

University of Florida  
Economics Department

**ECO 3101 – Intermediate Microeconomics**

About the Instructor	About the Course
<b>Instructor:</b> Carlos Pitta <b>Office 01:</b> 321 Matherly Hall (MAT) <b>Office 02:</b> 1120B McCarty Hall B (MCC)	<b>Term:</b> Spring 2016 <b>Credits:</b> 4 Hours <b>Section:</b> 1F62
<b>Office Phone:</b> 352-392-0382 <b>Email:</b> cpitta@ufl.edu	<b>Prerequisites:</b> MAC 2233, Calculus I ECO 2023, Principles in Microeconomics
<b>Office Hours:</b> Tuesday and Thursday: 13:55 – 14:45 (Period 7, plus an open-door policy if you find me at my office!)	<b>Meetings:</b> Tuesday and Thursdays, 11:45 – 13:40 (Periods 5 and 6) <b>Classroom:</b> 103 Matherly Hall (MAT)
<b>Required Text:</b> <ol style="list-style-type: none"> <li>1) <b>Varian, Hal R.</b> (2014) <i>“Intermediate Microeconomics”</i>. 9<sup>th</sup> Edition, Norton.</li> <li>2) <b>Varian, Hal R.</b> (2014) <i>“Workouts in Intermediate Microeconomics”</i>. 9<sup>th</sup> Edition, Norton.</li> </ol>	

**Course Purpose:** The purpose of ECO 3101 is to provide the student with the analytical tools used by economists to model the behavior of economics agents. The final goal is for the student to apply this tools to comprehend real life examples in in his/her surroundings. This course of Intermediate Microeconomics can be disjointed in three sections: **Section I** emphasizes on the decision making of consumers, with the clear goal of derive demand functions; **Section II** attempts the same for producers in order to derive supply functions; **Section III** review selected microeconomics topics of several other tangent areas of interest.

This course, by the nature of the discipline itself, draws heavily from math elements such as algebra, graphs and calculus. But it's main goal IS NOT for the student to memorize math results and follow solution algorithms, *au contraire!* The main goal is that by the end of the course you have a clear comprehension of the importance of microeconomics, the broad and real problems that can solve. And lastly, I would hope that the students take a personal first glimpse of a curious and strong source of insight and astuteness that we commonly call economic intuition.

**Grades:** ECO 3101 is a hard class! Than being said, it's **very important** for me to convey you the fact that you own your grade, and that the course is designed to reward everybody that works hard, so you won't have any problem passing this course unless you slack. Formally, we will have the following evaluation activities:

Activity	Percentage
Midterm 01 (Section I, Demand)	20%
Midterm 01 (Section II, Supply)	20%
Final Exam (Comprehensive)	30%
Problem Sets (Four, 5% each)	20%
Random Quizzes (Thursdays)	10%
<b>TOTAL</b>	<b>100%</b>

In this section of ECO3101 it's your right to skip ONE midterm, no questions asked. You can use this wildcard mindfully though! If you choose to do this, your comprehensive Final Exam will be worth 50% instead of 30%. This will also apply to medical reasons or other circumstances. Of course you cannot skip two midterms, or the Final Exam. Again, you MUST attend the comprehensive Final Exam. Not doing so will make you fail even if you have a passing grade based upon midterms, quizzes and problem sets alone.

We have 4 problems sets worth 20% of the final grade, 5% each, that will be handed in on Tuesdays (January 19, February 16, March 08 and April 12) and will be due at the end of second Tuesday after that lecture (February 02, March 01, March 22 and April 19), so you will have 2 weeks to work on them EXCEPT for problem set 04, that is due on the last day of classes on April 19. I will try to do this problem set a little bit smaller and/or easier to compensate for the lack of time. Also, we will have a total of 4-6 random quizzes on the last 20 minutes of the second block of Thursday's class. We will not

have make up quizzes, but the lowest of all your quizzes grades will be dropped, then the average will count 10% toward your final grade. All material covered up to the day of the quiz is susceptible of being interrogated, including the material of that same day lecture.

Finally, overall grades will be based on the weighted average of the normalized scores and placed on the following scale:

Percentage (y)	Grade
$y > 90\%$	A
$85\% < y < 90\%$	B+
$80\% < y < 84\%$	B
$75\% < y < 80\%$	C+
$70\% < y < 74\%$	C
$60\% < y < 70\%$	D+
$50\% < y < 60\%$	D
$y < 50\%$	F

It's the instructor prerogative to rule on borderline cases, upon his criteria and perception of the student performance. I may also encourage class participation by awarding decimal points spontaneously for solving problems, especially during recitations.

### **Tentative Course Outline:**

(The instructor reserves the right to change this outline as appropriate)

