1. Course description
Economics is the study of how people interact with each other and with their natural surroundings to provide for their livelihoods. This course addresses the production and distribution of goods. We will use economic models to study economic stagnation, economic growth, work hours, social dilemmas, economic power, labor markets, monopolistic markets, competitive markets, and inequality.

2. Course objectives
- To make sense of economic data using spreadsheets
- To apply mathematical and graphical models of the economy
- To communicate effectively about economic topics
- To use economic thinking to inform your role in the world

3. Teaching team
This course is team-taught with Robert. I will provide course materials and lead one synchronous online class each Thursday. Your Graduate Teaching Assistant (GTA) will hold weekly recitations and grade your coursework. You may attend the office hours of any team member for help with course material, but you should see your GTA for grade-related questions.

Instructor: Fatih Kirsanli
Email: kirsanli@colostate.edu
Office hours: M and Tu 3-4:30pm
Online class: Thursdays 9-9:50am
Zoom link: https://zoom.us/j/94128177864

GTA: Robert Haggar
Email: robert.haggar@colostate.edu
Office hours: Tu from 12:30 to 3:30pm

4. Course materials
The course website at http://canvas.colostate.edu provides the syllabus, assignments, weekly quizzes, a discussion forum, and the gradebook. The required book for this course is *The Economy*, written by the CORE team. The book is available in three formats.

1. Purchase a new printed copy at the University Bookstore for $58.50.
2. Read the ebook for free in a web browser at www.core-econ.org.
3. Download the app The Economy by CORE ECON on your phone or tablet.

Regardless of how you read the book, I recommend studying the interactive figures and the unit questions in using a web browser or tablet.

5. Course structure
Each week you will read units in *The Economy*, watch two video lectures, post on our discussion forum, submit one quiz, and work through one homework problem. You will also participate in one (large) online class on Thursdays and one (small) recitation section on Monday or Friday (depending on your schedule). Over the course of the semester, you will write an essay and take two midterm exams and a final exam.
1. **Readings:** Students *must* read the assigned units, work with interactive figures, and answer the questions embedded in the text each week. Engaging with the textbook is crucial to success in this course. Economics is very abstract, and the readings will provide you with a foundation to understand the lectures and complete discussions, quizzes, and homework.

2. **Video lectures:** There will be video lectures posted on Canvas each Friday, covering the following week’s course material. You should watch them after finishing the reading. Take notes from the videos to review the key ideas in *The Economy*.

3. **Online classes:** There will be one large, synchronous, online class each Thursdays from 9-9:50am. These classes will consist of my review of the course material, small and large group discussions, activities, and a pop quiz based on what we cover that day. The quizzes must be taken during our class time.

4. **Recitation sections:** You will have one recitation with your Graduate Teaching Assistant (GTA) and twenty-some classmates each week. The recitations will focus on helping you solve homework questions. You will receive participation points for attending *and* participating in recitations worth up to 2% of your final grade.

5. **Discussion posts:** Each week you will discuss the course material with your recitation group on Canvas. These discussions provide a space for you to engage with the material by addressing whether you think that week’s model really explains the economic facts presented in the book, why it explains (or fails to explain) other data, and how else we might think about that week’s topic. I will provide several prompts in the form of questions, but you address anything related to the week’s topic. By midnight on Monday, you should post a short, relevant essay related to that week’s material: it should open with a thesis and briefly defend that thesis. If your post originates as an answer to one of my questions, write it as a standalone essay (i.e., leave out the question that motivated it). You are encouraged to link to relevant articles or videos from outside of class. Please respond to one of your peers’ posts by midnight on Tuesday. This discussion will provide us with a jumping-off point for class discussions on Thursdays. Your posts and replies are expected to be respectful. This does not mean that you aren't allowed to disagree - disagreement is welcome and valuable! But your posts and replies should be thoughtful and considerate analyses of ideas, not people. If you feel that these expectations are being violated, please reach out to me or your GTA. You will receive grades based on your engagement on the discussion forum **every 2 weeks, according to the rubric provided on Canvas.**

