

Point Loma Nazarene University
ECO 1002.1 – Principles of Microeconomics

Course Schedule: Fall 2019

September 5–December 12, 2019 Tuesdays & Thursdays – 8:00-9:15 am (3 units) First day of class: Thursday September 5 Final: Thursday December 19 – 7:30-10:00 am	PLNU Main Campus Fermanian School of Business (FSB) FSB Room 101
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Course Instructor

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Office: Fermanian School of Business, Room 125 PLNU main campus: 3900 Lomaland Drive, San Diego, CA 92106	Office Hours: <i>Dr. Havens is available most Tuesday & Thursday afternoons (please make an appointment to confirm)</i>

Getting Started

<p>Textbook:</p> <ol style="list-style-type: none"> Microeconomics: Principles & Policy, by William J. Baumol & Alan S. Blinder, 12th edition, South-Western, Cengage Learning, 2012. <i>Note: this is an older edition of the text (cheaper); current data will be updated in class and on Canvas.</i> ECO 1002 Workbook, Havens, 2019. <i>Note: this is a required supplement with learning activities that will be used during class.</i> Articles and additional materials distributed on Canvas. <p>Log-in to Canvas: https://canvas.pointloma.edu <i>Canvas is the web-based course management system that will be used to access instructional materials (power points, homework, assignments, activities, etc.) and submit assignments completed outside class.</i></p>

Point Loma Nazarene University (PLNU) Mission

<i>To Teach – To Shape – To Send</i>
<i>Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.</i>

General Education (GE) Mission

<i>PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.</i>
<p>Purpose of General Education (from the Undergraduate Catalog):</p> <p>It is the goal of the university to provide an education in the liberal arts tradition and in professional areas, balancing a broadening experience in its general education program with the depth necessary to concentrate in one of the major programs. Students who complete the general education curriculum should be in possession of well-rounded knowledge, skills, and wisdom to understand the world around them, to continue learning throughout their lives, to contextualize disciplinary study, and to live meaningful, productive lives for Jesus Christ. General education courses are organized according to the following divisions: Responding to the Sacred, Developing Cognitive Skills, Exploring an Interdependent World, and Seeking Cultural Perspectives. <i>ECO 1002 is listed under division IV. Exploring the Interdependent World, part C. The Social World.</i></p>

Fermanian School of Business (FSB) Mission

*More than the bottom line – business education to change the world.
To provide the world, business leaders who demonstrate Christlike character.*

Course Information

Catalog Description:

ECO 1002 (3) PRINCIPLES OF MICROECONOMICS-GE (General Education)

This course provides fundamental principles governing production, distribution, and exchange of wealth with emphasis on current economic problems, for business majors. Topics include consumer choice theory, decision-making of firms based on costs and revenues, income determination and distribution, market structures, market failures, the economic role of government, and globalization.

Prerequisite: Mathematics 0099 or equivalent.

Purpose of the Course: This course will prepare the student in the basic principles of microeconomics, the study of individual decision-making units—consumers and firms. Microeconomics provides a systematic way of viewing individual behavior, economic behavior, and public (social) issues. It provides a way to understand individuals' activities as they decide what actions are in their own best interests, and how these millions of decisions are coordinated by a free market mechanism. In addition, the course will apply economic thinking to real world issues and events, including consumer and producer behavior, free market capitalism and its failures, comparative economic systems, the role of government, market regulation, poverty and inequality, pollution, politics, and globalization. The ways in which Christians might respond to economic issues will be considered as important topics are discussed. Understanding economic systems and human behavior, applying economic thinking to current events, and questioning all of these within a context of Christian faith, will all be important contributions of this course to general education.

Course Credit Hour Information: In the interest of providing sufficient time to accomplish the stated Course Student Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit course delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

General Education Learning Outcome (GELO)

Critical Thinking: *Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.*

FSB Program Learning Outcomes (Core PLOs)

Students who complete the program in Business Administration will be able to:

1. Exhibit general knowledge of theories and practices in the core areas of business.
2. Critically analyze and apply business knowledge to solve complex business situations.
3. Demonstrate effective business communication through both written and verbal means.
4. Formulate decisions informed by ethical values.
5. Collaborate effectively in teams.

