SPELMAN COLLEGE
Spring 2026, Economics 315 (CRN # 15333), Intermediate Microeconomic Theory, Giles 106
Tuesday and Thursday, 1:00-2:15 PM
Professor: Dr. Angelino C. G. Viceisza

OFFICE HOURS AND CONTACT INFORMATION

Office Hours (in person unless otherwise stated): Thursdays, 10:45 AM-12:45 PM
Office Location: Economics Department, Giles Hall, Room 403 (4th floor)
Email: aviceisz@spelman.edu. Office Phone: Please use email.
Course website: Please check Canvas. *In absence thereof, I will make use of email.*
Personal research website: https://www.angelinoviceisza.com
Note: I usually respond to simple questions via email (please include ECON 315 in the subject line). I may, however, refer the student to office hours. This tends to be the case for topics related to course performance.

RECOMMENDED TEXT AND OTHER MATERIALS

The following text is **strongly recommended**: Nicholson, Walter and Christopher Snyder. 2018. *Microeconomic Theory: Basic Principles and Extensions.* 12th ed. Cengage Learning: Boston, MA. **The following resources are also available**: (1) the University of California, San Diego's *Intermediate Micro Video Handbook (IMVH)*, (2) select YouTube videos, (3) detailed notes, and (4) articles (e.g., from journals) listed in the syllabus/notes (especially to be used while working on the research paper). To access IMVH, register for a free account at https://econvideos.ucsd.edu/. The Spelman email address should grant access, but sometimes a verification code is needed. If it goes to the quarantine filter, manually release it at https://security.microsoft.com/quarantine.

COURSE DESCRIPTION

Economics is the study of decision-making, typically in the presence of scarce resources. While economics often involves topics such as wealth and finance, it is not just about money. **Microeconomics** is a subarea of economics that studies behavior of individual "micro" units, for example, a consumer or a producer (a.k.a., a firm or company). **Theory** is a system of ideas or set of general principles intended to explain a phenomenon, for example, the decisions of micro units in the economy. Economists use mathematics (e.g., graphs, algebra, and calculus) to represent and communicate theory. Put together, this means that **ECON 315 Intermediate Microeconomic Theory** will use mathematics to build theoretical models that predict the behavior of micro units. I often describe ECON 315 as *"Principles of Microeconomics (ECON 242) on math steroids"*, which is why ECON 282 is a prerequisite.

Let us consider an example. Suppose we are interested in the question: *How do colleges and universities choose the number of students to admit in any given academic year?* There are two ways to answer this question. The first is empirically by analyzing data, for example, from a survey. The second is theoretically by building a model that predicts an answer. It is the latter approach that we will focus on in this course (the former approach is the focus of courses such as ECON 303 Econometrics and ECON 203 Statistics). Returning to the example, a college or university can be thought of as a producer of knowledge/students, i.e., a firm. So, it has $Revenues$, $Costs$, and $Profits = Revenues - Costs$. If we further assume that the institution will admit the number of students that leads to the most profits (least losses), we can use optimization techniques as follows:

1. $Revenues = Price * Quantity = pq$
2. $Costs = Quantity * per\ unit\ cost = qc$
3. $Profits = Revenues - Costs = pq - qc = q(p - c)$
4. Maximizing $Profits$ means taking the derivative of $q(p - c)$ and setting it equal to zero. In taking this derivative, the institution is choosing the variable q (the number of students to admit).
5. So, $\frac{dProfits}{dq} = 0$, which (by the power rule) implies that $p - c = 0$.

6. In short, the optimal number of students q^* will be determined by the point where $p = c$, which is the same as the point where $Marginal\ Revenue = Marginal\ Cost$. This should look familiar from ECON 242.
7. This mathematical derivation answers the original question. Assuming colleges and universities are profit maximizers and in a competitive education market (tuition is set by external, competitive forces), they will admit q^*students. For Spelman College, q^* is about 550-700 students per year.

