**COURSE DETAILS**

Title: ECON 6301 Applied Microeconomic Theory  
Section: Section 10 (CRN 26086)  
Semester: Fall Semester 2018  
Location: 1776 G St, NW, Room C-118  
Time: Wednesday, 3:30 to 6:00 p.m.

**INSTRUCTOR**  
Name: Dr. Joann M. Weiner  
Campus Address: Monroe 370, Department of Economics  
2115 G St., NW, Washington, DC 20052  
E-mail: jmweiner@gwu.edu  
Tel: (202) 994-6581  
Twitter: @DCEcon I’ll use #GWU6301 for messages meant for our class  
Office hours: Tuesday from 3 to 5 and by appointment

**GRADUATE ASSISTANTS**  
Name: Mr. Feng Zhang (for discussion section)  
Email: zhangfeng@gwmail.gwu.edu  
Time and Location: M/R 3:30 – 4:30, Monroe 324  
Name: Ms. Shuang Wu (for computer lab)  
Email: swu2@gwmail.gwu.edu  
Time and Location: M/R: 4:30 – 6:00, Monroe 324

**COURSE DESCRIPTION**  
The course covers the principal areas of microeconomic theory: consumer demand, decision-making under uncertainty, production and costs, game theory, product markets (both competitive and imperfectly competitive), factor markets, and market failures. The course emphasizes applying theory to microeconomic issues in the real world that interest the private and public sectors. Examples include product pricing, technological change, firm behavior, consumer and producer welfare, social costs of fiscal policies, monopoly and resource allocation.

**PREREQUISITE**  
ECON 6300 Mathematical Methods for Economics. Students may enroll concurrently in ECON 6301 and ECON 6300 only with my permission.

**TEXT**  

I will often refer to the technical material from the advanced Nicholson and Snyder text: *Microeconomic Theory. Basic Principles and Extensions*, 11th ed., Cengage Learning, 2012. This text overlaps the first text with a mathematical treatment of microeconomics and is a useful companion to the assigned text.


**COURSE OBJECTIVES**

Students learn the principal topics of microeconomic theory: consumer demand, decision making under uncertainty, production and costs, game theory, and product markets, both competitive and imperfectly competitive, factor markets, and market failures. The course emphasizes the application of theory to microeconomic issues of interest to the private and public sectors, such as consumer behavior, product pricing, market entry and deterrence, competition policy, tax policy, and regulation.

**LEARNING OUTCOMES**

After successfully completing this course, you will be able to:

- apply microeconomic tools such as constrained optimization, elasticity, and comparative statics to analyze the economic behavior of decision-makers, such as consumers, workers, firms, and government;
- evaluate how market structure and government policies affect consumer and producer behavior, economic welfare, and market equilibria;
- work as a member of a team while participating in learning activities, such as peer-to-peer evaluations and group homework;
- formulate an applied research question, extract relevant knowledge from existing literature, apply micro theory to your question, and identify data needed to analyze your microeconomic issue; and
- make an effective oral presentation (including using VoiceThread and Powerpoint), incorporate constructive feedback into your work, and conduct a critical review of your fellow students’ research.

**AVERAGE MINIMUM AMOUNT OF INDEPENDENT, OUT-OF-CLASS, LEARNING EXPECTED PER WEEK**

In a 15-week semester, you should expect to spend a minimum of 4 hours a week for each hour of instruction. For a 2½ hour weekly course worth three credits, this means that you should study a minimum of 10 hours outside of class each week. As part of your independent work, you should plan to spend at least two additional hours on each reading assignment. To do well in this class, you should spend at least 12 hours outside of class each work learning the material.
GRADING

- Group homework and individual applications 10%
- In-class problems 10%
- Quizzes (10% each quiz) 20%
- Voice Thread and comments 10%
- Paper and peer review 25%
- Final exam 25%

Study groups: To encourage you to share ideas and work until you come up with answers for the problem sets, I’ll divide the class into study groups so that you can work on homework together. Groups that meet in person tend to learn the material and do much better in class than groups that work remotely so I encourage you to try to find a time when everyone can meet (including those who work during the day). I do not distribute solutions to the problem sets and I encourage you to meet with the graduate assistant if you have difficulty with the homework.

