Welcome Message:

Welcome to Principles of Economics! When I was a college freshman, I was required to take a Principles of Economics course because it was required by the university. Believe it or not, economics was not my college major at the time! To be quite honest, I was not thrilled about it, and I did not really like the first economics course I took. So, what happened that made me change my mind about economics and decide to pursue a masters and PhD in the field?

In subsequent classes I took, I started thinking about how Economics really applies to everyday life and decision making. This transformed the way I viewed a number of problems, and as someone who was interested in analytical thinking and problem solving, I became fascinated in how we can use the tools of Economics to solve practical problems. Kind of like being a social engineer!

As my interest in economics burgeoned, so did my interest in teaching economics. I started tutoring economics as an undergraduate and continued to work as a tutor as well as a Teaching Assistant through graduate school. It became evident to me that the students I was tutoring were not learning from their professors in class, they were really learning the material by working together with me as a support system as they struggled their way through homework problems.

Early in my teaching career, I did the standard “chalk and talk” things that my college professors did. However, I always thought about my tutoring days. Why did “teaching” have to be so different than “tutoring”? Over the years, I studied teaching and learning theory, and started to discern the differences between “teaching” and “information dissemination.” As a result, I dramatically changed the way I conduct many of my classes.

You will see this semester that the strategies that we will use together are based deeply in my beliefs (and the research) on student learning. I will not spend class time disseminating information. That is the “easy” part of the process, which you will be responsible for in the online section of the course. This semester, I will create rich and effective ways for you to practice using the tools of economics to analyze real world problems. I will be there to guide you through this learning process, and support you as you struggle.

This semester, you are responsible for learning the material, and mastering the tools of economics so that you can use these tools in your professional and personal lives. I can help you, but I can’t do all of the hard work for you. You will have the opportunity to work with other learners in the class, and we will use most of our class time doing economics together.
Office hours:

You do not need an appointment to attend office hours. These are times the TAs or I will be available to help you if you have questions.

Professor L’s Office Hours:
- Wednesday: 8:45-11:45 in my office, EH110
- Tuesday and Thursday: 11:00AM – 11:45AM in the CoorsTek Atrium
- By appointment; I am around most days of the week (see below)

Teaching Assistant (TA) Office Hours:
- each Teaching Assistant (TA) will host 2 office hours per week
- you can attend the office hours of ANY teaching assistant
- TA office hours will be posted in the Resources page on Canvas

Appointments:

I’m also happy to meet you at other times by appointment if my posted office hours conflict with your schedule. I’m available most of the week when I’m not in class so we should be able to find a time that is better for you. If you’d like to make an appointment, please email me with a few suggested times, and we’ll work out a time to meet in person, talk by phone or chat online.

Student Learning Outcomes

At the end of the course, students will:
1. Apply the scientific method to economic questions.
2. Analyze markets for goods, services, and resources using the supply and demand model.
3. Analyze government policy using the tools of economics with consideration for efficiency criteria and equity considerations.
4. Explain and evaluate measures of macroeconomic activity including GDP, unemployment, inflation and income distribution.
5. Explain international differences in economic well-being using the traditional economic growth model with attention to the validity of the model for different institutional contexts.
6. Evaluate the predictions of economic models using economic data.
7. Apply tools of cost-benefit analysis to decisions of individuals and the society.
8. Analyze the behavior of producers in markets that are not perfectly competitive.

Topics Covered – additional detail in course calendar

1. Modeling in economics
2. Economic decision-making
3. Markets and efficiency
4. Macroeconomic measurement
5. Economic growth
6. Labor markets
7. Market failures
8. Cost-benefit analysis
9. Imperfect competition
10. Income distribution and poverty

Prerequisites: None.

