

**Microeconomic Concepts
EMBA 5420**

Course Description, Objectives & Outcomes:

What are microeconomic concepts and why do we have a course devoted to it? We will study a set of tools and concepts that are useful in understanding and managing firms, government, and even households. This course examines how to understand the economic behavior of these actors, the environment in which they operate, and how business firms can think strategically in that environment. Substantively, we can divide the course as follows:

1. Economics boot camp: Our initial two sessions cover the foundations of microeconomics (supply, demand, consumer choice, market price and output, production, cost and simple competitive market equilibrium).
2. Extending what you have learned to real world policies: you will be asked to evaluate from an economic point of view two current event issues: the current obesity epidemic and government involvement with markets. In our brief time together, I can hit only a small portion of what may prove useful to you in microeconomics; so it is important that you become comfortable in extending your understanding outside the classroom to the policies and events that shape our world.
3. The latter sessions of the course concern more complicated market structure – monopoly, oligopoly, and differentiated products – and also apply microeconomic theory to more sophisticated pricing tools and competitive strategies. Upon completion of the November session, you will be asked to use all the economic tools you have learned to economically evaluate a specific market of your choosing. The final session will also examine how ethics and economics interact as well as apply microeconomic concepts to the health care market.

This course addresses the following program learning outcomes:

1. Students will demonstrate strategic decision-making capability.
2. In business and in personal lives, students will act to preserve or enhance the wellbeing of the commons (global, health, and social justice).
3. Demonstrate wisdom through judgment/decision-making that integrates the needs of multiple stakeholders and adapts personal behavior appropriately.

Class Schedule & Assignments

Please note everything can be found & also turned in on Canvas

Date & Time	Pre-Class Reading	Discussion topics	Deliverable(s)
Sun, Sep 22	*Can be completed prior to first class*		Opportunity Cost Analysis (10 pts)
Fri, Sep 20 8:00-12:00	CH 1, 3 & 4	Economics Boot Camp 1: Opportunity costs, supply, demand, & price ceilings	
Sun, Oct 6			Policy Analysis Due (15 pts)
Fri, Oct 18 8:15 – 12:00	Ch 5, 6 & 7	Economics Boot Camp 2: elasticity, costs and perfect competition	In Class Applications (10 pts)
Sat, Nov 9 8:15 - 12:30	Ch 8, 9 & 11	Other market structures & welfare/health economics	In Class Applications (10 pts)
Sun, Nov 24			Market Analysis Due (25pts)
Sat, Dec 14 8:15-12:00		Ford Day	Ford (Paper & Presentation) (30 points)

Required Readings

Textbook: Essentials of Economics, Krugman & Wells (4th edition), Print ISBN: 9781464186653, 1464186650

Course Requirements

Opportunity Cost Assessment (10 points)

This first assignment can be found in the Appendix of this syllabus as well as Canvas and can be completed prior to first class if desired.

Due Sunday, September 22nd at 11:00pm via Canvas

Policy Analysis (15 points)

Due Sunday, Oct 6th at 11:00 pm via Canvas

Market Analysis (25 points)

Due Sunday, Nov 24th at 11:00 pm via Canvas

In Class Applications: In-class, throughout the term (20 points)

There will be in-class exercises (10 points each) to reinforce and teach our tools and concepts. These will be a combination of group and individual work as well as written and verbal.

Case study: Ford (30 points)

Due Saturday, December 14

The Ford case provides an opportunity to integrate knowledge you've acquired from EMBA classes this term. Each team will prepare a written analysis (20 points) of Ford in answer to questions that focus on the finance, economic, marketing, and strategy/choice issues. Additionally, each team will present their findings in oral form (10 points) to the class on Saturday December 8th.

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oi@seattleu.edu; phone: 206.296.2824)

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
Note: The Learning Commons does not offer tutoring for EXLR/EMBA/HEMBA-level students.
- Academic Integrity Tutorial *(found on Angel and SU Online)*

Academic Policies on Registrar website

(<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Appendix

Assignment 1 ~ Opportunity Costs (10 points)

If people change their behavior patterns over time or groups of people from different regions or cultures behave differently, the explanation for the variance can be tied back to opportunity costs. Every decision has a cost which is often **monetary** but can also involve **time, health, legal, cultural and/or social ramifications**. Opportunity costs include **all** of the costs involved in making a decision. When these opportunity costs change or differ, individuals' choices will differ as well. Sometimes these behavior changes are a result of increased education about the true costs of a certain activity whereas, at other times, behavior changes are a direct result of the actual opportunity costs themselves changing.

Please answer the below questions in full sentence format regarding the costs tied to obesity. You may use any reliable resources. In the past, the students found the CDC obesity information site of use: <https://www.cdc.gov/obesity/adult/causes.html> as well as the below link from the Harvard T.H. Chan School of Public Health: <https://www.hsph.harvard.edu/obesity-prevention-source/obesity-consequences/economic/>.

- A) There are several increased costs facing an obese individual. Some of these costs are explicit (direct) meaning these individuals pay more for certain goods/services than others. Other costs are implicit and harder to directly measure (known as indirect costs ~ are just as important if not more so). Please provide an example of two explicit and two implicit costs tied to being obese.
- B) There are obviously several high costs tied to obesity, yet several people in the US are obese. State and briefly explain at least two opportunity costs tied to losing a great deal of weight.
- C) What opportunity costs have changed in the past few decades that may have contributed to the large increase in the US obesity statistics? (Discuss at least two)
- D) Although obesity has officially become an international epidemic, the US is still one of the leaders in terms of obesity statistics. Explain using the concept of differences in opportunity costs two reasons as to why this could be the case.
- E) There are numerous opportunity costs (both direct and indirect) a society as a whole faces when they have a high level of obesity. Please discuss two of these costs.
- F) The obesity epidemic is being addressed on a multitude of levels. Briefly discuss one specific national or regional program/proposal aimed at obesity reduction. Explain if this program is aimed at directly changing an opportunity cost or improving society's education level of the costs tied to obesity.