Choose one member in your group to compile your group’s work into a SINGLE document and upload it to Blackboard. I don’t accept photographs of your homework and recommend that you use a program, such as CamScanner, to convert your document to a PDF.

Homework (group): The weekly problem set includes questions from the text and on the assigned readings that illustrate the week’s economic concept. You can download the readings from JSTOR and you can find the questions in the folder on Blackboard.

The problem sets are due by noon before class on the week after assigned (i.e., PSET 1 is due week 2). You receive full credit for uploading the PSET on time and will lose points for late assignments and for submitting work in an illegible manner.

In-class problems: To encourage you to learn all of the material on the problem sets, I will choose one question from each problem set for you to solve in class. You will have ten minutes to solve the question and I will grade you on your answer.

Applications (individual): To help you see “applied economics” in the world, you will pick a short article each week from current events or from a journal that interests you and analyze the economics in the article from an applied economics point of view.

To help you understand the economic concepts in the assignment, I encourage you to discuss your article with your classmates. To help you improve your writing skills, you should upload a brief 2 to 3 paragraph that analyzes the issue and identifies the microeconomic concept that you are analyzing. To help you improve your oral communication skills, I will assign individual students to present your analysis to class (Be prepared to talk about 5 minutes. Don’t prepare a PPT).

By actively reading the assigned articles, analyzing the applications in the text, and finding microeconomic concepts in current events, you’ll learn not only how to do things like choose the appropriate functional form (e.g., Cobb-Douglas, quasi-linear, CES, etc.) for your analysis but also, you’ll begin to learn how to think and speak like an applied economist.
Quizzes: I will give two two-hour quizzes in-class.

Paper and peer review: You will write a short paper on a microeconomic issue of your choice. You may write about any economic question you like, as long as it is microeconomics focused. I encourage you to identify a narrow question that you can address in just a few pages, e.g., instead of analyzing how technology affects the demand for workers, you could analyze the specific issue of how a clothing manufacturing company decides to substitute machines for workers. The applications in the text and those that you find in current events will help you choose your paper topics.

To help pace your progress on this assignment, you’ll follow several steps:

1. Submit a detailed question and a few paragraphs that discuss your topic and provide a brief review of the literature on this topic. Spending time thinking about your question and finding out what we already know about the topic will help you shape your question. These two steps are essential and I encourage you to meet with me to discuss your topic well before the due date.

2. Upload a presentation to VoiceThread where you discuss your topic and ask your classmates to provide suggestions on your analysis.

3. Write a draft paper that follows the steps outlined in the assignment.

4. Provide a quality peer review the draft of a classmate’s paper.

5. Prepare Powerpoint slides and upload your final presentation to VoiceThread.

6. Upload your final paper.

Presentation and Q&A: To help you develop oral communication skills, you will make a 10-12 minute presentation of your paper to the class. Your grade will depend on how clearly you present your paper, how well you answer the questions posed by your classmates, and on the quality of your slides. You should be prepared to spend a couple of minutes on Q&A after your presentation. I will grade everyone on the questions you pose when you are not presenting; thus, everyone should be prepared to ask questions of the student making a presentation.

VoiceThread. To help you learn a new technology, you will use VoiceThread for two assignments. For the first assignment, you will upload a two minute introduction of your topic into Blackboard so that you will have an idea of how you look to your audience and gain practice with this type of communication. Your classmates should view your first VoiceThread and make comments on your topic and suggestions for improvement so that you can incorporate the comments into your paper and presentation. For VoiceThread 2, you will upload your final presentation slides and discuss your paper as if you were presenting it to class.