Tuesdays	Topic/Activity	Thursdays	Topic/Activity
<b>Section 01: Demand</b>			
Jan 05	Seminar, Syllabus and Math	Jan 07	Math Refresher
Jan 12	Chapter 02, Budget Constraint	Jan 14	Chapter 03, Preferences
Jan 19* (1)	Chapter 04, Utility	Jan 21	Chapter 05, Choice
Jan 26	Chapter 06, Demand	Jan 28	Chapter 06, Demand
Feb 02**	Chapter 08, Slutsky Equation	Feb 04	Chapter 14, Consumer's Surplus
Feb 09	<b>Recitation 01: Individual Demand</b>	Feb 11	<b>Midterm on Individual Demand</b>
Feb 16* (2)	Chapter 15, Market Demand	Feb 18	Chapter 16, Equilibrium
<b>Section 02: Supply</b>			
Feb 23	Chapter 19, Technology	Feb 25	Chapter 20, Profit Maximization
Mar 01**	Chapter 21, Cost Minimization	Mar 03	Chapter 22, Cost Curves
Mar 08* (3)	Chapter 23, Firm Supply	Mar 10	Chapter 24, Industry Supply
Mar 15	Chapter 25, Monopoly	Mar 17	Chapter 26, Monopoly Behavior
Mar 22**	<b>Recitation 02: Supply</b>	Mar 24	<b>Midterm on Supply</b>
<b>Section 03: Selected Topics</b>			
Mar 29	Chapter 12, Uncertainty	Mar 31	Chapter 13, Risky Assets
Apr 05	Chapter 35, Externalities	Apr 07	Chapter 37, Public Goods
Apr 12* (4)	Chapter 31, Behavioral Economics	Apr 14	<b>Recitation 03: Topics</b>
Apr 19**	<b>Recitation 04: Final Preparation</b>	Apr 21	Reading Day
<b>Final Exam, Tuesday 26 of April, MAT 103, Hour block A (07:30 to 09:30 am)</b>			
<b>* = Problem Set handed out. ** = Problem set due.</b>			

**General Tips:** Believe it or not, economics can be fun! The topics that we will be considering are important and the issues we will be addressing are recurring. Learning what's behind the headlines in the newspapers and magazines can be fascinating. Moreover, it can be rewarding to master some basic economic tools and then see how they can be used to analyze all kinds of social problems and individual choices. I will do everything I can to make microeconomics interesting and rewarding for you. You can help a lot by taking a few important steps:

1. I will communicate with you and post course materials on **Canvas**. You can access at a) [ufl.instructure.com](http://ufl.instructure.com); or b) [lss.at.ufl.edu](http://lss.at.ufl.edu), then select "e-Learning in Canvas". If you have trouble logging in, please let me know.

2. Read the assigned portion of the text before coming to hear the lecture. I will try to cover the most important material from the text in lectures, but a lot of class time will be dedicated to lecture in which you need to be an active participant. We'll also use class time to solve problems.
3. Think about what you read and hear! Continually ask yourself if what you are reading makes sense and if you can tie it to the world you observe around you. Expand your understanding by bringing what you learn in class to bear on articles you read, news reports you see or hear, and conversations you have.
4. **Draw lots of graphs!** Yes, this class is graph intensive. Graphs will help you to understand how cause-and-effect relationships work. Most economic issues become surprisingly simple once you illustrate them with a graph.
5. Don't cram! It is virtually impossible to cram for this course and do well. Also, note that attendance is not required, but coming to class and pay attention is by itself an excellent insurance policy against failing the course.
6. **Do your Problem Sets!** Answer to problem sets must be personal but, if possible, form a study group (it is an *excellent* way to learn economics) or get a "study-buddy". Many of the examination questions will be based upon the problem sets, quizzes and recitations, so if you ace your problems and understand the rest, you'll ace your examinations as well. Also, try to be ordered and neat when writing as this will speed up my grading time.
7. Most importantly, ask questions. Economic issues and economic concepts often seem baffling to beginners and experts alike. When confused, the best way to learn what's going on is to start asking questions to anyone who will listen. **Don't be afraid to talk economics!** If you keep insisting that economics makes sense, then sooner or later it will.
8. I will post plenty of material on Canvas, more than enough for you to practice. Also, you will notice that I will post 2 sets of lectures, one with the suffix BEFORE and another with the suffix AFTER. I will make changes to the file BEFORE, trimming material or adding classroom's live annotations. So you can study with either one of those, although the AFTER set will be more concise, shorter and may include further insights direct from classroom.
9. Our main communication tool will be Canvas, although you are encouraged to come to office hours if you have any question. I also have an open door policy so if you miss the posted office hours you can still go to my office and chances are you'll find me. If I'm not in Matherly I will surely be in my other office, located at 1120B McCarty Hall B.
10. Finally, **be polite and courteous** towards your fellow classmates. **CELL PHONES and PAGERS are to be turned off.** If you arrive late for class, please enter through the back door of the classroom and take a seat in the back as to minimize the interruption. In encourage participation in class but please avoid talking amongst each other once the lectures begin (this *includes* conversations about the material and the class itself). If you cannot abide by these simple common-sense rules, you should not come to class. By enrolling in this course you are agreeing to the terms outlined in this syllabus. If you have any questions about the policies of the class or the course itself, please do not hesitate to ask. Have a great semester!

### From the University of Florida

#### **Academic Honesty, Software Use, Services for Students with Disabilities, UF Counseling Services**

The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

*"I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

*"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

### **Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

### **Campus Helping Resources**

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

1. *University Counseling Center*, 301 Peabody Hall, 392-1575; personal and career counseling: [www.counsel.ufl.edu](http://www.counsel.ufl.edu) 2. *Student Mental Health*, Student Health Care Center, 392-1171, personal counseling: [www.hsc.ufl.edu/shcc/smhs.htm](http://www.hsc.ufl.edu/shcc/smhs.htm) 3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161, sexual assault counseling; and 4. *Career Resource Center*, Reitz Union, 392-1601, career development Assistance and counseling.

### **Students with Disabilities Act**

The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faulty-student disability related issues.

*Dean of Students Office*, 202 Peabody Hall, 392-7066, [www.dso.ufl.edu](http://www.dso.ufl.edu).