PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013
If new, have you submitted a Form B to the SHSU Curriculum Committee?  ☐ Yes  ☐ No

Course Prefix & Number: ECON 2302

Texas Common Course Number (TCCN Matrix): ECON 2302

Course Title: Principles of Microeconomics

Course Catalog Description (Copy and paste from online catalog for existing courses):
Basic economic principles including individual decision making, price theory, analysis of the firm, competition and monopoly, and the distribution of income.

Course Prerequisites: none

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year:  )
☐ No

Number of Sections to be Offered per Academic Year: 15

Estimated Enrollment per Section: 50

Course Level (freshman, sophomore): sophomore

Designated Contact Person (for follow-up communication purposes): Ed Blackburne

E-Mail Address: blackburne@shsu.edu

Phone: 4-3934

Approvals

Department Chair:  
Signature  
18 Oct 2012  
Date

Academic Dean:  
Signature  
10/15/12  
Date
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: VIII. Social and Behavioral Sciences

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: Economics 2302 introduces the methodology, technologies, and data used by economists to analyze and develop a better understanding of the human condition. In addition to scientific models, the student is challenged to develop their logical reasoning techniques to help guide personal and societal problem solving. This course examines historical periods within the context of economic problems particularly with regard to policy issues associated with the organization and regulation of industry. Further, this course introduces alternative theories, or models, to explain price determination in various market structures such as pure competition, monopoly, monopolistic competition, and oligopoly.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: After taking this course, students should understand price setting, price changes, and gains from trade in the perfectly competitive market.

How will the objective be addressed (including strategies and techniques)?
The beginning of the course lays the foundation for analyzing the market forces of supply and demand. In the latter parts of the course, students study firm behavior and the organization of industry. Students will be taught how to graphically and algebraically solve for market equilibrium.

Describe how the objective will be assessed: Students will be asked to complete homework/in-class assignments that will include multiple choice/short-answer questions involving the use of data on the macroeconomic measures. Additionally, students will be asked to create and interpret graph of markets. Similar questions will be included in the midterm/final exams as well.

Objective/SLO 2: After taking this course, students should understand the concept of elasticity.

How will the objective be addressed (including strategies and techniques)?
The course introduces the concept of elasticity and also the determinants of elasticity of demand. Further, students are taught how the concept of elasticity can be used to effectively answer many complex real-world issues: the effects of a tax on the demand for cigarette smoking, the optimal policy to reduce illegal drugs, why OPEC failed to keep the price of oil high, etc.
Describe how the objective will be assessed: Students will be asked to complete homework/in-class assignments that will include multiple choice/short-answer questions to test their understanding of how many types of elasticities (e.g. demand, supply, cross-price, and income) are calculated. Additionally, mathematical problems requiring students to algebraically measure the effects on prices and/or consumption from policy decisions. Similar questions will be included in exams as well.

**Objective/SLO 3:** After taking this course, students should understand the economic perspective on costs.

How will the objective be addressed (including strategies and techniques)?
Producer theory will be introduced with a thorough discussion of the costs of production. Students will learn to distinguish many important concepts of costs: types of costs, measures of costs, and how costs differ between the short-run and long-run.

Describe how the objective will be assessed: Students will be asked to complete homework/in-class assignments that will include multiple choice/short-answer questions to test their understanding of the production function and also the cost function. Students will be required to answer questions involving the calculation of the various types of costs. Additionally, many problems will be assigned requiring students to graph average variable costs, average total costs and marginal costs in order to solve for profit-maximizing outcome for a competitive firm. Similar questions will be included in exams as well.

**Objective/SLO 4:** After taking this course, students should understand how profits guide entry and exit decisions in the long run in the perfectly competitive market.

How will the objective be addressed (including strategies and techniques)?
After learning that prices send signals to market participants within a supply-demand framework, students will learn how profits signal firms. The concept of short-run vs. long-run decisions will be thoroughly discussed. Within the context of a competitive market, students will be taught that firms cannot control the price of their product and that perfectly competitive firms must optimize profit by setting their output conditional on market price.

Describe how the objective will be assessed: Students will be asked to complete homework/in-class assignments that will include multiple choice/short-answer questions to test their understanding of the difference between the economic short-run and long-run. Additionally, homework problems will be assigned that require students to graphically derive the long-run supply curve under various scenarios. Similar questions will be included in exams as well.
Objective/SLO 5: After taking this course, students should understand a range of market structures, and be able to identify the key features of each and the pricing, entry, and output behavior observed in each.

How will the objective be addressed (including strategies and techniques)? The effects of industrial organization on market outcomes will be discussed throughout the unit on producer theory. Using the model of perfect competition as a benchmark, students will learn the causes/effects of monoplies, monopolistic competition, and oligopoly. Efficiency effects, price effects, and market structure will be studied.

