

# EC311 - INTERMEDIATE MICRO THEORY

CRN: 31609

Spring 2025

Date modified: April 1, 2025

Lecture time:	4:00-5:50pm	classroom:	Straub 145
Instructor:	Dante Yasui	email:	<a href="mailto:dyasui@uoregon.edu">dyasui@uoregon.edu</a>
office:	PLC 525	office hours:	Monday 10-11 am, Wednesday: 1:00-2:00pm
Website:	<a href="https://dyasui.github.io/EC-311/">https://dyasui.github.io/EC-311/</a>		
	<a href="#">Canvas Page</a>	Course:	260984
	<a href="#">Achieve</a>	Course Code:	fm6j5k

## 1 Course Description

The objective of this course is to provide you with an introduction to, and overview of, the most important concepts in microeconomics. The material in this course provides the foundation for studying issues in a wide variety of fields in economics, including international trade, labor, development, and other fields, and is essential for further study in economics.

We start with a review of material from Introduction to Microeconomics (EC 201) by discussing the supply and demand model. We proceed to study consumer theory, gaining an understanding of how consumers' preferences and budgets lead to their consumption choices and the derivation of demand curves. Having gained an understanding of both the demand and the supply sides of economies, we proceed by studying the interactions of consumers and firms in different types of markets.

### Learning Objectives:

- Proficiency in microeconomic analysis. This builds on the basic microeconomic concepts and requires the ability to examine models of agents' decisions, including consumer utility maximization, firm profit maximization, and market equilibria, using mathematical tools.
- Develop the ability to perform constrained optimization in both the economic and critical thinking skills.
- Upon completing the course students should feel comfortable solving mathematical problems that allow them to build basic models of markets and using their intuitive understanding to explain the relationship between market inputs like preferences, technologies, costs and market outputs like price and quantity.

### Prerequisites:

EC 201 (Intro to Microeconomics) and MATH 111 (College Algebra) or equivalent. This course makes extensive use of mathematics. Given the nature of the material, we will become comfortable with solving equations, taking derivatives, and maximizing a function. We will go through a crash course in the necessary derivative skills in the first lecture.

### Required Materials:

***Microeconomics*, 4<sup>th</sup> Edition by Goolsbee, Levitt, and Syverson.**

The book comes with access to "Achieve (Macmillan Achieve)", an online platform with practice problems, homework, e-book chapters, learning modules, and extra resources. The course code is fm6j5k. It is available at the Duck Store (ISBN: 9781319604141)

## 2 Assignments and Grading

Participation .....	5%
Homework .....	20%
Canvas Quizzes .....	15%
Midterm Exam .....	30%
Final Exam .....	30%

### 2.1 Exams

Exams are closed book and may consist of a mix of multiple choice, short answer, and long answer questions. Only non-programmable calculators are allowed during exams. This means no graphing calculators. I will provide as many department calculators as I can but cannot promise there will be enough for all. Please bring your student ID to all exams. I will award partial credit on short and long answer questions as I see fit, so always attempt them and you are encouraged to show your work. The final is technically cumulative. This primarily means that concepts learned during the second half of the course will expand on those from the first half. Some older material will be fundamental to properly mastering the newer material. All accommodations documented through the AEC will be honored.

### No Makeup Exams

If you know that you will miss an exam you should tell me as soon as possible. Rather than create a new exam, my standard practice is to put the weight of the missed exam on subsequent exams (i.e. You miss the midterm so the final exam will now be worth 60% of your grade). Unless there are some unforeseen circumstances during the term, the exams will be on dates specified within this document.

### 2.2 Homework

There will be a total of 8 Homework Assignments with over 10 questions each. Homework will be assigned via the Achieve online platform. Assignments will be **due at 11:59pm Monday** of the week after they are assigned, except for the final assignments will be due by 11:59 pm on the Saturday before finals week. You will have two attempts per question, with a 5% penalty on the second attempt. Achieve is set up to allow for homework to be turned in up to 1 day late, with a 5% penalty. You are able to submit assignments early and I encourage you to not wait until the last moment, given that questions may arise. I will drop your lowest score. This system means that there will be no possibility for late submissions (beyond the grace period) or makeups.

### 2.3 Quizzes

There are 7 Canvas quizzes which are designed to prepare you for the type of questions you will see on the exams. It will consist of up to 10 questions, sometimes all from the same chapter, sometimes spread across chapters. You will have 1 attempt for each quiz. I will drop your lowest score. This system means that there will be no possibility for late submissions or makeups.

### 2.4 In-class Participation

Lectures are setup to be interactive with students. I will regularly ask questions throughout the class. You will have time to attempt them and discuss most questions with classmates. I will then randomly call on students to share their answer. Being correct is not important, attempting it is what matters. The purpose of these questions is three-fold: First, because this class is largely mathematical any practice with active feedback is beneficial to the learning process. Second, it gives me an understanding

of how well the class is mastering the material. Third, it gives you an additional incentive to come to and actively be engaged in class.

### 3 University Policies

**University Policies:**<sup>1</sup> The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability (<https://aec.uoregon.edu/content/what-disability>) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or <https://aec.uoregon.edu/> for more information. You can contact AEC at 541-346-1155 or via email at [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**Your Wellbeing and Basic Needs:** Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own—there's help and support on campus. As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at <https://counseling.uoregon.edu> or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support.

If your need is **urgent**, please contact the [Care and Advocacy Program](#) by calling **541-346-3216**, filling out the Community Care and Support form, or by scheduling an appointment with an advocate.

**Mandatory Reporter Status:** I am an assisting employee<sup>2</sup>. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) [website](#). Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit [safe.uoregon.edu](https://safe.uoregon.edu) for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at UO's [How to Get Support webpage](#).

**Academic Integrity:** The University Student Conduct Code (available on the Student Conduct

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<sup>1</sup> All of the following is from UO TEP's starter syllabus

<sup>2</sup> This means I only report any information shared to me to the administration if you request I do so.

Code and Procedures [webpage](#)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at the Libraries' [Citation and Plagiarism page](#).

**Accommodations for Religious Observances:** The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the Student Religious Accommodation Request [fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

### **Expectations Regarding Diversity and Inclusion:**

The UO Economics Department welcomes and respects diverse experiences, perspectives, and approaches. Both nationwide and at the University of Oregon, disproportionately few women and members of historically underrepresented racial and ethnic minority groups graduate with degrees in economics. All class participants are expected to communicate with respect and to avoid behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status.

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### **Acknowledge and Sign**

I agree that I have read and understand the syllabus

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Sign Here

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Date