If we want the above theoretical model to better match the day-to-day environment, the problem needs to be a bit more complex. Since colleges and universities are also consumers of labor (professors, staff, etc.) and capital (buildings, computers, etc.), $Costs$ (qc) can be broken into two components: (1) the cost of labor, which is the average wage (w) multiplied by the number of laborers (l) and (2) the cost of capital, which is the average cost of capital (v) multiplied by the amount of capital (k). In addition, colleges and universities produce knowledge/students based on the labor and capital they consume. So, q can be expressed as a production function of l, k, i.e., $q = f(l, k)$. So, $Profits$ can be rewritten as $pf(l, k) - wl - vk$. If we further assume that the institution's production function is Cobb-Douglas, the expression becomes $pl^{\alpha}k^{\beta} - wl - vk$. Solving this problem requires tools from multivariable calculus. It is these types of problems that we will routinely solve in this course, which is why ECON 282 Mathematical Economics is also a prerequisite for ECON 315.

The above example falls under the broad category of producer theory. In addition to such problems, we will see examples from (1) consumer theory (e.g., utility maximization or expenditure minimization and their implications for consumers' choices), (2) theory of markets where consumers and producers come together (e.g., partial equilibrium in one market or general equilibrium across multiple markets), and (3) game theory (i.e., strategic interactions between individual units within the economy) and uncertainty.

PREREQUISITES

Economics 282 Mathematical Economics and Economics 242 Principles of Microeconomics (with a grade of C or higher) are prerequisites for this course. The student must withdraw from this course if these prerequisites have not been met or approval has not been obtained from the professor. Failure to withdraw from the course will result in the student being administratively withdrawn. It is strongly recommended that the student complete at least ECON 203 Introduction to Statistics and Econometrics before enrolling in this course because of expectations associated with the research paper. If the student has not taken (or is concurrently taking) ECON 203, the student is advised to at least watch this short video introducing "econometrics" and/or stop by office hours for a quick review.

BEHAVIORAL OBJECTIVES

Upon completion of this course, the student should be able to:

1. Formulate a clear, innovative, and policy-relevant microeconomic research question.
2. Develop a theoretical microeconomic model to support this research question using both English language and mathematics, specifically, graphs, algebra, multivariate calculus, and optimization techniques such as LaGrange.
3. Derive testable hypotheses ("comparative statics") from such a theoretical model.
4. Use (2) and (3) to inform empirical microeconomic models, for example, the type of regression that needs to be run to test theoretical hypotheses using data.
5. Identify potential data sources to run empirical microeconomic models consistent with (1)-(4).
6. Use (2)-(4) to discuss potential implications of economic policies for behavior (choices) and welfare.

WHAT ARE YOUR PEERS SAYING AND THUS, HOW TO APPROACH THIS COURSE

Prior course evaluations as well as evidence from other economics programs indicate that students tend to find intermediate microeconomic theory a challenging course. There are at least two reasons. First, ECON 315 is a mathematically rigorous version of ECON 242 (Principles of Microeconomics) with significant use of calculus. Second, the course is designed to be student-led. That is, a student should not just "show up to class". Instead, the student should work through the notes, videos, and other material before coming to class. In addition, the student should attend weekly work sessions to practice with extra problems. So, it is suggested that students take at least the following steps in an effort to succeed in the course:

1. Watch IMVH and consume the notes/read the book chapters listed in the course outline **prior to class**. Showing up to class unprepared, means that the student is already behind. A special emphasis should be placed on working through the in-text examples referenced in the notes and the course outline. Focus on (A) understanding the graphs and (B) how the algebra and calculus relate to those graphs.
2. Consume the material discussed in class by asking and responding to questions. The professor will periodically ask students to come to the board and solve problems. **Engaging with such activities will increase the student's participation grade.**
3. Review the videos, book chapters, and class notes again **after class**. Any issues that remain unclear should be discussed with the professor and/or teaching assistant via email/office hours weekly.
4. Take the quizzes, research paper, and extra/ungraded homework seriously by linking those to the material reviewed prior to and discussed in class. In other words, use those as another opportunity to engage with and better understand the material. The quizzes and ungraded homework are intended to help the student stay on track. However, they are the bare minimum in terms of practice.
5. Attend peer tutoring (PT) and weekly work sessions conducted by the teaching assistant (more below).
6. Summarize the material on a chapter-by-chapter and/or weekly basis.
7. Review these summaries prior to exams, possibly in small groups. Notice that if the student has followed the above process, this will be at least their seventh time consuming the material.
8. ***A common concern is that the "notation" (symbols, Greek letters) used in class are not always the same as in the videos, work sessions, peer tutoring sessions, quizzes, and homework. Unfortunately, this is unavoidable. Part of the challenge in this course is to overcome that. The student must look beyond the "notation" to understand the broader concept. With enough practice (as outlined above), it will be OK!***
9. **Finally, follow the rules and start working now!**