I encourage you to put in your best effort at each stage of the process.
Details on the structure of your paper and the grading rubric are at the end of the syllabus.

**Final exam:** Except as noted, the final covers all the material from the course.

**Late work:** I will reduce your score for work submitted after the due date.

**Make-up work:** I don’t give make-up work or extra credit. If you have an unavoidable conflict on the day of a quiz or the final, please come see me as soon as possible.

NOTE: In accordance with university policy, I will give the final exam given during the final exam period. For details and complete policy, see: provost.gwu.edu/administration-final-examinations-during-examination-period

**BLACKBOARD FOLDERS**
I have created folders on Blackboard where you can find the assignments and upload your work. The folders and their contents are as follows:

- VoiceThread – Students upload both VoiceThread assignments here.
- Problem Sets and questions on readings– Groups submit problem sets here.
- Individual Student Submissions – Students upload individual work here.
- Paper – Students submit topic, draft, and final paper here.

**MATH IN APPLIED MICROECONOMICS**
Being a good applied micro-economist requires that you master several key techniques. The main techniques include using derivatives to maximize utility and profits or to minimize costs, using the Lagrange multiplier method to find a constrained optimum, use comparative statics to analyze how policy interventions (or other exogenous changes in the market you’re studying) affect equilibrium, using integration to measure consumer surplus, producer surplus and deadweight loss. You will learn mathematical concepts such as elasticity, monotonic transformations as well as the importance of concavity, convexity, homotheticity and homogeneity.

You learned the math techniques in ECON 6300 Mathematical Methods for Economics, and I encourage you to reinforce your knowledge of these techniques by regularly using them. You need to master these concepts to interpret much of the economic literature and to understand the limitations of various models. Although learning these math techniques is important to succeeding in this course, I do not require that you attain the level of mathematical skills and ability to derive proofs that students studying for a Ph.D. in economics require.

**HOW TO SUCCEED IN THIS CLASS, I.E., BECOME AN APPLIED ECONOMIST**
You’ll do better in this class if you spend time thinking about economics, reading the news and journal articles, and talking with your friends and classmates about interesting ideas. Being prepared to discuss the weekly assignment will be a big help.
The National Bureau of Economic Research (NBER) is the primary source for top-notch economic research. Subscribe to the Digest to obtain readable summaries of research and use those summaries to find the research behind the summary. http://www.nber.org/digest/

The IGM Forum from the Booth School of Business at the University of Chicago is a good place to identify interesting economic issues. The Forum asks a variety of economists for their views on key current issues and allows them to measure the strength of their response. Issues include whether consumers benefit from ride sharing services, whether autonomous vehicles benefit society, if trade barriers are good policy (economists were uniform in their response to this question) and whether taxing digital products is a good idea, and the impact of legalizing betting on sporting events.

Hint: You have to write a paper on a microeconomic issue so the IGM is a good place to start looking for ideas! Take a look here: http://www.igmchicago.org/

Here are some good places to obtain solid economic analysis:

TaxVox – From the Tax Policy Center at the Urban Institute/Brookings Institution.
http://taxvox.taxpolicycenter.org/

The Tax Foundation
http://taxfoundation.org/blog

The Penn Wharton Budget Model
http://budgetmodel.wharton.upenn.edu/

The Daily Dish – By former CBO director Douglas Holtz-Eakin at the American Action Forum.
http://americanactionforum.org/daily-dish

AEI Today – Daily newsletter from the American Enterprise Institute
http://www.aei.org/

Brookings Institution – Daily newsletter from the Economists at the Brookings Institution
https://www.brookings.edu/program/economic-studies/?type=posts

The Cato Institute – a conservative/libertarian look at policy
http://www.cato.org

The Mercatus Center at George Mason University – See the conversations with Tyler Cowen
https://www.mercatus.org/

Microeconomic Insights from the London-based Institute of Fiscal Studies
http://microeconomicinsights.org/
Google the name of your favorite economist and you’re likely to find a blog or podcast that provides insightful economic analysis (some of my favorites are Freakonomics, Hidden Brain, Marketplace, and Planet Money).