Class meeting days/times:
- Section C – Thursday 8:00-9:15AM
- Section D – Thursday 2:00-3:15PM

Class meeting location: CK130

Canvas link: elearning.mines.edu (you should be automatically enrolled in the Canvas course)

Instructional activity: 3 hours lecture 0 hours lab 3 semester hours

Course designation: x Common Core Distributed Science or Engineering
- Major requirement Elective Other

Special information about the hybrid course design:
This course uses a hybrid-online course design. The basic idea is that you will do a significant amount of work online to get the basics of the course content before you come to class to work on applications of economic tools and models. The online work will require an average of 2 hours per week.

The online work will replace half of the class meetings each week. You will attend class for 75 minutes each week, on Thursday.

TAs will conduct recitations where you can join other students to discuss course material, applications, problems, questions, and exams. These sessions are optional. We will have recitations on Fridays. They will be at 9AM and 10AM in EH 211.

Required Materials

Connect Economics – all assignments are integrated with Canvas so you should follow the links on Canvas to register and to complete assignments. Registration opens on Monday, 1/7.

Moblab – Moblab is an app which allows you to participate in economic games and experiments. You will be provided with a registration link specific to your class section. The cost of MobLab is $12 for the semester. Registration instructions will be posted on Canvas.

Other required supplemental information: Additional required readings and assignments will be posted on Canvas.
## Grading Components

- **Connect Learnsmart assignments** 20%
- **Connect quizzes** 5%
- **Online discussions** 10%
- **In-class exercises, problem sets and practice** 10%
- **Moblab assignments** 5%
- **Research projects** 20%
- **Group citizenship** 5%
- **Midterm exams** 10%
- **Comprehensive Final Exam** 15%

100%

More detailed information on the grading components can be found below.

1. **Connect Learnsmart Assignments – 20% of your course grade**

   This online learning resource is where you will encounter most of the basic course content. These assignments are built on an adaptive learning system that assesses your knowledge of the course content and focuses your time and effort on the areas where you need additional study. The Learnsmart assignments on Connect are the main part of the online work that replaces ½ of the class meetings this semester. Generally, there will be 1 set of Learnsmart assignments due each week by 8:00 AM on the day of class. See the course calendar for the schedule of assignments and estimated time for completion. Advice from other Mines students about these assignments is included in the last section of this syllabus before the course schedule. I will drop approximately 10% of the total points from these assignments.

2. **Connect Quizzes – 5% of your course grade**

   These online quizzes will give you a chance to demonstrate your mastery of the content that was learned in the Connect Learnsmart assignments. You will have access to notes, other learning resources and other students during the quizzes. See the course calendar for specific deadlines. I will drop the lowest quiz score from your grade.

3. **Online discussions – 10% of your course grade**

   These activities will provide opportunities for structured discussion with a small group of your peers. Weekly discussions will be asynchronous on Canvas. Most weeks, you will listen to a podcast or read a news article and then discuss what you learned with other students. Roles for facilitating discussions will rotate among group members. TAs will monitor and assess discussions. A rubric will be available on Canvas.

4. **In-class exercises, problem sets and practice – 10% of your course grade**

   These activities are designed to give you practice using the language and tools of economics. These exercises will build on the information that you have learned from Connect and will give you a chance to demonstrate that you can do economic analysis. They include experiments, data analysis, practice problems, and short writing assignments. Some exercises will require you to bring something to class for discussion and further analysis. Others will require you to finish the work we begin in class on your own time. We will do in-class activities during the class meetings. Most of these activities will have versions that you may turn in for feedback and credit. Written
homework will give you a chance to practice using the tools on your own. You will not need to turn in all of these assignments to get full credit for this part of the grade. Details of assignments, due dates and point values will be available on Canvas.

5. **Moblab Assignments – 5% of your course grade**

Moblab is an online platform that brings laboratory experiences like you have in physics and chemistry to economics. Using this platform, you will participate in a variety of games and experiments throughout the semester that will enhance your knowledge of economics. More information on how to access Moblab, activities, and due dates will be available on Canvas. The Moblab app costs $12 for the semester.

