UNIVERSITY OF CALIFORNIA, SAN DIEGO

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DEPARTMENT OF ECONOMICS
ECON 2: MARKET IMPERFECTIONS & POLICY

LOCATION: VIRTUAL LECTURE HALL (https://ucsd.zoom.us/j/93077911489)
TIME: TUESDAYS & THURSDAYS, 11AM-1:50PM (PST)

SUMMER SESSION II 2020
SYLLABUS

Instructor: Dr. Steve Levkoff, PhD, CAP®
E-mail: slevkoff@ucsd.edu
Instructor Webpage: http://stevelevkoff.com (not updated)
Course Webpage: http://canvas.ucsd.edu
Virtual Office: https://ucsd.zoom.us/j/92240815804
Office Hours: T/Th 10am-11am PST (please make email appointment in advance letting me know you will show up – otherwise I will be prepping for class)

Course Description: This course is a continuation of ECON 1, the first course in the principles of microeconomics sequence. Emphasis will be placed on the role of government policy and market failure. Topics include market power, externalities & public goods, information economics, environmental economics, poverty, labor markets, and health care.

Prerequisites: In order to be enrolled in this course, you should have satisfactorily completed ECON 1. Otherwise, this course will be taught assuming that you have a firm grasp of basic high school algebra and geometry (which are prerequisites for admission to UCSD).

Readings:
  Required:

  - [1] Principles of Economics, by Frank and Bernanke, 8th Edition. (Although, unofficially, any basic text on introductory microeconomics would probably suffice). You should already have used this book for ECON 1.

Course Modifications for COVID-19: As you all know, we are in the middle of a global COVID-19 pandemic, which has required dramatic changes to how we teach and learn. All instruction will be conducted remotely using Zoom and Canvas. My hope and aim this quarter is to provide as high quality an intellectual experience for students as would have been the case if we were to have been able to meet in person. There will be some trial and error and we will need to make adjustments along the way, but I am adding design elements to the course to create a greater sense of academic community despite the lack of personal proximity in a classroom in a way that can accommodate students across multiple time zones. I am also modifying the assessments structure to be based more on engagement with the materials than on high-stakes examinations.

Lectures: All live lecture sessions will take place at the regular scheduled time for the class, which is from 11AM – 1:50PM on Tuesdays and Thursdays. All lectures will take place through Zoom using the URL https://ucsd.zoom.us/j/93077911489 and will be recorded (see disclaimer below). All recorded lecture videos will be posted. Links to the virtual "lecture hall" are posted to Canvas as recurring meeting links in the virtual classrooms and offices module. My plan is to conduct the lectures live, but I may also prerecord the lecture for asynchronous viewing in case we have problems with connectivity. I use a "call-and-response" type lecture style, and you should feel encouraged to participate and leave feedback in the chat when queried by the instructor. Depending on the question volume during the live lecture, TAs may help "co-host" the Zoom meeting acting as a chat moderator and will be able to take your questions in the chat during the lecture in real time. The general lecture scheduling format will be broken into three parts (recordings posted separately) and will be as follows:

> 5 mins: Welcome / (Pre) Lecture Survey Question 1
> 60 mins: Part I Material
> 15 mins: Rapid Fire Q&A via Chat
> > 10 mins: Break
> 5 mins: Lecture Survey Question 2 (follow up to Part I material / motivate Part II material)
> 60 mins: Part II Material
> 15 mins: Rapid Fire Q&A via Chat

Worked Problems: While not a formal part of the course grade, the practice problems posted in the relevant module on Canvas will play a crucial role in developing your problem solving skills and should be taken *very seriously*. In the past, it has often been the case (and is no secret if you look at my course evaluations online) that students putting the most effort into the worked problems tend to perform best on assessments because *the worked problems tend to be much more difficult than assessments*. Worked problems will be posted regularly to Canvas and will be used as constructive examples to potentially be covered in the TA discussion.