Course Learning Outcomes (CLOs)

Students who complete this course will:

1. Know the fundamental economic theory of consumer and producer behavior.
2. Recognize and analyze market structures and consider their implications for efficient resource allocation.
3. Explain and apply fundamental tools of economic thinking to everyday situations.
4. Exhibit an understanding of market failures in a capitalist economic system and construct potential solutions.
5. Use economic thinking, Christian values and ethical perspectives to evaluate important social problems.
6. Discuss the relationship between faith and economic concepts through written work.

Course Philosophy and Expectations

<p>Class Time: The instructor will utilize a variety of teaching methods, including presentation, discussion, open-ended questions, interactive exercises, and faith reflections. Dr. Havens believes that students should be active participatory learners, not passive inactive observers. Wrestling with questions relevant to economic issues will engage students in important current events while sharpening their economic analysis (critical thinking) skills. Understanding principles of economics is a first step in beginning to grapple with tough social issues. Since some social issues are quite controversial, the classroom environment must be a safe space to have an open dialogue about what matters, and to develop defensible reasons for one's way of thinking, but not to force students into one particular perspective. Students must be open to learn, clarify the logical flow of thought, and align their thinking to economic principles and factual data. The professor will foster a classroom environment of hospitality and grace, inquiry and objective evaluation, maturity and respect for diverse viewpoints, and openness to thoughtful dialogue.</p>
<p>Class Attendance: Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.</p>
<p>Preparation for Class: It is imperative that students come prepared to discuss readings and think critically about the concepts from the reading. Students will be expected to have read the assigned material before coming to class, know the economic facts, and at the same time be open to dialogue about alternative perspectives. Students should be able to defend their viewpoint while giving hospitality to classmates and authentically listening to others' viewpoints. Every student will be expected to come to class prepared to intelligently engage in dialogue after reading the assigned material.</p>
<p>Expectations: An average student will spend between six to nine hours per week outside class devoted to preparing for class and doing assignments, depending upon his/her reading comprehension speed. Regular class attendance should be made a high priority. However, if a student has an unavoidable illness or emergency he/she should notify the professor, review instructional materials on Canvas, and request permission from the professor to make up any missed assignments.</p>
<p>Professional Behavior: Students are expected to adhere to the highest level of professional conduct at all times. This includes respect for one another and diverse viewpoints, being engaged and focused on the activities of the course while in class, honesty and integrity, timeliness, self-control and mature leadership. Laptop computers may be used during class only if they contribute to a student's engagement in course instruction, help students focus on class, and do not become a distraction. Students are responsible for all classroom announcements and activities. Maturity to openly consider others' viewpoints and objectively evaluate alternative perspectives will be necessary elements of each class. Every student's viewpoint will be treated with seriousness and respect by the professor and by all classmates.</p>
<p>Christian Responsibility: The Wesleyan Christian tradition, upon which PLNU is founded, encompasses a serious concern for social and economic justice, and compassion for marginalized populations. Critically evaluating alternative perspectives through the use of objective thinking tools is extremely important for all individuals who care about the future of our world, but it is particularly relevant for Christians who have foundations in the Wesleyan tradition. In addition, an understanding of how social justice intersects economic issues prepares each of us to evaluate diverse economic perspectives and the public discourse in the news.</p>