WORK SESSION, PT, AND STUDENT SUCCESS PROGRAM

The work session will be a natural extension of class discussion because there will be limited time to go over examples in class. Generally, class discussion will focus on one in-text example while the work session and PT will focus on other in-text examples and problems (e.g., from the quizzes and ungraded homework, see course outline). Under ideal conditions, the student will (1) request other problems that they would like discussed during the work session/PT and (2) attempt such problems beforehand. PT is provided by the Student Success Program (SSP). SSP provides in-person and virtual peer tutors for various subject areas/courses, including ECON 315. Peer tutors have previously been successful in the course/major. Spelman also provides 24/7 access to tutoring via www.tutor.com. These are all valuable resources for student learning and are thus highly recommended (also see AI policy below). **Attending work sessions and PT tends to correlate positively with better course performance**.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

AI (i.e., ChatGPT and other large language models) is a powerful tool that has the potential to enhance human productivity. At the same time, the impacts of AI on student learning are mixed. For example, a field experiment by Bastani et al. (2024) finds that students perform better in the presence of AI (i.e., standard ChatGPT and GPT "tutors") but when such access is taken away, they do worse than students who never had access to AI to begin

with. In other words, the students who had access to AI used it as a "crutch" during practice problem sessions, thus gaining a false sense of security. Given more than 60 percent of the student's grade in this course will come from ***in-class*** exams, where AI will not be available, the student should use AI ***responsibly***. Here are some examples of what I consider responsible versus irresponsible use of AI.

Responsible	Irresponsible and Academically Dishonest
The student asks AI for refresher questions/examples about calculus, utility indifference curves, etc.	The student asks AI for answers to quiz questions and submits them as is (to save time).
The student asks AI to help find research papers on topic X, i.e., to assist with a literature review.	The student asks AI to write a research paper, or sections such as a literature review, on topic X and submits them as is (to save time).
The student has a conversation with AI about the types of models that might lead to hypotheses for a given research question, attempts to create their own model, and has follow-up conversations, e.g., if they hit roadblocks with math (also see caveat below).	The student asks AI to create a theoretical model and derive first-order conditions and comparative statics for their research question and submits them as is (to save time).

Even in cases of responsible use of AI, the student should be aware of the following. First, AI does not necessarily know when it is right or wrong. That is, just because AI gives an answer, this does not mean that the answer is correct (it can hallucinate and does so very authoritatively). On the other hand, I – as the professor who is grading you – DO tend to know what is right or wrong. Second, work generated by AI can become part of the public domain. This has repercussions for (A) attribution of such work (copyright) as well as (B) who can access such information. So, for example, if someone uses AI to analyze a private/confidential dataset, this can be problematic. Third, the student should be ready to "explain themselves" at any point in this course, especially for the research paper. So, if a student uses or follows AI without critical inquiry, they are unlikely to be successful in this course. **Finally, cite any use of AI accordingly.**

In short, we are all learning how to optimally use AI. So, I suggest using it as a complement (rather than a substitute) to other course resources such as the lecture notes, video lectures (e.g., IMVH, GTVH), office hours, work sessions, tutors, etc. (Side bar: The student might also find this field experiment on the impacts of AI by Otis et al. (2024) of interest. In this instance, AI seems to have mixed effects on entrepreneurial performance.)

JUSTIFICATION FOR FOUR CREDITS

This is a four-credit, three-contact-hour course. To justify the additional credit, the student will be required to do the following outside of class:

1. Watch videos, read notes/book chapters, and consume material ***prior to and after class***.
2. Complete take-home quizzes and extra (ungraded) homework.
3. Complete a research paper.

COURSE GRADING

The course grade will be determined as follows:

Two exams	30% (15% each)
One comprehensive final exam	30%
Quizzes	15% (six out of eight: 2.5% each)
Research paper	15%
Attendance and participation	10% (5% for attendance; 5% for participation)

The following grading scale will be employed:

Percentage Earned	Grade Earned	Percentage Earned	Grade Earned
93 – 100	A	70 – 74	C
90 – 92	A-	65 – 69	C-
87 – 89	B+	62 – 64	D+
83 – 86	B	58 – 61	D
79 – 82	B-	below 57	F
75 – 78	C+		

Notes:

(1) The above scale should be regarded as approximate as the instructor reserves the right to make adjustments in awarding final grades.