Technology Prerequisites: It is your responsibility to make sure you are enrolled in the online course (Canvas) by registering for the class formally through the university. I will not provide access to the Canvas course if you are not already enrolled or on the wait list to avoid complications with the course roster and to routinely check it and your email for announcements and to access newly distributed material. *You must also make sure that your browser is compatible with the Canvas quiz assessment system and that you have access to EITHER a webcam w/audio or a cell phone camera w/audio (see the self-proctoring instructions below), NO EXCEPTIONS.* In the past, some students had browsers that did not display the math text. There is a *Technology Check Practice Quiz* that you should complete prior to the end of week 1 to iron out any technical issues – it will not count towards your course score, and is intended to make sure that your browser is compatible with the math text. If you run into any technical issue later in the course and did not complete the Technology Check Practice Quiz, you may find less leniency in your situation. Any questions regarding Canvas issues or general technology issues should be directed to ITS@ucsd.edu.

Discussion Sections: Discussion sections will be primarily focused on going through solutions to problem sets, quizzes, and lecture review problems. These discussions will be recorded and posted to Canvas.

> **Location:** Virtual Office / Discussion Room
> **Times:** Wednesdays: 11AM-12:50PM
> **Teaching Assistants:** Danil Dmitriev (ddmitrie@ucsd.edu)
> **Office Hours:** TBD

Lecture Survey Questions (LSQ – W#L#): At the beginning of each lecture (starting in week 2) and after each break, I will ask a quiz-like question in Canvas related to reviewing material covered in a previous lecture or to motivate the material to come. While these questions are designed for the students attending the live-session, they can be submitted for credit anytime up until 11:59pm (PST) on Friday for the current week's lectures. These questions are graded on a participation basis only (full credit if you do it, none if you don't) and cannot be "made up" for *any* reason in the event they are missed, which is why the time window is extended through the next day. They are coded "LSQ -W#L#" where the # following W is the week and the # following L is the lecture number of that week (1 or 2).

Lecture Review Problems (LRP – W#): Following each week's lecture there will be a small set of 10 problems to be completed for reviewing the material associated with that lecture (first one will be available Friday of week 1). These problems will act to check your

understanding of the lecture material and will be graded for correctness. You are encouraged to use your notes and digital resources to help yourself complete these review problems, and may consult with classmates and TAs on these problems. Review problems will be available Fridays at noon (PST) and can be submitted any time before the Sunday at 11:59pm (with exception to Week 5's which must be submitted prior to Friday at midnight so that you have access to the solutions for the final quiz which will be available the next day). They are not time constrained otherwise and you may go back and forth between questions freely. They are coded "LRP -W#" where the # following W is the week.

Quizzes (Quiz – W#): Rather than only a few high stakes exams, there will be 5 weekly quizzes administered every Monday starting week 2 and ending in week 5 with the exception of the fifth quiz. The fifth quiz will be available during the final exam period scheduled by the registrar (see schedule below). The quizzes will involve applications and problem solving related to recently covered topics. The quizzes (20 questions) will be administered through Canvas, will consist of a variety of question types (multiple choice, numerical response, etc.), and will make up a majority of the course assessment. During the quizzes, you will only be able to see one question at a time, cannot move onto the next question until answering the current one, and cannot go back to past questions after answering them. Each student will effectively have a different quiz using randomized question variants from a question pool. The quizzes will be available starting at 4pm (PST) on Monday and will remain open until 11:59pm (PST) that night - you will have one hour to complete the quiz after starting it (so don't start it if you're not ready to finish it!). The last quiz will be available during only the scheduled final exam time slot (see schedule below. The lowest quiz score will be dropped at the end of the quarter. You may use your notes and digital resources to complete the quiz, but you may not consult with any other individuals during the quiz - your answers should be your own per the academic integrity policy (see below). Note that Canvas provides many metrics to allow us to monitor your quiz activity (even in real time), so it is somewhat easy to note suspicious behavior quantitatively. The quizzes are coded "Quiz – W#" where the # corresponds to the week in the quarter.