Course Assignments

<p>Assignments reinforce conceptual understanding and critical thinking skill development. Regular attention to completing reading assignments, homework and activities will provide the needed reinforcement of content instruction. Homework outside class will be assigned periodically to enhance the student's preparation for content instruction in a particular class and encourage students to read the assigned material. Activities during class reinforce conceptual understanding and the development of critical thinking. Assignments will be graded based on substance, knowledge of factual material in readings, and the clarity of logic and thought. Homework and activities carry a point value which comprises a large percent of the total points for the course, so to be successful in the course a student must consistently attend class and turn in homework and activity assignments. Make-up work will not be allowed unless the instructor has been notified in a timely manner of the situation, including documentation if possible (e.g. university sports or medical record), and receives permission from the professor. <i>For more information see: Make-up Assignment Process on the following page.</i></p>
<p>In-class Activities (5 points each): Activities will be given in class regularly, but may occasionally be taken home or given to students to complete outside class. Activities will engage students in active learning, deepen their conceptual understanding, and develop their critical thinking skills. Activities, particularly instructor-generated worksheets, will usually be turned in during class in hard-copy format either individually or by group unless otherwise instructed.</p>
<p>Homework (10 points each): Homework outside class will be assigned periodically to enhance the student's preparation for content instruction in a particular class, to ensure students are reading the assigned material, and to build on assigned reading or expand students' thinking about assigned topics. Homework completed outside class will be posted to Canvas and students will be asked to bring their work to class for use in class discussions.</p>
<p>Faith Reflections (25 points each): Students will be asked to think about the connection between economic ideas, scriptural texts, and their personal experiences. A faith reflection essay will be assigned at approximately half-way through the semester and again near the end of the semester. Students will be asked to post to a discussion board on Canvas about how the economic concepts learned in the class relate to life and issues that pertain to their faith. Students will need to read other classmates' posts and respond to other students as part of the assignment on Canvas. Students do not have to take a particular faith position, but they do need to think deeply about the questions posed. Faith reflections will be given an <u>initial post due date, and response posts will be due within 48 hours following the initial posts.</u></p>
<p>Exams (100 points each): The purpose of exams is to evaluate the student's comprehension of course concepts since the last exam, their ability to articulate economic concepts, and their ability to apply theoretical concepts to current events and social issues. The format will usually be objective but may include an essay portion. Should essay questions be included, essay answers should articulate deep substantive comprehension, and the synthesis and analysis of topics covered in readings and/or presented in class. Exams will be given in class, and they will be closed book with no electronic devices permitted. Make-ups will not be given without the <i>prior permission of the instructor</i> (before the start of the exam) <i>and a medical doctor's excuse.</i></p>
<p>Final Exam (150 points): The purpose of the final exam is to evaluate the student's comprehension of the economic concepts and applications from the entire course. Students are responsible for all reading assignments, all in-class material presented, current events and class discussions. The final exam will be distributed approximately 2/3 from the last (fourth) section of course material, and 1/3 from the entire comprehensive course content. The format will be objective but will also usually include an essay portion which will also be used to assess general education learning outcomes. Should essay questions be included, essay answers should articulate deep substantive comprehension, and the synthesis and analysis of topics covered in readings and/or presented in class. The final exam will be given in class, and it will be closed book with no electronic devices permitted. Permission to take the final at a time other than the scheduled final exam period is almost never granted.</p>

Course Assignments (continued)

Make-up Assignment Process: Attendance is the most important commitment that will support student success in this course. Class attendance policies of the University will be followed (Catalog). Not only should students show up, but they should come alert, prepared, and ready to learn. In *extremely rare circumstances* when students are sick or have an unavoidable emergency situation, the **make-up policy** appears here.

Make-up Policy & Instructions

1. Email the professor before the class session that you must miss, get permission to make up the missed work, and prepare a doctor's note or some sort of documentation to substantiate your need to miss class.
2. If permission is granted, go to Canvas, find the Canvas page for the class session you missed, scroll to the bottom of the page to find the "In Class Activity" for that day, and do the assigned work.
3. Submit the make-up work via email or hard copy to the professor within 2 weeks of the missed class session. Submit the documentation (#2 above) along with the make-up work.
4. Students will almost never be allowed to make up more than the University policy allowable maximum number of class absences before de-enrollment (3 weeks of class, or 6 class sessions).

Students are strongly encouraged to make up work when an absence is absolutely unavoidable since in-class work is a significant portion of the class points, and daily work is foundational to understanding the basic economic concepts of the course. Students are also strongly encouraged to speak to the professor in a private meeting if they have accumulated excessive absences, or if it becomes difficult for them to keep up with or meet the standards of the class. The professor is willing to talk about strategies or options for students who are facing unusual problems or unavoidable circumstances, in order to help them succeed.

Course Grades

Academic Conduct: Students are expected to display ethical and professional academic conduct at all times in all matters pertaining to this course. Authentic effort, honesty, civility and maturity are expected at all times. The professor cares about the academic performance and personal life of each student. Students are invited to meet with the professor if needs arise for which the professor should be informed or could provide assistance. The areas below provide further detail from the Catalog about university policies and support pertaining to academic conduct.

Academic Honesty: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Copyright Policy: Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

Final Examination Policy: Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

Course Grades (continued)

Academic Accommodations: While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

Points: Points for assignments in the course will be distributed approximately as follows, with possible minor variability in the number of Activities or Homework assignments required.

In-class Activities	(22 x 5 pts)	110 points	15.7%
Homework	(9 x 10 pts)	90 points	12.9%
Faith Reflections	(2 x 25 pts)	50 points	7.1%
Exams	(3 x 100 pts)	300 points	42.9%
<u>Final Exam</u>		150 points	21.4%
Total Points		700 points	100.0%

Final Grades: Course grades will be determined according to the percent of total points earned, as follows. A student's attendance, attitude, and professional behavior will be considered in borderline grade situations.