Take a look at one of the “best of” lists:
https://www.intelligenteconomist.com/economics-podcasts/
https://www.intelligenteconomist.com/economics-blogs/

BEFORE THE FIRST CLASS

1. NClass: I use a laptop and smartphone-based program called “NClass” to record attendance, to ask you questions about the material, and to survey your views. Please bring your smart phone or laptop to class every day so that you can record your attendance and participate in the “instant” questions. You should install the program before the first class. You can find information on how to install the program here: https://www.getnclass.com/

2. Please write a couple of paragraphs telling me why you are enrolled in the Applied Economics MA program, what was your undergraduate major, your career goals, what you hope to get out of the MA program, and anything else you’d like to tell me about yourself.


You can find these articles in the Readings folder on BB.

UNIVERSITY POLICY ON RELIGIOUS HOLIDAYS

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance;
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations;
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

For GW’s teaching policies, see http://www.gwu.edu/~academic/Teaching/main.htm

ACADEMIC INTEGRITY

I personally support the GW Code of Academic Integrity. It states: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Please note that allowing another student to copy your work is defined as cheating under the Academic Integrity code.
Common examples of academically dishonest behavior include, but are not limited to

1) Cheating
2) Fabrication
3) Plagiarism
4) Falsification and forgery of University academic documents
5) Facilitating academic dishonesty

Sanctions range from failure of the assignment, to failure of the course, to suspension or expulsion from the University. For the remainder of the code, see: http://www.gwu.edu/~ntegrity/code.html

All students need to be familiar with GW's Code of Academic Integrity. Item 3 in Section 1 of Article II of the Code deals with plagiarism.

“Plagiarism - intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”

For a full set of definitions, see: http://www.gwu.edu/~ntegrity/code.html#definition
For the full Code, see: http://www.gwu.edu/~ntegrity/code.html

**Plagiarism and How to Avoid It**

Plagiarism is a serious matter both inside and outside academia. Students are responsible for becoming familiar with the different forms that plagiarism can take. Ignorance doesn’t exempt you from being penalized for plagiarism so it is essential to educate yourself about what constitutes plagiarism before writing an essay for a take-home exam, a term paper, a dissertation, or a report in the workplace.

You can find a good overview of plagiarism and how to avoid it at http://widstudents.wordpress.com/tag/plagiarism/

It’s worth reading through the entire web page, including the section titled "Plagiarism Tales at GW." The following document has good examples of the different forms that plagiarism can take (in Section 4). The document should dispel the possible misconception that plagiarism is committed only when an entire paper, or large parts of a paper, are copied. That is NOT the case. Copying a sentence or even a phrase without properly attributing it constitutes plagiarism. http://www.ece.msstate.edu/~fowler/Classes/plagiarism.pdf

On the important distinctions among quoting, paraphrasing, and summarizing, see http://owl.english.purdue.edu/owl/resource/563/01/

On the proper use of quotations, see http://writingcenter.unc.edu/resources/handouts-demos/citation/quotations
SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

DISABILITY SUPPORT SERVICES (DSS)
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in Rome Hall, 801 22nd St., NW, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information, please refer to https://disabilitysupport.gwu.edu/

Students must arrange with the DSS office well in advance of needing the service.

UNIVERSITY MENTAL HEALTH SERVICES 202-994-5300
The University’s Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals. For additional information see: https://healthcenter.gwu.edu/mental-health

SECURITY
In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.
GUIDELINES FOR THE PAPER AND PRESENTATION

The objective of writing the paper is for you to develop the writing skills needed to analyze and explain an applied microeconomic question; the objective of the presentation is for you to develop effective oral communication skills by presenting your findings in a clear and compelling way to the class. Upon completing the paper and presentation, you will have acquired the skills to identify a research question, construct an economic hypothesis, apply the theory to the question, identify and describe the data that you would use to answer your question, and present your ideas in a way that keeps your audience engaged with you.