Self-Proctoring Instructions (QUIZZES ONLY): You will be required to "self-proctor" your quizzes by hosting your own Zoom meeting and saving a recording of yourself taking the quiz on canvas using the "screen share" function in Zoom while having your video and audio on. This can be done by *carefully* following the steps outlined below. Failure to follow these instructions may result in nullified quiz results and a score of zero on the assessment. You DO NOT need to self-proctor / record your LRPs or LSQs assessments. Steps to follow when self-proctoring a Quiz:

BEFORE YOU BEGIN THE QUIZ

1) Start your own hosted Zoom meeting.
2) Open the Canvas course page and navigate to the quiz (don't begin the quiz yet).

3) Use the "Screen Share" option from the control bar on Zoom and share your screen with your web browser open to the Canvas page the entire time while you take the assessment – make sure you're sharing your entire screen, and not just the Canvas window.

4) Make sure your video is on and your microphone audio is on *so we can see and hear you during the quiz in your recording*. Failure to do so will result in a nullified quiz grade (and a score of zero). You will see your video in a "thumbnail" view (you can move this around) and it will show up in the top-right corner of your recording when it is done processing once you end the Zoom meeting. If for some reason, you don't have camera access on your computer and cannot screen share, you may use your cell phone to record your entire session – you must get permission from the instructor in advance to do this, must have audio access and video visible of both you and your screen.

5) In the options of the control bar in Zoom, choose either "Record on this Computer" or "Record to Cloud" to begin recording your session. You should see a red dot under the control bar indicating that recording is taking place – failure to do this will result in a nullified quiz score and a possible grade of zero for the assessment. It is recommended that you use the "Record on this Computer" option as the Cloud recordings will be deleted in 30 days and you may be asked to provide a recording after that period, requiring you to download them locally anyway. You may need to log into the Zoom website into your account to change some of these settings if they are not set by default (they should be).

6) Show your student ID to your camera so it is clearly captured in the video (hold it up for at least 5 seconds). Failure to do this will result in a nullified quiz score and a possible grade of zero for the assessment.

COMPLETE THE QUIZ – DON'T MINIMIZE YOUR VIDEO THUMBNAIL WINDOW OR CLOSE ZOOM

7) Once you have completed the quiz, end the meeting on Zoom. When you do, you will see a message / popup window saying that the video is processing and will either be saved in a folder on your computer on to the cloud depending on which option you chose in step 5).

8) You may want to take a look at the video to make sure you've adequately achieved the goal of screen sharing your exam, having your video visible with audio, and showing your student ID.

9) DO NOT delete the recording until after the course is complete. We may ask you to provide the video file for your recorded session. Failure to do so will result in a nullified quiz grade and potentially result in a score of zero.

In the event you lose connection or have ANY sort of technological issue that prevents you from completing the quiz, that will count as your dropped quiz. If you get disconnected in the middle of recording (don't end the meeting or log out), but are able to reestablish connection, Zoom will automatically reconnect the session and will still be recording (so you don't need to hit record again after reconnecting). You should also be able to pick up where you left off in your Canvas quiz.

Grading:

Lecture Survey Questions (LSQs)	5%
Lecture Review Problems (LRPs)	15%
Quizzes	80%
Total	100%

In the *past*, a student could typically guarantee themselves an A by ranking in the top 25% of students in the course and a B by ranking in the top 60%. In the past, scoring a course composite score of 90% or above typically puts students in the A range. Similarly, scoring a course composite score of at least 80% tends to put students somewhere in the B range. In the past, scoring at least a 50% composite score for the course was the required threshold to pass the class (with C-). The instructor reserves the final judgement in all grade assessment matters. It is important to note that the Canvas grade center doesn't automatically apply these weights – you will need to compute this manually as outlined above.