6. **Research projects – 20% of your course grade**

There will be 3 research projects. Two will be completed in groups, and the remaining project will be completed individually. Group research projects will allow you to work with your colleagues to answer a structured question about a market, a government policy or other real-world economic issue. You will be expected to use an economic model for analysis to explain and/or predict, and to test your analysis against data. Groups will submit project reports in the form of a memo to a defined audience (e.g., employer, government agency, interest group). Groups will receive feedback from peers and your TA. Groups will revise their analyses and reports until they are acceptable. **NOTE: Failure of the group to reach a defined level of proficiency or failure of an individual to contribute to your group’s report will result in a score of 0.** Individual projects will be similar in nature to the group projects, will largely be completed outside of class, and will be graded on a standard A-F scale. The schedule for research projects is in the course calendar, will be available on Canvas and announced in class and recitation.

7. **Group Citizenship – 5% of your course grade**

Individual group members will provide feedback on the quality of participation, engagement and professionalism of other group members. This feedback will be aggregated over all the groups in which you participate and will inform this portion of your course grade.

8. **Midterm Exam and Comprehensive Final Exam – 25% of your course grade**

These multiple choice exams will assess your ability to use the tools developed in the course and your mastery of the course content. The first midterm will be administered during the common exam period from 7:30 – 8:30 PM on Tuesday, 2/26. The second midterm will be administered during the common exam period from 7:30 – 8:30 PM on Thursday, 4/25. The common final exam will be administered according to the CSM final exam schedule.

**Course Grading**

Your grade in this class will be based on your overall percent average, using the following guidelines:

- **A:** 92% and greater,
- **A-:** 90% to less than 92%,
- **B+:** 88% to less than 90%,
- **B:** 82% to less than 88%,
- **B-:** 80% to less than 82%,
- **C+:** 78% to less than 80%,
- **C:** 72% to less than 78%,
- **C-:** 70% to less than 72%,
- **D+:** 68% to less than 70%,
- **D:** 60% to less than 68%,
- **F:** less than 60%.
These guidelines are subject to change, but if you score in the stated range you are guaranteed at least the corresponding grade.

Grades will be maintained and posted on Canvas throughout the semester.

**Grievance Procedure:** Anyone feeling that a dispute exists after the grading of any assignment may submit a written grievance. The grievance should identify the item in dispute and arguments supporting the student’s position. Grievances must be submitted in writing within two class periods following the return of the assignment. I will return a written response within two class periods after receipt.

**Course Attendance Policy**

All students are advised to be familiar with CSM’s policy regarding the make-up of work missed due to excused absences. This policy may be found in the Bulletin and at [http://inside.mines.edu/Student-Absences](http://inside.mines.edu/Student-Absences). In short, documentation for an excused absence must be provided to the Office of the Associate Dean of Students who will then send notices of excused absence to the faculty. The method for providing this documentation is up to the Associate Dean of Students. In all cases of unexcused absences the faculty member has the right to deny the student the opportunity to make up all or part of the missed work. The Athletics Department issues excused absence notices for student athletes.

**Due dates:** The dates of online assignments, quizzes, homework and research projects are indicated on this syllabus. We generally do not offer extensions, unless there are extenuating circumstances. These circumstances include documented illness, family emergencies, and business/athletic/school related trips. Excused absences are required for deadline extensions or make-up assignments to be provided. Please coordinate extensions for practice assignments with your TA. If you need an extension on Connect assignments, please contact the lead TA, Jusse, at jhirwa@mymail.mines.edu before you open the assignments.

**Class sessions:** Although attendance is not taken on a daily basis, students are expected to regularly attend and participate in class. If you miss a class meeting, it is your responsibility to get any notes and assignments from that class. The exercises we do during classes are designed as interactive learning activities; therefore, their value depends on your presence and your participation. In-class exercises and activities cannot be exactly duplicated as individual assignments. However, alternatives for any graded assignments will be provided for students with excused absences.

**Coursework Return Policy**

In-class exercises will be returned within one week. Group submissions will be returned to the first student listed. It is the responsibility of the group members to ensure that all members receive the feedback from the assignment. Online assignments give you immediate feedback. Exams will be graded within one week and will be available for review in recitations.