Papers should be well written – meaning in good English with no typos or grammatical errors - and be no longer than 10 pages, double-spaced with normal margins and type face, excluding the title page and references. You also should put together a 6-page PowerPoint presentation (not counting the title and concluding slides) that clearly presents your issue. Follow the styles in The Journal of Economic Perspectives (JEP) and The Journal of Economic Literature (JEL) for preparing your tables, charts, and references. The schedule and % of grade for the assignment is below:

- Week 7: Upload paper introduction and literature review
- Week 8: Upload your first VoiceThread
- Week 11: Upload draft paper and bring two copies to class
- Week 13: Upload PowerPoint slides and second VoiceThread
- Week 14: Upload final paper and drop off in my office the paper, the assessment sheet with comments from your classmate, and the two draft papers with comments

Students will review and grade the first draft. I will assign the reviewer and you should meet with each other to go over the comments. I encourage you to ask a classmate to read your paper for grammar, spelling, and clarity. Because this exercise is designed to develop your writing and oral communication skills, I will grade you on the quality of your writing, how effectively you incorporate comments from your reviewers, and on your presentation, including your PPT slides. Students will make presentations during the last two weeks of class. The two rubrics show how your draft and final paper and presentation will be evaluated.

Your applied economics paper should have the following sections:
1. An introduction that presents your issue and why this issue is important. Your introduction should be explicit and be clear about the issue you are addressing/question you are answering.
2. A brief analysis of previous work on the topic and a discussion of how your paper extends this body of knowledge. Note that this section will be a summary of the full literature review and analysis you conducted.
3. At least three charts/tables/diagrams that provide a good visual picture of your data.
4. A description of the theory that applies to your question. This section should include a few mathematical equations that illustrate your theory and/or model.
5. A discussion of the data that you would use in an empirical analysis and an econometric specification, including a description of variables, why they belong in your model and the impact you expect the dependent variables to have on your independent variable. Do not do an econometric analysis.
6. A brief conclusion that summarizes what you learned and possible areas for future research.
RUBRIC 1. ASSESSMENT of PRESENTATION and DRAFT PAPER In addition to making detailed comments on the paper itself, students should fill out the columns on the Draft Paper and Comments. I will also comment on the paper and will fill out the column on the Presentation. Indicate N/A where the issue is not applicable.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Score (1 to 5)</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Present-</td>
<td>Draft Paper</td>
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<tr>
<td>1. Description of the question</td>
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<td>2. Literature review/Previous studies</td>
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<tr>
<td>3. Theory</td>
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<td>4. Analysis</td>
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<td>5. Economic content</td>
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<tr>
<td>6. Charts and Tables</td>
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<td>7. Asking and answering questions</td>
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<td>8. References</td>
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<tr>
<td>9. Overall assessment</td>
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Suggested rating system:
5 – Exceptional: Paper is comprehensive and structure follows logically; theory is presented and interpreted accurately; thoroughly evaluates previous research and all references are in paper; demonstrates understanding of economic analysis, charts are clear and informative, no typos or grammatical errors, references are complete and in required format, exceptional preparation.

4 – Above average – Paper presents most of the material and follows the structure; theory presented and interpreted with satisfactory understanding; previous research evaluated but some references are missing from paper; good understanding of economic analysis, charts are clear but missing some explanation; a few typos and grammatical errors; references are nearly complete and most are in standard format, good preparation and presentation.

3 – Average – Paper presents material and follows some of the structure; theory is presented with basic interpretation; adequate literature review, some errors in economic analysis, charts are good; some typos and grammatical errors; some references and not all are in standard format, well prepared.

2 – Below average – Paper shows basic economic analysis and follows structure; theory presented but without interpretation, literature review is minimal; many errors in economic analysis; charts are adequate; many typos and grammatical errors; few references and not in standard format, some preparation is lacking.