(2) I typically grade exams with a "bump".

(3) Optional final exam: If a student is satisfied with their letter grade at the end of the course, i.e., after the last class and once all grades have been populated (including the last stage of the research paper as well as attendance and participation), the student can choose not to take the final exam by notifying the instructor via email. In such case, the course grade will be whatever letter grade is on Canvas up to that point. *That said, if a student does take the final exam, it will factor into the overall course grade as explained above.*

QUIZZES

Quizzes will open at 4:00 PM of a given day and close at 11:59 PM of the day after. So, a student will have 32 hours to complete a quiz. The dates listed in the course outline further below are **due dates**. Quizzes will be completed on/submitted via Canvas. This means that the student's submission should be complete by 11:59 PM of **the stated due date**. **The student should plan accordingly since late submissions will receive a zero (0).** Please avoid losing points in an unnecessary manner and start the quiz on time.

RESEARCH PAPER (RP)

The RP should be based on a carefully developed research question that if properly executed can lead to, in the medium run, an independent study or senior thesis and, in the long run, a peer-reviewed journal article. *See rubric and notes at the end of the syllabus as well as the documents in the Canvas folder called "RP Guidelines" for additional expectations.* The final stage of the RP should comprise the following components (excluding appendices such as references, tables, and figures/graphs):

1) A title page with author name(s) [in alphabetical order] followed by an abstract with keywords.
2) An introduction covering (2 pages):
    a. The main research question and why we should care about it.
    b. A review of related economics literature and the contribution of the research question.
    c. A paragraph summarizing the organization of the paper.
3) A theoretical model covering (2-3 pages):
    a. The model setup and derivations (recall profit maximization example at the top of the syllabus).
    b. The testable hypotheses (predictions) derived from this model.
4) An empirical section covering (1-2 pages):
    a. A discussion of how the empirical (i.e., regression) model is informed by the theoretical model. I.e., there should be a discussion of how the regression coefficients relate to the theoretical model.
    b. A discussion of a potential data source that could be used to construct variables to estimate this empirical model (see class notes and RP guidelines for examples of such data sources).
    c. The research paper in this course will not require actual estimation of an empirical model, a.k.a., data analysis using Stata or other statistical software.
5) A conclusion covering (0.5-1 pages):

a. Potential policy and welfare implications that may result from the research.
b. Next steps for moving this paper forward, e.g., in a future course or in graduate school.

6) Full references for any citations, including any use of AI (recall AI policy).

Notes:

1. The RP will pass two stages of review (Stage 1 and 2) prior to being submitted for final grading/Stage 3 (see course outline for due dates). **Stages 1, 2, 3 count for 1%, 4%, 10% of the student's grade respectively.**
2. Students are allowed to work in groups of up to three people. If the student chooses to work in a group, please note:
    a. Students are responsible for choosing group members and communicating those to me by Stage 1 of the RP. *All group member names should be listed in all submissions in alphabetical order.*
    b. It is students' responsibility to ensure that the group functions properly. I.e., it is up to students to divide the work and ensure that (1) there is no freeriding and (2) submissions occur on time.
    c. The group should designate one of the members to be the "Communications liaison". This person will be responsible for submitting the group's work on Canvas. If this person does not submit a given stage on time, the whole group will get a zero.
    d. All group members will receive the exact same grade regardless of the circumstances.
    e. Topics discussed during office hours should be disseminated to all group members after the fact.
    f. All group members must also be copied when contacting me via email regarding any RP issues.
    g. Groups are fixed after Stage 1 and if members withdraw, others are responsible for the work.
3. The RP must be on a **micro** (not macro) topic. This can include topics in applied micro fields such as behavioral, crime, development/poverty, environmental, entrepreneurship, finance, game theory, health, innovation, labor/personnel, race/ethnicity, urban, industrial organization, and so on. Look at the program for the National Bureau of Economic Research (NBER) Summer Institute to draw inspiration for frontier research in economics. Please discuss with me during office hours as necessary. I reserve the right to reject research questions, e.g., after reviewing Stage 1.