**iClicker Policy**

We’ll use iClickers often in class; however, points will not be awarded solely based on student use of iClickers. No registration is necessary.
Optional reading assignments

Some students have indicated that they would like to supplement the videos and other online resources with a standard textbook. We have secured access to a very good economics principles textbook by Dean Karlan and Jonathan Morduch. You may access the textbook through Connect. Appropriate chapters are indicated in the schedule.

Students with Disabilities

The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. Colorado School of Mines complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you are registered with Disability Support Services (DSS) and I have received your letter of accommodations, please contact me at your earliest convenience so we can discuss your needs in this course. For questions or other inquiries regarding disabilities, I encourage you to visit disabilities.mines.edu for more information.

If you have a disability and have not registered with Disability Support Services and need a reasonable accommodation for equal access to education or services at Colorado School of Mines, please contact the Disability Services Office at 1770 Elm St. – Wellness Center 205, by calling 303-384-2600, or emailing Marla Draper, mdraper@mines.edu. If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements.

Policy on Academic Integrity/Misconduct

The Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining and fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student’s academic achievements, and giving credence to the university’s educational mission, its scholarly objectives and the substance of the degrees it awards. The protection of academic integrity requires there to be clear and consistent standards, as well as confrontation and sanctions when individuals violate those standards. The Colorado School of Mines desires an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times.

Academic misconduct is the intentional act of fraud, in which an individual seeks to claim credit for the work and efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Student Academic Misconduct arises when a student violates the principle of academic integrity. Such behavior erodes mutual trust, distorts the fair evaluation of academic achievements, violates the ethical code of behavior upon which education and scholarship rest, and undermines the credibility of the university. Because of the serious institutional and individual ramifications, student misconduct arising from violations of academic integrity is not tolerated at Mines. If a student is found to have engaged in such misconduct sanctions such as change of a grade, loss of institutional privileges, or academic suspension or dismissal may be imposed.

The complete policy from the Mines catalog is online.
**Discrimination and Harassment**

This course and all learning opportunities at Mines require a safe environment for everyone to be productive, develop professional practices, and to be able to share and learn without fear of discrimination or harassment. **Discrimination or harassment of any type will not be tolerated.**

Sometimes harassment is unintentional, but regardless of intent the instructor will address any language or behaviors that might discriminate, stereotype, or promote harassment. If you witness discrimination or harassment of others, please bring it to the attention of Mines faculty so it can be addressed immediately.

Title IX is a federal law that protects individuals from discrimination based on sex and gender in educational programs or activities. Mines takes its Title IX obligations seriously and is committed to providing a campus community free from gender-based discrimination. Gender-based discrimination, including sexual harassment, sexual violence, stalking, and domestic violence, is prohibited within the Mines campus community. If these issues have impacted you or someone you know, you can appropriate resources here: [http://inside.mines.edu/POGO-Title-IX](http://inside.mines.edu/POGO-Title-IX). You can also contact the Mines Title IX Coordinator, Camille Torres, at 303.384.2558 or titleix@mines.edu for more information.

**CARE @ Mines**

Living, learning, and working at Colorado School of Mines can cause stress and may be a reason that someone is displaying distressed or disruptive behavior. Mines is committed to providing a safe and supportive environment for all members of the campus community. The CARE Team at Mines provides assistance to the campus community to help access and find solutions for managing these difficult situations.

The CARE at Mines website (care.mines.edu) provides information on campus and community resources that are available. Distressed and disruptive behavior usually includes a change in a person’s performance, appearance, or emotional state and may be symptomatic of a person’s inability to manage personal or emotional difficulties. Behaviors may include:

- Sleep disturbances (too much or too little)
- Class attendance or participation issues
- Change in personal hygiene
- Altered performance in academic/organization pursuits
- Difficulty making decisions
- Heightened emotional response
- Over dependence on others
- Self-harm behaviors (cutting, burning)
- Expressed suicidal thoughts
- Engaging in risky behaviors that are out of character/context
- Alcohol and Drug Abuse

If you have noticed any of these behaviors or are concerned for your students, please email CARE at CARE@mines.edu or visit the care.mines.edu website to start the support process and seek assistance.