1 – Insufficient – Paper does not present a microeconomic argument and doesn’t follow the assigned structure, theory is not presented, there is no review of literature, flawed economic analysis, charts are not clear and/or missing, numerous typos, few or no references and not in standard format, clear neglect in conducting the project.
**ASSESSMENT RUBRIC for the FINAL PAPER**

**Title:**

**Author:**

**Discussant:**

<table>
<thead>
<tr>
<th>RUBRIC 2</th>
<th>Excellent A (94-100)</th>
<th>Very Good A- (90-93)</th>
<th>Good B+ (86-89)</th>
<th>Adequate B (83-85)</th>
<th>Fair B- (80-82)</th>
<th>Deficient C+/C/C- Less than 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue</td>
<td>Thorough, well reasoned, creative, sophisticated, exceptional scholarly or practical quality</td>
<td>Strong understanding of material and analytical approaches; meets professional standards</td>
<td>Sound work with some weaknesses well-reasoned without serious analytical shortcomings</td>
<td>Competent work with some weaknesses; understanding or application of some important ideas is incomplete</td>
<td>Weak but meets minimal expectations, understanding, analysis, or application is incomplete</td>
<td>Inadequate work, doesn’t meet minimal expectations; work is poorly developed and is flawed by errors and misunderstanding of important issues</td>
</tr>
</tbody>
</table>