Describe how the objective will be assessed: Students will be asked to complete homework/in-class assignments that will include multiple choice/short-answer questions to test their understanding of the basic assumptions of the different market structures. Graphically, students will be required to compare the perfectly competitive and monopolistic market outcomes. Further, students will solve problems in a “game theory” framework in order to predict oligopolistic outcomes. Similar questions will be included in exams as well.

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)? We require students to use economic theories and methods to analyze economic problems. This includes understanding the problem from competing points of view and provide potential solutions according to these competing points of view. Through the examination of these problems, students will develop their problem solving skills and demonstrate the ability to critique these different points of view.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will learn to both interpret and convey economic analyses and conclusions effectively. This will involve becoming familiar with both verbal and graphical communication of the material. Particular focus will be paid to the exact meaning of technical terms, to clear visual presentations of economic models, and to formatting quantitative results in easy to understand graphical forms. Students will practice communicating effectively as they prepare a group project which will include verbal, written, and visual elements.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
How will the skill be addressed (including specific strategies, activities, and techniques)? Students will practice handling raw data and processing it into easily interpretable forms for empirical evaluation. Students will then be taught how to draw appropriate conclusions from the data and how to best present the data to support their conclusions. A particular focus will be paid to the use of basic statistical software such as Microsoft Excel for handling, analyzing, and formatting data.

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?

**NA**
5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?
NA

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?
Principles of Microeconomics sets the foundation for analyzing economic and political policies. Much time is spent measuring both the efficiency and equity of economic situations. The concept of elasticity, for example, enables students to measure the distribution of the burden of taxes. Students will learn about the distributional effects of international trade. Additionally, using the tools of consumer surplus and producers surplus, students will be equipped to understand the welfare effects on society under various policies and market structures. As students learn about industrial organization, they will also review current antitrust legislation and develop an understanding, predominantly through brief case studies, of public policy toward monopolies and oligopolies.

**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Interdependence and Gains from Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>The Market Forces of Supply and Demand</td>
</tr>
<tr>
<td>Week 3</td>
<td>Elasticity and its Application</td>
</tr>
<tr>
<td>Week 4</td>
<td>Supply, Demand, and Government Policies</td>
</tr>
<tr>
<td>Week 5</td>
<td>Consumers, Producers, and the Efficiency of Markets</td>
</tr>
<tr>
<td>Week 6</td>
<td>The Costs of Taxation</td>
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<tr>
<td>Week 7</td>
<td>International Trade</td>
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<tr>
<td>Week 8</td>
<td>Externalities</td>
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<tr>
<td>Week 9</td>
<td>Public Goods and Common Resources</td>
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<tr>
<td>Week 10</td>
<td>The Costs of Production</td>
</tr>
<tr>
<td>Week 11</td>
<td>Firms in Competitive Markets</td>
</tr>
<tr>
<td>Week 12</td>
<td>Monopoly</td>
</tr>
<tr>
<td>Week 13</td>
<td>Monopolistic Competition</td>
</tr>
<tr>
<td>Week 14</td>
<td>Oligopoly</td>
</tr>
<tr>
<td>Week 15</td>
<td>The Market for the Factors of Production</td>
</tr>
</tbody>
</table>

2. **Attachments (Syllabus Required)**

Syllabus Attached?  ☑ Yes  ☐ No

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Other Attached?  ☑ Yes  ☐ No  If yes, specify:
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
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<tbody>
<tr>
<td><strong>Foundational Component Areas</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Communication</td>
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<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
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<tr>
<td>Language, Philosophy &amp; Culture</td>
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<tr>
<td>Creative Arts</td>
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<tr>
<td>American History</td>
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<tr>
<td>Government/Political Science</td>
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<tr>
<td>Social and Behavioral Sciences</td>
</tr>
</tbody>
</table>
DEPARTMENT OF ECONOMICS AND INTERNATIONAL BUSINESS
Economics 2302.06: Principles of Microeconomics
T and TH 12:30 – 1:50
Fall 2012

Professor: Donald Bumpass
Office: BA 241C
Office Hours: T and TH 9 - 9:30 and by appointment
Phone: 936-294-1268 Fax: 936-294-3488

email: dbumpass@shsu.edu

REQUIRED TEXT:

SUGGESTED SUPPLEMENTS:
"Wall Street Journal"
"The Economist"

COURSE DESCRIPTION:
Basic economic principles including price theory, analysis of the firm, competition and monopoly, and the distribution of income. Credit 3 hrs.