Additional suggestions for referrals for support, depending on comfort level and needs include:
- **CARE at Mines** – for various resources and options, or to submit an online “CARE report” about someone you’re concerned about (email care@mines.edu)
- **CASA** – for academic advising, tutoring, academic support, and academic workshops
- **Counseling Center** – for students to call 303-273-3377 for an appointment. There are also online resources for students on the website. Located in the Wellness Center 2nd floor at 1770 Elm St.
- **Health Center** – students may call 303-273-3381 for appointment. Located in Wellness Center 1st floor at 1770 Elm St.
- **Colorado Crisis Services** – for crisis support 24/7, either by phone, text, or in person. Colorado Crisis Services is a great confidential resource, available to anyone by calling 1-844-493-8255, or texting “TALK” to 38255. Walk-in location addresses are posted on the website.

All of these options are available for free for students. The Counseling Center, Health Center, and Colorado Crisis Services are confidential resources. The Counseling Center will also make referrals to off-campus counselors, if preferred. In an emergency, you should call 911, and they will dispatch a Mines or Golden PD officer to assist.

**Advice from previous students about the Connect Master assignments:**

1. **Focus on learning**
   - You need to actually want to learn the material and not just get through assignments. You may get through assignments easier, but if you learn the material you'll do well on tests.
   - Sit down and do the Connect assignments with intent of learning and you will learn the material for the course very well.
   - Make sure you do the assignments ahead of time and don't just breeze through them to get the answers right. It doesn't take much extra time to be engaged when doing the activities and it is hugely beneficial.
   - Don't just mindlessly work your way through Connect activities. It is definitely possible to complete entire Connect activities by just guessing until you get enough questions accidentally right to pass the assignment. Some of my friends did this, and they ended up struggling a lot with the quizzes later on, creating huge issues. Definitely don't skim the Connect activities.

2. **Watch the videos carefully**
   - Always watch the videos. They are the most helpful tool. Most of the questions the system asks come from the videos. Additionally, there are definitions to key words on the side of each video.
   - Actually pay attention to the videos. It is very easy to ignore them and still get the homework done quickly, but in order to actually learn econ you should definitely watch the vids.

3. **Take notes** (this was the most often repeated advice)
   - Handwritten notes will make the actual assignments online go very quickly and will help in class during lectures and in-class assignments. Makes it very easy to study for exams, as well.
   - Takes detailed notes that coincide with next lecture so you can complete the in-class exercises with ease. Come to class prepared.
   - It was helpful to write down definitions and formulas into my notebook that were explained in Connect.
   - Take notes on the videos and the other resources because in the beginning I did not do that and it was very difficult to do the LearnSmart assignments and participate in class.
4. Break up the work and don't wait until the last minute
   • Spread out the Connect assignments throughout the week. This helped my understanding as well.
   • I'd say to do it at your own pace. The site makes it very easy to break up into sections and do like a module a day which is a lot less stressful than three or four modules in one night.
   • Don't put the assignments off until the last moment. Just because you know you can get 100% on the assignments doesn't mean you should just sail through them. It'll come back to bite you on the exam.
   • I would say to NEVER wait to do all of your Connect assignments in one day/night. Mostly because it's simply not possible, and you won't learn anything.

5. Experiment
   • Don't necessarily follow one line of thought. Some chapters you'll need to read the book, others you can understand the terms and concepts easier by just doing the questions online. Some chapters you'll complete all the questions in one 30 min session. Other chapters it will take you several sessions of 30 min each to fully understand the concepts thrown at you. People learn different things at different paces, be flexible and adjustable in your learning. Only an idiot refuses to change bad habits.

6. Trust the system
   • I would just say to trust the system and also break up the time in learning the blocks of information because it isn't useful to get it all in one go.