**Description of the question**

**Literature review**

**Discussion of theory**

**Presentation of data**

**Econometric specification**

**Analysis of question**

**Charts and tables**

**Incorporated comments**

**References**

**Overall Evaluation**

General Comments:
<table>
<thead>
<tr>
<th>Week</th>
<th>Problems/Quiz</th>
<th>Readings and Applications</th>
</tr>
</thead>
</table>
Watch this TED talk by David Autor: [https://www.ted.com/talks/david_autor_why_are_there_still_so_many_jobs](https://www.ted.com/talks/david_autor_why_are_there_still_so_many_jobs)  
Applications:  
1.4 Supply and demand According to Bono  
1A.1 How Does Zillow.com Do It?  
1A.3 Can Supply and Demand Explain Changing World Oil Prices? |
| 2    | Ch 2. Utility and Choice  
Ch. 3 Demand Curves  
Econometrics | * What is the Price Elasticity of Housing Demand?  
Eric A. Hanushek and John M. Quigley  
Applications:  
2.6 Loyalty Programs |
| 3    | Ch 3 Demand curves  
Consumer surplus  
Elasticity | * Consumer Benefits from Increased Competition in Shopping Outlets: Measuring the Effect of Wal-Mart  
Jerry Hausman and Ephraim Leibtag,  
Applications:  
3.2 The Consumer Price Index and its Biases  
3.4 Valuing New Goods |
| 4    | Ch 4. Uncertainty  
Ch. 14 Capital and Time (pp. 446-458) Appendix 14A | * Does the Capital Asset Pricing Model Work?  
The Capital Asset Pricing Model: Theory and Evidence  
<p>| ECON 6301 Applied Microeconomics Schedule of assignments (subject to change) |  |
| Problems are from Nicholson and Snyder Intermediate Microeconomics and its Application (N&amp;S) and Simon and Blume Mathematics for Economists (S&amp;B) |  |
| Risk aversion | Applications: |
| CAPM | 4.3 Mutual Funds |
| | 4.6 The Equity Premium Puzzle |
| | 14.2 Do Taxes Affect Investment? |
| | 14A.3 Continuous Compounding |
| 5 | Ch 6. Production |
| | Applications: |
| | 6.4 Returns to Scale in Beer and Wine |
| | 6.5 Finding the Computer Revolution |
| 6 | Ch. 7 Costs |
| Economies of scale | Applications: |
| Short run and long run | 7.2 Is Social Responsibility Costly? |
| | 7.4 Congestion Costs |
| 7 | Ch. 8 Profit Maximization and Supply |
| Price taking behavior | Applications |
| | 8.1 Corporate Profits Taxes and Firms’ Financing Decisions |
| | 8.4 Price-Taking Behavior |
| | 8.5 Boom and Bust in the Oil Patch |
| 8 | Ch. 9 Perfect Competition |</p>
<table>
<thead>
<tr>
<th>Lerner Index</th>
<th>Problems are from Nicholson and Snyder <em>Intermediate Microeconomics and its Application</em> (N&amp;S) and Simon and Blume <em>Mathematics for Economists</em> (S&amp;B)</th>
</tr>
</thead>
</table>
| **Applications:** | 9.1 Internet Auctions  
9.4 Does Buying Things on the Internet Improve Welfare  
9.6 The Saga of Steel Tariffs |
| **9** | **Ch. 9 cont’d** | *Policy Watch: Trade Adjustment Assistance*  
Katherine Baicker and M. Marit Rehavi  
*The Journal of Economic Perspectives*  
Vol. 18, No. 2 (Spring, 2004), pp. 239-255 |
| **10** | **Ch 10 General Equilibrium and Welfare (through section 10-6)** | *I will present the tax section of this paper in class*  
Applied General-Equilibrium Models of Taxation and International Trade: An Introduction and Survey  
John B. Shoven and John Whalley, *J of Econ. Lit*, Vol. 22, No. 3 (Sep. 1984), pp. 1007-1051 (Read through page 1033)  
| **11** | **Ch 11 Monopoly** | *On the Workings of a Cartel: Evidence from the Norwegian Cement Industry*  
The Uncommon Insight of Elinor Ostrom  
Theodore C. Bergstrom  
*The Scandinavian Journal of Economics*  
Vol. 112, No. 2 (June 2010), pp. 245-261  
Read this short bio of Dr. Ostrom from the Economist  
http://www.economist.com/node/21557717  
*Applications:*  
5.1 A Beautiful Mind  
5.3 High-Definition Standards War |
| **12** | **Ch 5. Game Theory (pp. 159-174 plus section 5-7)** | *The Fat-Cat Effect, the Puppy-Dog Ploy, and the Lean and Hungry Look,”*  
Drew Fudenberg and Jean Tirole  
Whither Game Theory? Towards a Theory of Learning in Games  
Drew Fudenberg and David K. Levine  
*The Journal of Economic Perspectives*  
Vol. 30, No. 4 (Fall 2016), pp. 151-169  
*Applications:*  
5.1 A Beautiful Mind  
5.3 High-Definition Standards War |
# ECON 6301 Applied Microeconomics Schedule of assignments (subject to change)

Problems are from Nicholson and Snyder *Intermediate Microeconomics and its Application* (N&S) and Simon and Blume *Mathematics for Economists* (S&B)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>13</td>
<td>NO CLASS</td>
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<td>14</td>
<td>Ch 15</td>
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<td>* The Market for &quot;Lemons&quot;: Quality Uncertainty and the Market Mechanism</td>
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<td>George A. Akerlof</td>
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<td></td>
<td><em>The Quarterly Journal of Economics</em></td>
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<td></td>
<td>Vol. 84, No. 3 (Aug., 1970), pp. 488-500</td>
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<tr>
<td></td>
<td>Job Market Signaling</td>
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<td></td>
<td>A.M. Spence</td>
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<td></td>
<td>Applications:</td>
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<tr>
<td></td>
<td>15.3 Moral Hazard in the Financial Crisis</td>
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<td>15.5 Looking for Lemons</td>
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<td></td>
<td>16.2 Property Rights and Nature</td>
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<td>16.4 Power Plant Emissions and the Global Warming Debate</td>
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</tbody>
</table>
## ECON 6301. SUMMARY OF TOPICS AND ASSIGNMENTS

- Problem sets include the problems from the textbooks plus readings and applications listed in the syllabus.

