Stevens Institute of Technology

School of Business

Syllabus

**MGT 506**

**Economics for Managers**

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| Semester:Spring 2022 | Day of Week/Time: Thursday 6:30-9:00 |
| Instructor Name & Contact Information:  **Dr. Alex Panayides**  [apanayid@stevens.edu](mailto:apanayid@stevens.edu) | Office Hours: By appointment  Class Website: <https://sit.instructure.com/courses/56991> |

**Overview**

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| This course introduces managers to the essence of business economics – the theories, concepts and ideas that form the economist’s tool kit encompassing both the microeconomic and macroeconomic environments. Microeconomic topics include demand and supply, elasticity, consumer choice, production, cost, profit maximization, market structure, and game theory while the Macroeconomic topics will be GDP, inflation, unemployment, aggregate demand, aggregate supply, fiscal and monetary policies. In addition, the basic concepts in international trade and finance will be discussed. |

**Relationship of Course to Rest of Curriculum**

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| It is important for managers to have a solid understanding of the economic climate within which their business operates along with an understanding of the economic factors involved in internal decision making. MGT 506 covers macro and microeconomics and is one of several courses, including accounting, finance and marketing, in the MSM and MBA programs, that together constitute the fundamental business disciplines. |

**Learning Goals**

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| After successfully completing the course, students will be able to   1. Use supply and demand to explain various economic phenomena and principles. 2. Explain the measurement and importance of GDP, inflation, unemployment, money, and trade. Explain the economic meaning of price, elasticity, and production costs. Describe the cause and effect of changes in all of these variables. 3. Draw and analyze cost and revenue curves that maximize profit. Discuss differences and critically analyze the pros and cons of different market structures, including competitive, monopolistic and oligopolistic markets. 4. Read and explain the content of economic materials from a secondary source (such as the Wall Street Journal, New York Times, etc.) Relate economic concepts to these real world events and critically evaluate the impact of economic policy. |

**Pedagogy**

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| The course will employ lectures, class discussion, individual homework, case studies, and two exams that will test the students’ grasp of the concepts covered in the course, as well as their ability to apply those concepts. In the homework assignments, students will apply the concepts covered in the course to business problems. In the case studies, they will apply those concepts to a business issue reported in the case. |

**Required Text**

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| **Principles of Economics** (13th Edition), by Karl Case, Ray Fair and Sharon Oster. Published by Pearson. |

**Additional Readings**

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| Material related to the case studies will be distributed in class.  The class is divided into groups and each group receives two micro-based case studies and one macro-based project which they present to the class. |

**Assignments**

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| **Assignment** | **Grade**  **Percent** |
| Homework Assignments | 10 |
| Case Studies/Project | 30 |
| Mid-Term Exam | 30 |
| Final Exam | 30 |

# **Tentative outline**

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|  | **Topics Covered** | **Readings** | **Assignments** |
| 1 | Introduction to Economics. Demand and Supply. | Textbook Chapters 1-4 | End of chapter problems from the text book. |
| 2 | Elasticity | Textbook Chapter 5 | End of chapter problems from the text book plus an additional problem set provided by the instructor. |
| 3 | Consumer Choice | Textbook Chapter 6 | End of chapter problems from the text book. |
| 4 | Production and Cost | Textbook Chapters 7-10 | End of chapter problems from the text book. |
| 5 | Profit, Perfect Competition, Monopoly, and Monopolistic Competition. | Textbook Chapters 12, 13, 15 | End of chapter problems from the text book plus an additional problem set provided by the instructor. |
| 6 | Oligopoly and Game Theory | Textbook Chapter 14  Instructor's notes | End of chapter problems from the text book plus an additional problem set provided by the instructor. |
| 7 | Game Theory continued | Instructor's notes | Mid-term exam (Take Home). Groups Presentations: Cases 1 and 2. |
| 8 | Introduction to Macroeconomics | Textbook Chapters 20-22 | End of chapter problems from the text book. Groups Presentations: Cases 3 and 4 |
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| 9 | Aggregate Expenditure | Textbook Chapter 23 | End of chapter problems from the text book. Groups Presentations: Cases 5 and 6. |
| 10 | Fiscal Policies | Textbook Chapter 24 | End of chapter problems from the text book. Group Presentations: Cases 7 and 8. |
| 11 | The Money Market and Monetary Policies | Textbook Chapter 25 | End of chapter problems from the text book. Groups Presentations: Cases 9 and 10. |
| 13 | Aggregate Demand and Aggregate Supply | Textbook Chapters 26-27 | End of chapter problems from the text book. Groups Presentations: Macro Projects 1 and 2. |
| 14 | The Labor Market | Textbook Chapter 28 | Final exam (Take Home). Groups Presentations: Macro Projects 3, 4 and 5. |

## Academic Integrity

### Graduate Student Code of Academic Integrity

All Stevens graduate students promise to be fully truthful and avoid dishonesty, fraud, misrepresentation, and deceit of any type in relation to their academic work. A student’s submission of work for academic credit indicates that the work is the student's own. All outside assistance must be acknowledged. Any student who violates this code or who knowingly assists another student in violating this code shall be subject to discipline.