7. Be honest about your confidence
   • Be honest about your confidence level when answering questions. If you answer wrong and say you think it is right or you know it the system will slow you down significantly. The Connect system does help you with topics that you might be struggling with.
   • Gauge your confidence answer (I know it; I think so; etc.) based on how long it took you to think of an answer.

8. Use the resources (including e-book, Why This Matters, Worked Examples, Recharge, Reports)
   • When you get a question wrong look at at least one of the resources they provide you so you understand why you missed the question so you can learn from it and you can answer it correctly the next time.
   • Don't be afraid to get questions wrong, and use the resources Connect offers when you do! Read the real world examples ["Why This Matters"], they're actually really interesting.
   • Take advantage of recharge. You can also create your own quizzes and exams in order to be prepared for the exams.

9. Be patient
   • Stick with it. It takes some getting used to, understanding the words they want and all, but once you do it is a very useful tool to learn econ.
   • The system isn't perfect so if you think that it should give you the point and it didn't, it's fine just move on it won't affect your score.

10. Work in groups and ask questions
    • Work in groups if you are struggling with understanding material because studying together can help you comprehend material easier.
    • Try to learn the answers or concepts online, but make sure to ask questions in class of online to better understand the class and objectives.
    • Take advantage of all of its resources and if you don't feel it helped you, speak up. Go to office hours or seek more help.
**Preliminary course schedule:** (NOTE: Course content and schedule are subject to change. All changes will be announced in class and on Canvas. It is your responsibility to keep up with posted announcements and changes to the schedule.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Connect Assignment</th>
<th>Estimated Connect Time (minutes)</th>
<th>Connect Quiz</th>
<th>In-class activity (proposed)</th>
<th>Practice Problems and Other Assignments Due (proposed)</th>
<th>Notes and Associated Karlan/Morduch Chapters (KM)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1/10</td>
<td>Introduction</td>
<td>How to use Connect</td>
<td>Create an account Intro video Graph tutorial</td>
<td>20</td>
<td>None</td>
<td>No Class Meeting This Week: Complete online orientation and prepare for Week 2</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>1/17</td>
<td>Economic models</td>
<td>Week 2 videos Fundamentals</td>
<td>175</td>
<td>None</td>
<td>Should you trade jobs with your slacker roommate? PPF for the apartment Economic decision-making</td>
<td>Comparative advantage practice</td>
<td>KM 1, 2</td>
</tr>
<tr>
<td>3</td>
<td>1/24</td>
<td>Demand and supply</td>
<td>Week 3 videos Demand Elasticity Supply</td>
<td>158</td>
<td>Week 2 material</td>
<td>Individual and market demand for sodas Gasoline spending and elasticity Practice with FRED</td>
<td>PS1 Market supply practice FRED graphs</td>
<td>KM 3, 4</td>
</tr>
<tr>
<td>4</td>
<td>1/31</td>
<td>Market equilibrium and welfare</td>
<td>Week 4 videos Equilibrium and policy Market efficiency</td>
<td>159</td>
<td>Week 3 material</td>
<td>Gains to trade in markets International trade experiment Begin group project #1</td>
<td>Market equilibrium practice</td>
<td>KM 5, 6</td>
</tr>
<tr>
<td>5</td>
<td>2/7</td>
<td>International trade</td>
<td>Week 5 videos International trade</td>
<td>151</td>
<td>Week 4 material</td>
<td>Trumping international trade Trade barriers</td>
<td>PS2 Trade barrier practice</td>
<td>KM 17</td>
</tr>
<tr>
<td>6</td>
<td>2/14</td>
<td>Shifts in S and D; comparative statics analysis</td>
<td>Week 6 videos Demand Supply Equilibrium and policy</td>
<td>198</td>
<td>Week 5 material</td>
<td>Modeling price changes from data PS3 PS4 (not collected) Comparative statics practice Group project #1 draft</td>
<td>KM 3</td>
<td></td>
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</table>