FORMATTING

All written documentation submitted in this course (in particular, the different stages of the research paper) should be in Times New Roman 11-point font with 1.5 spacing and 1-inch margins all around. **ANY FILES THAT ARE UPLOADED TO CANVAS SHOULD BE LESS THAN 2 MB.**

MAKE-UP POLICIES AND EXTRA CREDIT

1. **REGULAR EXAMS:** There are **NO** make-up exams, whether the absence is excused or not. In case an absence is excused by the Office of the Dean within a week of the missed exam date, I reserve the right to prorate the weight of the missed exam over the remaining exams.
2. **FINAL EXAM:** The final exam **CANNOT** be made up. If a student misses the final exam, the student will receive a zero (0) for the exam. An exception **may** be made if a student seeks approval from me **PRIOR** to the exam by providing a valid documented excuse approved by the Office of the Dean. Even in this case, I still reserve the right to deny the student's request.
3. **QUIZZES:** There are **NO** make-up quizzes, whether the absence is excused or not. I will drop the two (2) lowest quiz grades when determining the student's overall grade. For example, if a student misses two quizzes, the student will receive a zero (0) but those will be dropped.
4. **RP:** The stages of the RP **CANNOT** be made up, whether excused or not. If a student or group misses them, the student/members will receive a zero (0).
5. **TARDINESS:** Late submissions will **NOT** be accepted. They will receive a zero (0).

6. **EXTRA CREDIT:** Most students fail to submit all possible assignments. As such, it does not make economic sense to give opportunities for extra credit since students are not making use of the opportunities already afforded to them. So, I will **NOT** give extra credit, regardless of the student's circumstances.
   ALL ASSIGNMENTS ARE DUE 11:59 PM OF THE DATE STATED ON THE SYLLABUS. THERE ARE NO EXCEPTIONS TO ANY OF THESE RULES.

ATTENDANCE AND PARTICIPATION POLICY

Class attendance and participation are mandatory, as these are integral parts of the class. *As such, 10% of the course grade comes from these components.* Please note the following:

1. Attendance is taken at the beginning of each class.
2. For students who have the habit of arriving after class begins, I reserve the right to count these as absences. The student is considered late if the student is not present when class begins. I typically count tardiness as an absence if the student arrives after I finished taking attendance. In case of excessive lateness (ten minutes after class begins), I reserve the right to bar a student from entering the classroom.
3. If a student misses zero (0, no) classes, the student receives 100 for the attendance portion of the grade. If a student misses one (1) unexcused class, the student receives 95 for attendance. If a student misses two (2) unexcused classes, the student receives 90 for attendance. Any student with three (3) or more unexcused absences will receive a zero (0) for attendance. *So, the student loses 5% of the course grade.*
4. **Any student with five (5) or more absences (*be they excused or unexcused*) will be administratively withdrawn from the course. I will email the student a notification and proceed by processing such withdrawal through the Offices of the Dean of Undergraduate Studies and the Registrar. It is up to the student to verify whether the Dean's Office will excuse an absence prior to missing class.**
5. Class participation will be judged based on thoughtful questions and discussions, active participation (e.g., coming to the board), and lack of disruptive behavior during class (see General Code of Conduct section of this syllabus). In particular, if a student uses a cell phone during class (without my permission), the student will receive a zero (0) for participation. *So, the student loses 5% of the course grade.*
   THERE ARE NO EXCEPTIONS TO ANY OF THESE RULES.

EXAMS: ACCESS, CALCULATOR, AND TECHNOLOGY POLICY

Exams in this course are not permitted to enter "the public domain". Although there is no obligation to allow the student to review exams after they have been reviewed in class and collected, if a student wishes to review an exam, I will typically accommodate the student during office hours.

The following exam-taking policy shall apply:

1. All students must **completely turn off** their cell phone(s) prior to an exam, place it in their bag, and place their bag (and any other personal belongings) in the front of the room. Also, remove any watches (traditional or electronic – e.g., Apple watches) or any other devices.
2. The following are the ONLY items that may be permitted next to the student while taking an exam:
   a. The exam paper (given by the professor). **NO SCRATCH PAPER.**
   b. 1-2 number two pencils and possibly, a pen.
   c. An eraser and/or white-out.
   d. Either a SIMPLE or SCIENTIFIC calculator.
      i. GRAPHING or FINANCIAL calculators are NOT allowed.
      ii. Students are NOT allowed to share calculators.
      iii. Students are NOT allowed to use cellular phones etc. as calculators.
   e. No food, drink, or anything else is allowed while taking an exam.
3. Students should space themselves properly (1-2 seats apart) and NOT communicate in any way. If they do or if I have the feeling that they are, it will be considered cheating.