Absences & Attendance: If you miss a quiz for ANY reason (excused or unexcused), it will count as the dropped quiz. Otherwise, absence from a quiz OR failure to provide the recording of your quiz session if asked will be awarded a score of zero. The instructor reserves the right to re-weight the composite grading structure above to accommodate valid excused absences (ie: medical emergency, etc.) in the event students miss more than one quiz. This could involve an oral exam via Zoom with the instructor. To hedge risk, it is in the students' best interest to complete as many of the course assessments as possible. An excused absence for the last quiz will result in an incomplete grade if it is not the low quiz that is dropped. The instructor reserves the right to change the format of the assessment for any legitimately excused absence. You will get to drop one quiz score (for ANY reason aforementioned above), but the LSQs and LRPs cannot be made up as the time window for submission is much more flexible than for quizzes.

Supplemental Material & Slides: Throughout the course, the instructor may post supplemental readings and slides via Canvas. These materials are meant to be used in addition to the lecture and are not to be used as a substitute for going to lecture, reading the textbook, or watching required video content. The instructor reserves the right to remove access to this material if he feels that it has adversely affected attendance in the lecture.

Classroom Decorum & Email: To avoid distracting others in the classroom, please arrive on time. You will be queued into the "waiting room". When class is in session, please respect others appropriately in the chat and in the meeting framework in general. You should not be trying to distract others using your video or audio inappropriately – in fact, you should turn your video and audio off so you don't show up in the lecture recording. The instructor reserves the right to "remove" you from the live Zoom session if inappropriate behavior occurs. If you are removed, you will not be admitted back to that session. In extreme cases the instructor reserves the right to decrease the letter grade by an entire letter for a student due to inappropriate behavior. I use a "call-and-response" type lecture style, and you should feel encouraged to participate and leave feedback *in the chat* when queried by the instructor. Otherwise, any questions during the lecture can always be directed to the TA moderator. Please restrict the use of email to the minimally necessary volume, put the course number (ECON 110B) in the subject of the email – I teach other classes and this is the fastest way for me to know who I'm responding to. Put your *full name* at the end of email messages as well. Email questions regarding *how to do a particular review or problem set question* should be first directed to your TAs. Your email decorum should be professional. You should make sure you address the email formally and properly and use college level grammar (this isn't a text message, so save the emojis, LOLing, and WTFing for your informal communications with friends – not for communicating with course faculty and staff). The way to get the fastest response via email is to email me directly at slevkoff@ucsd.edu. Messaging me through Canvas requires that I log into Canvas to reply, and this is more cumbersome. I also spend about 2 hours per day responding to emails, so if you don't get a reply immediately (I answer them in the order I get to them), please either follow up or wait. I should get back to you within no longer than three days at the most (especially if you ask over the weekend). If you email us asking about things mentioned explicitly in class or on the syllabus, you may not receive a reply – we will not waste time responding to queries resulting from an inability to follow directions (my pet peeve) and read instructions. Otherwise, all other general questions are welcome!

Statement of Academic Integrity: Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.

It is possible that the department adopt the use of Zoom/Loom/LockDown Browser for proctoring this quarter, as some of you may have experienced in the past. These programs use video and audio recording or other personal information capture for the purpose of facilitating the course and/or test environment. You may be required to record your exam session to provide to the University to assess academic integrity. UC San Diego does not allow vendors to use this information for other purposes and the recordings will be deleted when no longer necessary. However, if cheating is suspected, the recording may become part of the student's administrative disciplinary record. Finally, the instructor reserves the right to give an oral or alternative exam - potentially nullifying the assessment under question - if it is necessary to uphold academic integrity in situations where suspicious activity may have occurred.

Tentative Schedule of Topics
(Subject to Change)

Part I: Efficiency, Surplus & Intervention in the Perfectly Competitive Model
   Readings: [1] Chapter 7

Part II: Monopoly and Price Discrimination
   Readings: [1] Chapter 8

Part III: Game Theory & Strategic Interaction
   Readings: [1] Chapter 9

Part IV: Oligopoly
   Readings: [1] Chapters 8-9

Part V: Externalities & Public Goods
   Readings: [1] Chapters 10, 13, 14

Part VI: Asymmetric Information
   Readings: [1] Chapter 11

Quiz - W5: Saturday, 9/5/20, 11:30am-2:30pm