></p> <p>The Economizing Problem Economics &amp; efficiency The circular flow model</p>	<p>Lecture &amp; Discussion Paul Solman's Video (cont.)</p>	<p>McConnell et al.: chapter 2</p>
4	<p><b>Individual Markets – Demand &amp; Supply:</b></p> <p>Law of demand markets: Market equilibrium Complex Cases</p>	<p>Lecture &amp; Discussion Classroom Experiment Paul Solman's Video (cont.)</p>	<p>McConnell et al.: chapter 3</p>
5	<p><b>The Market System (I):</b></p> <p>Capitalist ideology Allocative efficiency</p>	<p>Lecture &amp; Discussion Paul Solman's Video (cont.)</p>	<p>Prepare assignment #1</p>
6	<p><b>The Market System (II):</b></p> <p>Consumer and producer surplus <b>Field Study: Boqueria Market</b></p>	<p>Video <b>Field Study: Boqueria Market</b></p>	<p><b>Submit Assignment #1</b></p>

7	<p><b>Market Failures:</b> Demand and supply market failures Public goods Externalities</p>	<p>Lecture &amp; Discussion Paul Solman's Video (cont.)</p>	<p>McConnell et al.: chapter 4</p>
8	<p><b>Government's Role &amp; Government Failure:</b> World trade Specialization &amp; comparative advantage Government &amp; trade</p>	<p>Lecture &amp; Discussion Paul Solman's Video (cont.) <b>Quiz #1</b></p>	<p>McConnell et al.: chapter 5 Prepare for Quiz #1</p>
9	<p><b>Elasticity (I):</b> Price elasticity of demand Determinants of price elasticity of demand</p>	<p>Lecture &amp; Discussion Paul Solman's Video (cont.)</p>	<p>McConnell et al.: chapter 6</p>
10	<p><b>Elasticity (II):</b> Price elasticity of supply Income elasticity Cross-elasticities</p>	<p>Lecture &amp; Discussion Paul Solman's Video (cont.)</p>	<p>McConnell et al.: chapter 6 Prepare assignment #2</p>
11	<p><b>Consumer Behavior:</b> Law of diminishing marginal utility Total and marginal utility Theory of consumer behavior</p>	<p>Lecture &amp; Discussion Paul Solman's Video (cont.)</p>	<p>McConnell et al.: chapter 7 <b>Submit Assignment #2</b></p>
12	<p><b>Utility Maximization:</b> The utility maximization problem</p>	<p>Lecture &amp; Discussion</p>	<p>McConnell et al.: chapter 7 (Appendix)</p>
13	<p><b>The Costs of Production:</b> Short run &amp; long run Productivity &amp; cost curves economies Diseconomies of scale</p>	<p>Lecture &amp; Discussion Paul Solman's Video (cont.) <b>Quiz #2</b></p>	<p>McConnell et al.: chapter 9</p>
14	<p><b>Pure Competition in the Short Run:</b> Marginal revenue-marginal cost approach Marginal revenue-marginal cost approach Pure competition and efficiency</p>	<p>Lecture &amp; Discussion Paul Solman's Video (cont.)</p>	<p>McConnell et al.: chapter 10 Prepare for Quiz #2</p>

15	<b>Midterm Review</b>	Midterm Review	<b>Midterm Review</b>
16	<b>MIDTERM EXAM</b>		
17	<b>Pure Competition in the Long Run</b>	Lecture & Discussion Paul Solman's Video (cont.)	McConnell et al.: chapter 11
18	<b>Pure Monopoly:</b> Four market models Inefficiency of pure monopoly	Lecture & Discussion	McConnell et al.: chapter 12 Prepare assignment #3
19	<b>Price Discrimination</b>	Lecture & Discussion Classroom experiment	<b>Submit Assignment #3</b>
20	<b>Monopolistic Competition:</b> Price & output in monopolistic competition Monopolistic competition & efficiency	Lecture & Discussion Students' presentations	McConnell et al.: chapter 13
21	<b>Introduction to Game Theory:</b> Prisoners' dilemma Normal & extensive games	Lecture & Discussion Classroom experiment	Read Gintis article Prepare for Quiz #3
22	<b>Oligopoly Theories:</b> Cournot competition Bertrand competition Stackelberg competition	Lecture & Discussion Students' presentations <b>Quiz #3</b>	McConnell et al.: chapter 14 Prepare report.
23	<b>Simulation</b>	<b>Group Simulation</b>	Read simulation directions. Prepare report.
24	<b>Simulation</b>	<b>Group Simulation</b>	Prepare assignment #4

25	<b>Behavioral Economics:</b> Behavioral vs. Neoclassical economics Fairness	Lecture & Discussion Students' presentations	McConnell et al.: chapter 8 <b>Submit Assignment #4</b> Prepare Quiz #4
26	<b>Final Exam Review</b>	Final Exam Review <b>Quiz #4</b>	<b>Final Exam Review</b>
27	<b>FINAL EXAM</b>		

## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)