A	93-100%	Exceptional scholarship; mastery of concepts; complete work and attendance
A-	90-92.9%	
B+	87-89.9%	Good scholarship; good grasp of concepts; solid work and attendance
B	83-86.9%	
B-	80-82.9%	
C+	77-79.9%	Satisfactory scholarship; average understanding of concepts; some missing work; sporadic attendance
C	73-76.9%	
C-	70-72.9%	
D+	67-69.9%	Marginal scholarship; minimal understanding of concepts; missing work; non-committed attendance
D	63-66.9%	
D-	60-62.9%	
F	0-59.9%	Unsatisfactory scholarship; failure to meet minimal expectations of course

Class Schedule – ECO 1002.1 – Fall 2019

The following is a tentative schedule of topics, readings, and assignments. This will be adjusted if necessary for the benefit of all involved. Reading from chapters in the textbook should be completed *before class*.

Week. Class	Date	Class Topic	Reading & Assignments	CLOs (Note 1)
Section 1. Introduction: What is economic thinking and how is it useful?				
1.1	Th Sept 5	Introduction to Course & Economics	1	1,4,6,8
2.1	Tu Sept 10	Economic Thinking & Use of Graphs	1 & Appendix	1,4,6,8
2.2	Th Sept 12	US Economy: Features	2	
3.1	Tu Sept 17	US Economy: Challenges	2	5,6,7,8
3.2	Th Sept 19	Scarcity & Choice	3	5,6,7,8
4.1	Tu Sept 24	Supply & Demand: Basics	4	1,4
4.2	Th Sept 26	Supply & Demand: Applications	4	1,4
5.1	Tu Oct 1	Exam 1	1-4	
Section 2. Microeconomic Theory: What drives the behavior of consumers and producers?				
5.2	Th Oct 3	Consumer Choice: Utility	5	1,2,4,8
6.1	Tu Oct 8	Consumer Choice: Indifference Curves	5 & Appendix	1,2,4,8
6.2	Th Oct 10	Elasticity	6	1,2
7.1	Tu Oct 15	Producer Choice: Inputs	7 & Appendix	1,2,8
7.2	Th Oct 17	Producer Choice: Inputs (online class)	8 & Appendix	1,2,8
8.1	Tu Oct 22	Producer Choice: Output	8, Faith #1	1,2,8
8.2	Th Oct 24	Financial Markets	9 & Appendix	1,8
Section 3. Market Structure: What does the market do well and what does it do poorly?				
9.1	Tu Oct 29	Review & Intro to Market Structure	10	1,3
9.2	Th Oct 31	Exam 2	5-9	
10.1	Tu Nov 5	Intro Mkt Str & Perfect Competition	10	1,3
10.2	Th Nov 7	Monopoly	11	1,3
11.1	Tu Nov 12	Monopolistic Competition	12	1,3
11.2	Th Nov 14	Oligopoly	12	1,3
12.1	Tu Nov 19	Government Regulation & Antitrust	13	1,3,5,7,8
12.2	Th Nov 21	Free Market Efficiency	14	3,5,6,7
13.1	Tu Nov 26	Exam 3	10-14	
No class	Nov 27-29	Thanksgiving Recess		
Section 4. Applications of Microeconomics: What is appropriate economic policy?				
14.1	Tu Dec 3	Free Market Failure & Success	15	3,5,6,7
14.2	Th Dec 5	Externalities: Environmental Policy	17	5,6,7
15.1	Tu Dec 10	Labor, Poverty & Inequality	20-21, Faith #2	5,6,7,8
15.2	Th Dec 12	Globalization & Government Policy	22	1,5,6,7,8
16	Th Dec 19	Final Exam: 7:30 – 10:00 am	1-15, 17, 20-22	
<p>Note 1: CLOs (p. 2) are identified for each class (repeated here). Students who complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Understand the fundamental tools of economic analysis. 2. Understand basic microeconomic theory as it pertains to individual decisions by consumers and producers. 3. Understand the theory of market structure and its economic consequences. 4. Apply the economic way of thinking to everyday situations and decisions. 5. Critique economic systems, including capitalism and its market failures. 6. Use economic thinking to understand current events and important social issues. 7. Use economic analysis to evaluate policy debates about the role of government. 8. Carefully consider how Christians think about economic issues. 				