<table>
<thead>
<tr>
<th>Week</th>
<th>PSET</th>
<th>Chapter/topic</th>
<th>Problems from N&amp;S</th>
<th>Problems from S&amp;B</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 9</td>
<td>Ch. 1 Economic Models and Math</td>
<td>1.8, 1.10, 2.9, 2.11 (c, e, g, j, k), 2.20 (c, e, g, j, k),</td>
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<tr>
<td>2</td>
<td>Sep 5</td>
<td>Ch. 2 Utility and Choice</td>
<td>2.3, 2.4, 2.9, 2.10</td>
<td>3.9 (a, g), 3.10, 3.11, 3.19, 14.5, 14.6, 22.7</td>
<td>PSET 1</td>
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<tr>
<td>3</td>
<td>Sep 12</td>
<td>Ch. 3 Demand Curves</td>
<td>3.4, 3.5, 3.8, 3.9</td>
<td>4.2, 4.8, 6.8, 15.27, 15.31</td>
<td>PSET 2</td>
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<tr>
<td>4</td>
<td>Sep. 19</td>
<td>Ch. 4 Uncertainty</td>
<td>4.3, 4.4, 4.9, 14.1, 14.6, 14.10</td>
<td>5.5, 5.6, 5.8, 5.12, 5.15</td>
<td>PSET 3</td>
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<tr>
<td>5</td>
<td>Sep. 26</td>
<td>Ch. 6 Production</td>
<td>6.2, 6.8, 6.10</td>
<td>14.4, 14.5, 14.6, 14.7, 20.1</td>
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<td>6</td>
<td>Oct. 3</td>
<td>Ch. 7 Costs</td>
<td>7.2, 7.6, 7.8</td>
<td>2.22, 2.24, 3.15, 6.3, 17.4</td>
<td>PSET 5تفويض للبحث</td>
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<tr>
<td>7</td>
<td>Oct. 10</td>
<td>Ch. 8 Profit Maximization and Supply</td>
<td>8.1, 8.6, 8.9</td>
<td>3.17, 3.22, 14.14, 22.10, 22.11</td>
<td>PSET 6</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 17</td>
<td>Ch. 9 Perfect Competition in a Single Market</td>
<td>9.2, 9.4, 9.7, 9.9, 16.4</td>
<td>18.12, 18.13, 18.17, 18.21, 19.3</td>
<td>PSET 7تفويض للمراجع</td>
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<td>9</td>
<td>Oct. 24</td>
<td>Ch. 9 Perfect Comp., Cont’d</td>
<td></td>
<td></td>
<td>PSET 8تفويض للمراجعة</td>
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<tr>
<td>10</td>
<td>Oct. 31</td>
<td>Ch. 11 Monopoly</td>
<td></td>
<td></td>
<td>Draft paper due</td>
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<td>11</td>
<td>Nov. 7</td>
<td>Ch. 11 Monopoly</td>
<td>10.9, 11.2, 11.6, 11.7, 16.4</td>
<td>3.21, 15.27, 22.17, 22.22</td>
<td>PSET 9</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 14</td>
<td>Ch. 5 Game Theory</td>
<td>5.5, 5.10, 12.1 12.4, 12.6, 12.9</td>
<td>17.3, 17.6, 17.7</td>
<td>PSET 10</td>
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<tr>
<td>13</td>
<td>Nov. 21</td>
<td>No Class Thanksgiving Break</td>
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<td>14</td>
<td>Nov. 28</td>
<td>Ch. 15 Asymmetric Information</td>
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<td>Final paper and two sets of comments on drafts due in my office by 6 p.m. on the Monday after the last class</td>
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<tr>
<td>15</td>
<td>Dec. 5</td>
<td>Student presentations and review</td>
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<td>PSET 10</td>
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</tbody>
</table>

**FINAL** – cumulative, except chapters 5, 10, and 13

**Notes:**
- Quiz 1 Ch. 1-4, 14
- Quiz 2 Ch. 6-9