4. All headwear should be removed unless it is for religious purposes.

Failure to comply with any of these policies will be considered cheating as defined by the Spelman College Bulletin. *See next item.*

ACADEMIC INTEGRITY

The following is Spelman College's **Academic Integrity Policy**:

"At the heart of Spelman College's mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the College affirms honesty, trust, and mutual respect. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see the Spelman College Student Handbook) and are expected to behave as mature and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy."

Violators will be subject to the sanctions outlined in the Spelman College Bulletin, which range from failing the course to expulsion.

GENERAL CODE OF CONDUCT (INCLUDING TECHNOLOGY AND CELL PHONE USE POLICY)

It is understood that any student participating in this course will show conduct in a manner that is constructive and non-disruptive to the learning environment. This is out of mutual respect for the professor as well as fellow students. With this in mind, use of any form of technology—including computers, cell phones, Apple watches, etc.—is only allowed if it is absolutely necessary for the student's learning within the course. If so, the student should see me by the end of the first day of class to discuss and potentially obtain permission to use such a technology. Even if granted, I still reserve the right to revoke this privilege if I notice that such technology is being used for purposes other than learning related to the course. In fact, research suggests that students who use technology (e.g., laptops) in the classroom are more likely to perform badly in their courses.

In the absence of such permission, use of technologies is strictly prohibited unless the professor explicitly requests the students to use such technologies. The student should turn off cell phones, laptops, tablets, or any other noise-making devices while in class as these can generally be considered disruptive. Any such disturbances will result in automatic eviction from class. NO EXCEPTIONS!!!

STUDENT ACCESS STATEMENT

The following is Spelman College's **Student Access Statement**:

"Spelman College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the College's programs or services, you should contact the Office of Disability Services (ODS) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ODS. The ODS works with students confidentially and does not disclose any disability-related information without their permission. ODS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the ODS at 404-270-5289 (voice), located in MacVicar Hall, Room 106."

GENERAL REMARKS

1. Students are expected to plan their travel, especially during holidays and at the end of the semester, so that it does not conflict with class activities/exams. The same applies to other types of travel throughout the semester, e.g., for interviews. All course dates are known at the outset (see next section), so it makes sense to schedule necessary travel around those, e.g., on dates when we will not have class.
2. Students should select a "buddy" in the course from whom they can obtain materials in case they miss class. It is the student's responsibility to obtain such material and stay up to speed.
3. The syllabus provides a general plan for the course; deviations may be necessary.