6. **Quizzes:** You have an 8-question multiple-choice quiz on Canvas that is due every Friday by 11:59pm. These quizzes will help prepare you for the exams. I encourage you to discuss these questions with your classmates. You have two attempts to complete the quiz, and your grade will be the average of your two attempts. Late attempts are worth 0 points. As a result, you should not submit a 2nd attempt after the deadline, because doing so will lower your average grade. (If you do so accidentally, email me.) The lowest week’s score will be automatically dropped. **Please use Google Chrome or Firefox for the quizzes not Safari.**

7. **Homework:** There will be one short-answer question for every week of the class. Your recitation section will help you solve these questions, but you will also need to devote time to them outside of class. The homework questions are challenging, and you are encouraged to work on them with a partner or in a small group. Both strong and weak students benefit from working together. These homework questions are not graded, but they provide crucial preparation for the short-
answer questions on the exams. Answer keys will be posted the week before the associated exam, but it is essential that you work on the solution to each problem before reviewing the key.

8. **Social dilemma essay**: You will write one essay between the two midterms. Detailed instructions and a grading rubric will be posted on Canvas.

9. **Exams**: Your understanding of microeconomics will be tested in **two midterm exams** and a **cumulative final exam**. Your exams will consist of multiple-choice questions modeled on the quizzes and homework questions. Exams will be proctored on Canvas during our regular class time using the Lockdown Browser with Respondus Monitor. You will need a computer with a webcam and internet access to take the exam. Your instructor will provide you with an ungraded, proctored quiz before the first exam for you to test your equipment. Please contact your instructor with any questions and concerns.

10. **Office hours**: Each week the instructor and GTAs will hold virtual office hours to help students succeed in this course. You are encouraged to ask us about points of confusion.

### 6. Course time estimates

Succeeding in this course will require a substantial amount of time. Your weekly workload will approximate the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>~3 hours/week</td>
</tr>
<tr>
<td>Lectures and recitation</td>
<td>~3 hours/week</td>
</tr>
<tr>
<td>Quizzes</td>
<td>~1 hour/week</td>
</tr>
<tr>
<td>Homework</td>
<td>~1 hour/week</td>
</tr>
<tr>
<td>Discussion posts and essay</td>
<td>~1 hour/week</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>~9 hours/week</td>
</tr>
</tbody>
</table>

### 7. Grades

Your final grade will be calculated as a weighted average of your grades in the following categories:

- 10% Discussion posts
- 15% Canvas quizzes
- 5% Pop quizzes
- 15% Social dilemma essay
- 15% Midterm exam 1
- 15% Midterm exam 2
- 25% Final exam
- 2% Recitation participation (extra credit)

We will use the following scale in this class:

- A+ 96.67-100
- A  93.33-96.67
- A- 90-93.33
- B+ 86.67-90
- B  83.33-86.67
- B- 80-83.33
- C+ 76.67-80
- C  70-76.67
- C- 60-70
- D  0-60
- F  0-0

Once any grade is posted, you have one week to contact your GTA with inquiries about your assignment grade. Final grades will not be rounded up (because the course provides 2 points in extra credit for participating in lecture and recitation).

### 8. Late work

Makeup discussion posts, quizzes, essays, and exams are not permitted. The only exceptions are in case of documented medical emergencies or conflicts with University sanctioned activities. In these cases, you
must provide your GTA with documentation as soon as possible. Except for the case of medical emergencies, make-ups must be requested prior to the due date.

9. Prerequisites and credit
To enroll in this course, you must be proficient in algebra. You must have completed MATH 117 (College Algebra in Context I) or MATH 118 (College Algebra in Context II) or MATH 141 (Calculus in Management Sciences) or MATH 155 (Calculus for Biological Scientists I) or MATH 160 (Calculus for Physical Scientists I]. This course meets the All-University Core Curriculum (AUCC) requirements for Social/Behavioral Sciences (Category 3C) and is approved under gtPathways in the content area of Economic or Political Systems (GT-SS1). Credit not allowed for both ECON 202 and AREC 202 (Agricultural and Resource Economics).