*Connect assignments and quizzes are due at 8:00 AM on Wednesday of the week indicated.*

*Problem sets due at the beginning of class. Practice problems due on Canvas Friday 10:00 PM. Research projects due Friday at 11:59 PM.*
<table>
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<tr>
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<th>Notes and Associated Karlan/ Morduch Chapters (KM)</th>
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<tbody>
<tr>
<td>2/21</td>
<td></td>
<td>President’s Day Break – No Class Meeting This Week – Exam 1 Review Sessions</td>
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<tr>
<td>7</td>
<td>2/28</td>
<td>Taxes</td>
<td>Week 7 videos Equilibrium and policy Market efficiency</td>
<td>55</td>
<td>Week 6 material</td>
<td>Modeling marijuana taxes Begin group project #2</td>
<td>Tax practice</td>
<td>Midterm #1 7:30 – 8:30 PM on Tuesday 2/26 KM 6</td>
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<tr>
<td>8</td>
<td>3/7</td>
<td>Macroeconomic measurement (GDP, unemployment, and inflation)</td>
<td>Week 8 videos Measuring output and income Business cycles</td>
<td>159</td>
<td>Week 7 material</td>
<td>Nominal, real and per capita changes in GDP</td>
<td>Group project #1 final KM 24, 25, 26</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/14</td>
<td>Economic growth</td>
<td>Week 9 videos Economic growth The growth model* Convergence*</td>
<td>73</td>
<td>Week 8 material</td>
<td>Growth rates Applying the growth model</td>
<td>PS5 Growth practice KM 27</td>
<td></td>
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<tr>
<td>10</td>
<td>3/21</td>
<td>The labor market</td>
<td>Week 10 videos Resources Resource prices and utilization</td>
<td>113</td>
<td>None</td>
<td>Demand for some Mines grads</td>
<td>PS6 Group project #2 final KM 16</td>
<td></td>
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<tr>
<td>3/28</td>
<td></td>
<td>Spring Break – No Class Meeting This Week</td>
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<tr>
<td>12</td>
<td>4/11</td>
<td>Imperfect Competition</td>
<td>Week 12 videos Monopolistic competition and oligopoly</td>
<td>60</td>
<td>None</td>
<td>Prisoner’s dilemma Begin individual research project</td>
<td>Game practice Group project #2 final KM 15</td>
<td>4/12 – Last Withdrawal – All Students</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Connect Assignment</td>
<td>Estimated Connect Time (minutes)</td>
<td>Connect Quiz</td>
<td>In-class activity (proposed)</td>
<td>Practice Problems and Other Assignments Due (proposed)</td>
<td>Notes and Associated Karlan/ Morduch Chapters (KM)</td>
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<tr>
<td>13</td>
<td>4/18</td>
<td>Market failures – externalities and public goods</td>
<td>Week 13 videos Market failure</td>
<td>80</td>
<td>Week 12 Material</td>
<td>The problem with zero pollution Public investment game</td>
<td>PS7 Externality practice</td>
<td>KM 18, 19</td>
</tr>
<tr>
<td>14</td>
<td>4/25</td>
<td>Pollution policy</td>
<td>Week 14 Videos Market failures Lessons from economic approaches to policy* Questions for pollution policy</td>
<td>80</td>
<td>Week 13 material</td>
<td>Alternatives to command and control regulation</td>
<td>PS8 Cap and trade practice</td>
<td>Midterm #2 7:30 – 8:30 PM on Thursday, 4/25</td>
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<tr>
<td>15</td>
<td>5/2</td>
<td>Tools of cost-benefit analysis</td>
<td>Present value* Cost-benefit analysis*</td>
<td>90 (approx.)</td>
<td>Week 14 material</td>
<td>Applying CBA to landmine clearance</td>
<td>PS9 (not collected) CBA practice Individual research project</td>
<td>KM 10</td>
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</table>

Final exam (see the official CSM final exam schedule for date and time of the common EBGN201 exam)

*Videos and questions outside of the Connect Master system