All graduate students are bound to the Graduate Student Code of Academic Integrity by enrollment in graduate coursework at Stevens. It is the responsibility of each graduate student to understand and adhere to the Graduate Student Code of Academic Integrity. More information including types of violations, the process for handling perceived violations, and types of sanctions can be found at [www.stevens.edu/provost/graduate-academics](http://www.stevens.edu/provost/graduate-academics).

# **LEARNING ACCOMODATIONS**

Stevens Institute of Technology is dedicated to providing appropriate accommodations to students with documented disabilities. The Office of Disability Services (ODS) works with undergraduate and graduate students with learning disabilities, attention deficit-hyperactivity disorders, physical disabilities, sensory impairments, psychiatric disorders, and other such disabilities in order to help students achieve their academic and personal potential. They facilitate equal access to the educational programs and opportunities offered at Stevens and coordinate reasonable accommodations for eligible students. These services are designed to encourage independence and self-advocacy with support from the ODS staff. The ODS staff will facilitate the provision of accommodations on a case-by-case basis.

For more information about Disability Services and the process to receive accommodations, visit <https://www.stevens.edu/office-disability-services>. If you have any questions please contact: Phillip Gehman, the Director of Disability Services Coordinator at Stevens Institute of Technology at [pgehman@stevens.edu](mailto:pgehman@stevens.edu) or by phone 201-216-3748.

## Disability Services Confidentiality Policy

Student Disability Files are kept separate from academic files and are stored in a secure location within the Office of Disability Services. The Family Educational Rights Privacy Act (FERPA, 20 U.S.C. 1232g; 34CFR, Part 99) regulates disclosure of disability documentation and records maintained by Stevens Disability Services. According to this act, prior written consent by the student is required before our Disability Services office may release disability documentation or records to anyone. An exception is made in unusual circumstances, such as the case of health and safety emergencies.

# **INCLUSIVITY**

## Name and Pronoun Usage

As this course includes group work and class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect. This includes the ability for all students to have their chosen gender pronoun(s) and chosen name affirmed. If the class roster does not align with your name and/or pronouns, please inform the instructor of the necessary changes.

## Inclusion Statement

Stevens Institute of Technology believes that diversity and inclusiveness are essential to excellence in academic discourse and innovation. In this class, the perspective of people of all races, ethnicities, gender expressions and gender identities, religions, sexual orientations, disabilities, socioeconomic backgrounds, and nationalities will be respected and viewed as a resource and benefit throughout the semester. Suggestions to further diversify class materials and assignments are encouraged. If any course meetings conflict with your religious events, please do not hesitate to reach out to your instructor to make alternative arrangements.

You are expected to treat your instructor and all other participants in the course with courtesy and respect. Disrespectful conduct and harassing statements will not be tolerated and may result in disciplinary actions.

# **MENTAL HEALTH RESOURCES**

Part of being successful in the classroom involves a focus on your whole self, including your mental health.  While you are at Stevens, there are many resources to promote and support mental health.  The Office of Counseling and Psychological Services (CAPS) offers free and confidential services to all enrolled students who are struggling to cope with personal issues (e.g., difficulty adjusting to college or trouble managing stress) or psychological difficulties (e.g., anxiety and depression) and who can visit the office in person.  CAPS is open from 9:00 am – 5:00 pm Mondays, Wednesdays, Thursdays and Fridays and from 9:00 am – 7:00 pm on Tuesdays during the Fall and Spring semesters; appointments are highly encouraged.  For those students who cannot visit the Stevens campus for an in-person appointment, you can contact a local mental health care provider for an in-person appointment, or if you are enrolled in the Stevens Student Health Insurance, you may call Care Connect for 24/7 mental health support at 1-888-857-5462.

For further information please visit the CAPS webpage on [Seeking Help Off-Campus](https://www.stevens.edu/directory/counseling-and-psychological-services/seeking-help-campus).

# **EMERGENCY INFORMATION**

In the event of an urgent or emergent concern about the safety of yourself or someone else in the Stevens community, please immediately call the Stevens Campus Police at 201-216-5105 or on their emergency line at 201-216-3911.  These phone lines are staffed 24/7, year round.  For students who do not reside near the campus and require emergency support, please contact your local emergency response providers at 911 or via your local police precinct.  Other 24/7 national resources for students dealing with mental health crises include the National Suicide Prevention Lifeline (1-800-273-8255) and the Crisis Text Line (text “Home” to 741-741). If you are concerned about the wellbeing of another Stevens student, and the matter is *not* urgent or time sensitive, please email the CARE Team at [care@stevens.edu](mailto:care@stevens.edu). A member of the CARE Team will respond to your concern as soon as possible.