10. Inclusive Classroom
I aim to provide an inclusive and safe environment that is conducive to learning. Students are required to act respectfully in the classroom at all times. Any disruptive behavior that inhibits fellow-student learning will not be permitted. Such behavior includes holding private conversations during lecture, any unauthorized cell phone, laptop, or tablet use, or other behavior which detracts from the class.

11. Course Withdrawal Policy
Any student who wishes to withdraw from the course must submit a request directly to Division of Continuing Education. For complete information, please visit their website at http://www.learn.colostate.edu/help/creditstudents/registration/drop-policy.dot

12. Academic Integrity
We take academic integrity seriously. At minimum, academic integrity means that no one will use another’s work as their own. The CSU writing center defines plagiarism this way:

“Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding credit be given where credit is due.”
—Writing Guides: Understanding Plagiarism.
http://writing.colostate.edu/guides/researchsources/understandingplagiarism

Academic Dishonesty could result in expulsion from the university. This course will adhere to the CSU Academic Integrity Policies and Guiding Principles as found in the General Catalog and the Student Conduct Code. As per university policy: “Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action.” (General Catalog 2011-2012, 1.6, p.8).

Any academic dishonesty in this course may result in a grade of “F” for the course and may be reported to the Office of Conflict Resolution and Student Conduct Services. Please be aware that the General Catalog specifically identifies the following examples of academic dishonesty: cheating in the classroom, plagiarism, unauthorized possession or disposition of academic materials, falsification, and facilitation of cases of academic dishonesty. Plagiarism is defined as follows: “Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgement. Examples include a submission of purchased research papers as one’s own work; paraphrasing and/or quoting material without properly documenting the source.” (General Catalog 2011-
Of course, academic integrity means more than just avoiding plagiarism and cheating. It also involves doing your own reading and studying. It includes class attendance, careful consideration of all class materials, and engagement with the class and your fellow students.

13. CSU Honor Pledge
Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. While you will not be required to affirm the honor pledge, you will be required to affirm the following statement:

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU’s Practicing Academic Integrity.

14. Department Statement of Copyright
Please do not share material in this course in online, print or other media. Materials authorized by third parties and used in the course are subject to copyright protection. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission, including with online sites that post materials to sell to other students, could face disciplinary or legal action.

15. Accommodations and Tutoring Options
- **Tell Someone:** If you are concerned about safety or mental health – your own or someone else’s, please call (970) 491-1350 or complete the online referral form at: https://supportandsafety.colostate.edu/tell-someone/. Rams take care of Rams. Helping others, speaking up when something doesn’t feel right or when you’re worried about someone else, and reaching out are foundational values at Colorado State University. **Tell Someone** is a Colorado State University service where anyone can report concerns about a student or employee who may be struggling with issues such as mental health, stress management, and safety, as well as share concerns about threats of violence (against themselves or others). Through **Tell Someone**, you can report anything that threatens your safety or the safety of others in the university community. **Tell Someone** is available to seek help for or report a concern about any CSU community member, including employees who work off campus. **Tell Someone** is not designed to get people in trouble; it is designed to help students and employees who may be struggling, as well as help enhance university safety. **Tell Someone** is your resource if you’re worried about a friend’s well-being. If a student or employee is disruptive, **Tell Someone** is the right place to turn for intervention as well as university support to help put consequences and boundaries in place. **Tell Someone** is run by the Office of Support and Safety Assessment. The office is comprised of trained specialists who can identify concerns, pathways to resolution, and university resources. **Tell Someone** online and phone reports are only reviewed during regular business hours. If you believe someone is at risk of immediate harm, call 911.

- **Student Disability Center:** Students with disabilities may be eligible for accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the student’s responsibility to disclose any learning disabilities. Please contact the instructor if a special accommodation is required. To request accommodations,
students should contact Student Disability Center at (970) 491-6385 or go to [https://disabilitycenter.colostate.edu/](https://disabilitycenter.colostate.edu/). Documentation of disability is required and the RDS office will assist in this process.