COURSE OUTLINE

Date	Topic	Quizzes and RP deadlines	Book section	Video	Ungraded homework (extra practice)
1/15	Syllabus/intro				
1/20	Chapter 1-2	Quiz 1 assigned and due 1/21	1.1-1.6 (also see notes) Empirical models/data (notes) and 2.12 2.1-2.3 (also see calculus suppl.)	B3 A4a-b	In-text examples 1.1-1.3, 2.1-2.8, 2.11 End-of-chapter problems (EOCPs)
1/22	Chapter 1-2		2.3, 2.5 2.4, 2.6	A4a-b, c-d A5	
1/27	Chapter 3		3.1-3.4	C1a-c, e-g	Section 3.5 (CD/other) In-text examples 3.1- 3.3 EOCPs
1/29	Chapter 3	Quiz 2 assigned and due 1/30	3.4-3.6	C1g-k	
2/3	Chapter 4	1st draft of RP due 2/4	4.2-4.3	C2a-c, C2i, A4	In-text examples 4.2-4.4, non-CD EOCPs
2/5	Chapter 4		4.2-4.3	C2a-c, C2i, A4	
2/10	Chapter 4		4.4, 4.6	C2c-d	
2/12	Chapter 5		5.1, 5.4-5.5	C2d-h, C5	In-text examples 5.2-5.4, 6.1-6.2 EOCPs
2/17	Chapter 5	Quiz 3 assigned and due 2/18	5.2-5.3 5.6-5.7 (including Slutsky)	A1, C3-4, C6 A1, C3-4, C6	
2/19	Chapter 5-6		5.8 6.1-6.5	C7 C2-6 (review them!)	
2/24: Exam 1 (Chapters 1-6)					
2/26	Chapter 7-8	Quiz 4 assigned and due 2/27	7.1-7.8 8.1-8.4, 8.12	C10 F1a-d, F2a, F2g-i	In-text examples 7.2-7.4, 8.1, 8.2 Section 8.7 and 8.7.5 EOCPs
3/3	Chapter 9			D1 (all but "L")	Section 9.5 (CD/other) In-text example 9.2 EOCPs
3/5	Chapter 9	Quiz 5 assigned and due 3/6		D1 (all but "L")	
3/10-3/12: NO CLASS due to Spring Break (2nd draft of RP due 3/15)					
3/17	Chapter 10			D2	In-text examples 10.1-10.4 EOCPs
3/19	Chapter 10			D2	
3/20: Midterm grades submitted via Banner					
3/23: Last day to withdraw with a "W"					
3/24	Chapter 11	Quiz 6 assigned and due 3/25		D3	In-text examples 11.1, 11.3, 11.4 EOCPs
3/26	Chapter 11			D3	
3/31	Chapter 12			E1	In-text examples 12.1-12.4 EOCPs
4/2	Chapter 12	Quiz 7 assigned and due 4/3		E1	
4/7: Exam 2 (Chapters 7-12)					
4/9, 4/14, 4/16: NO CLASS (Founders Day)					
4/21	Chapter 13			E2	In-text examples 13.1, graphs, EOCPs
4/23	Chapter 13	Final draft of RP due 4/26		E2	
4/28	Review	Quiz 8 assigned and due 4/29		Review all videos/concepts	
COMPREHENSIVE FINAL EXAM ON MONDAY, MAY 4 at 10:30 AM-12:30 PM ET (CONFIRM WITH LINK TO BE POSTED ON CANVAS)					

TYPICAL GRADING RUBRIC FOR THE RP

Rank	Content Quality	Quality of Written Exposition	Approximate score
Exemplary	The paper is technically strong in that it comprises (1) an excellent literature review, (2) a well-developed theoretical model, (3) a potential empirical strategy with potential data source (to test the hypotheses derived from 2), and (4) a discussion of potential policy implications and ways forward.	The paper is written in an academic manner, following typical standards observed in the literature. This applies both to the use of the English language (grammar, spelling, and so on), but also to the use of mathematical notation. Notation needs to be used as appropriate and be properly defined. The student should use academic articles in top peer-reviewed journals as a guide (see course reading list for examples of such articles as well as advice provided further below).	90-100
Accomplished	The paper is strong in categories (1), (2), and (3), but lacking in category (4).	The paper uses notation inappropriately.	85-89
Acceptable	The paper is strong in categories (1) and (2) but lacking in categories (3) and (4).	The paper uses notation inappropriately and does not necessarily read as an academic article.	80-84
Minimally Acceptable	The paper is lacking in either category (1) or (2).	Same as former.	75-79
Emerging	The paper is lacking in both categories (1) and (2).	Same as former.	70-74
Unacceptable	The paper is lacking in all categories.	Same as former.	69 and below

Other tips/issues for consideration for the RP:

1. It is imperative that the student start with a proper research question that is informed by and sufficiently different from prior literature.
2. Generally, references must come from a reputable source, for example:
    - Journal articles; e.g., *American Economic Journal: Applied Economics*, *American Economic Review*, *Econometrica*, *Experimental Economics*, *Games and Economic Behavior*, *Journal of Development Economics*, *Journal of Health Economics*, *Journal of Labor Economics*, *Journal of Public Economics*, *Journal of Political Economy*, *Journal of Urban Economics*, *Review of Black Political Economy*, *Review of Economics and Statistics*, *Review of Economic Studies*, and *Quarterly Journal of Economics*.
    - Working papers from reputable sources such as www.nber.org or faculty research pages (e.g., while searching Google Scholar).
    - Discuss with me during office hours to get insights into additional references.
    - Contact the "Economics/Business" Librarian at AUC Woodruff Library to access journal articles and NBER working papers.
3. Make sure to clearly differentiate between a theoretical and an empirical model.
4. Finally, you should also read the ***"additional guidelines for research paper"*** posted on Canvas.