- **TILT Tutoring:** Academic support is available through The Institute for Learning and Teaching (TILT). For more information - [https://tilt.colostate.edu/Undergrad](https://tilt.colostate.edu/Undergrad)

- **Writing Center:** Help with written assignments can be found at the Writing Center ([http://writingcenter.colostate.edu](http://writingcenter.colostate.edu)).

- **Canvas technical support:** [http://info.canvas.colostate.edu/student-resources.aspx](http://info.canvas.colostate.edu/student-resources.aspx)

16. **Title IX**

CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees.” This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety. Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources: Emergency Response 911, Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350, Colorado State University Police Department (non-emergency) (970) 491-6425. For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: [http://www.health.colostate.edu/](http://www.health.colostate.edu/). The Sexual Assault Victim Assistance Team through the Women and Gender Advocacy Center is a confidential student resource that does not have a reporting requirement [https://wgac.colostate.edu/](https://wgac.colostate.edu/)

17. **Technological Requirements**

All courses will require that students have online access and a computer. Students can check out an iPad from the library ([Library site](https://library.colostate.edu)) or use a computer in a computer lab. Exams can also be scheduled at the CSU Testing Center (costs about $5/30 minutes/exam cost to CSU students).

The technology requirements for this course are listed below:

**Hardware** (see [recommendations from CSU](https://library.colostate.edu/))

- A Windows or Macintosh computer with at least 2 GB of RAM and a fast, reliable broadband Internet connection (e.g., cable, DSL).
- Recommended computer monitors and laptop screen size be 13-inches or larger for optimum visibility of course material.
- Computer speakers or headphones to listen to recorded content.
  - A webcam or other camera may also be necessary if proctoring services are used in this course.
- Enough space on your computer for
  - install the required and recommended software and,
save your course assignments.

Software (see recommendations from CSU)
- Web browsers
  - Firefox generally works well with CSU websites - [free download]
  - Chrome: [free download]
- Adobe Acrobat Reader ([free download])
- Flash Player ([free download])
- Microsoft Office ([free download] through CSU)

18. Important Information for Students on COVID-19
All students are required to follow public health guidelines in any university space and are encouraged to continue these practices when off-campus(es). Students also are required to report any COVID-19 symptoms to the university immediately, as well as if they have potentially been exposed or have tested positive at a non-CSU testing location. If you suspect you have symptoms, please fill out the COVID Reporter ([https://covid.colostate.edu/reporter/](https://covid.colostate.edu/reporter/)). If you have COVID symptoms or know or believe you have been exposed, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you; if you report to your instructor that you will not attend class due to symptoms or a potential exposure, you are required to also submit those concerns through the COVID Reporter. If you do not have access to the internet to fill out the online COVID-19 Reporter, please call (970)491-4600.

If you report symptoms or a positive test, your report is submitted to CSU’s Public Health Office. You will receive immediate, initial instructions on what to do and then you will also be contacted by phone by a public health official. Based on your specific circumstances, the public health official may:

- choose to recommend that you be tested and help arrange for a test
- conduct contact tracing
- initiate any necessary public health requirements or recommendations and notify you if you need to take any steps

If you report a potential exposure, the public health official will help you determine if you are at risk of contracting COVID.

For the latest information about the University’s COVID resources and information, please visit the CSU COVID-19 site ([https://covidrecovery.colostate.edu/](https://covidrecovery.colostate.edu/)).

19. Disclaimer
All of the information in this course syllabus is subject to change when deemed necessary by the instructor. Students will be notified verbally in class, via postings on the class homepage, or by email if such changes occur.

20. CSU Principles of Community
Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.
Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities. Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

21. Diversity and Inclusion
The Mission, Vision, and Focus webpage of the Vice President for Diversity includes a comprehensive statement of CSU’s commitment to diversity and inclusion.