COURSE OBJECTIVES:
The primary objective of the course is to introduce the student to fundamental ideas of microeconomics analysis so that they are properly prepared for subsequent course work in their curriculum. After completing this course, the student will have learned:

1. factual knowledge about the economy.
2. fundamental principles, generalizations, and theories underlying economic analysis.
3. to apply economic principles to improve thinking, problem solving, and decision-making.
4. specific skills associated with microeconomics.
5. the role of markets, profits in a market economy.
6. a broader understanding of the concepts of comparative advantage, information, and international trade.

COURSE EVALUATION PROCESS

Tests
There will be four (4) tests, which includes the final, during the semester. Each exam will be weighted equally with a maximum point value of 100 points for each exam. Exams will ordinarily be some combination of multiple choice, problems, essay, and/or problem oriented essay questions. The final test (test 4) is comprehensive. All exams will consist of material covered in class as well as material contained in the assigned text, not specifically covered in class.
Make-up Test

In the event that a student is absent for a scheduled test, a single makeup test will be given toward the end of the semester.

Quizzes

During the term, three (3) quizzes will be assigned. Each quiz will have a value of 25 points. Ten points will be deducted for each day the quiz is late. The instructor reserves the right to assign quiz material to be completed "in class."

Attendance Policy

Regular and punctual class attendance is expected. Habitual tardiness or leaving class early may result in a student absence. Tests and quizzes are based on class presentations and text materials. A student can earn a maximum of 25 points based on class attendance.

<table>
<thead>
<tr>
<th>Classes Missed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

Course Grade

Final grades will be based on the percentage of total points, out of 500 total possible points, obtained during the term. Averages will be determined as follows:

- 60% - three (3) tests
- 20% - comprehensive final test
- 15% - three (3) quizzes
- 5% - attendance

Letter grades will be assigned in the following manner:

- 90% and above    A
- 80% to 89%       B
- 70% to 79%       C
- 60% to 69%       D
- Below 60%        F
ACADEMIC DISHONESTY:
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:
http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.
University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:
http://www.shsu.edu/7Evaf www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:
It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:
http://www.shsu.edu/7Evaf www/aps/811006.html
VISITORS IN THE CLASSROOM:
Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office.

RULES FOR CLASS CONDUCT (INCLUDING CELL PHONES AND ELECTRONIC DEVICES)
The use by students of electronic devices that perform the function of a telephone or text messenger during class-time may be prohibited if deemed disruptive by the instructor to the conduct of the class. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor’s policy could result in expulsion from the classroom or with multiple offenses, failure of the course.
Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty.

Students are not allowed to use cell phones in class. Please turn them off as you enter the classroom and keep them stored out of sight. To maintain a proper academic learning environment in the classroom, here are some rules:

• ALL cell phones are to be turned OFF and put away so there will be no phones going off or be seen out, as well as no web surfing or instant messaging during the class period.
• Do not read newspapers or other materials during class.
• Do not work on any other class assignments during the class.
• Don’t make conversation with your neighbors during class. This bothers everybody else. Save the chatter for after class. If you have something to contribute to lecture, please raise your hand until you are acknowledged.
• Students who sleep in a class or read non-class materials in class disrupt the course. There is a great difference between "active listening" and ignoring the activities of a class session.

Violations of any of the above will result in points being deducted (2.5 points deducted for each violation) from your class point total at the discretion of Professor Bumpass.
GUIDE FOR PREPARING FOR TESTS AND PUZZLES

Before the Test:
Form a study group with other students. Keep the group small and your meetings brief.
Reserve time for study on your own.
Gain access to old exams given by the same teacher—if possible. Specific questions will vary
from year to year, but the test's structure and content will likely be similar.
Take a vigorous walk or swim—to shake pre-test anxiety.
Multiple Choice Tests:
Read every answer.
If two choices are very similar, the answer is probably neither one of them.
If two choices are opposite, one is probably correct.
Follow your first impulse—unless you are SURE you are wrong.
The answer is usually wrong—if it contains ALL, ALWAYS, NEVER or NONE.
The answer is often right if it contains SOMETHINGS, PROBABLY, or SOME.
Eliminate obviously wrong answers—when you don't know the right answer.
Essay/Short Answer Tests:
Reread the question and underline the verbs. Then follow directions exactly. You'll lose points
if you "explain" when you're asked to "argue"...or "describe" when asked to "compare and
contrast." Make an outline. It doesn't need to be formal or elaborate. (You can skip the Roman
numerals). A simple list of abbreviated words will do. Point: Make sure you include everything
you need and want to say—in order.

Time Management and Your Semester
The key to managing your time and having a productive semester is planning ahead. The
following are some tips that can help you manage your time better and get all your tasks
completed on time:
1. Use a calendar that allows you to see a week at a time.
2. On your calendar, record all set activities for the semester: committee meetings, professional
   conferences, projects exams, class texts, etc.
3. As you learn of appointments, other meetings, or activities, add them to your calendar
   immediately.
4. Make a list of major projects you have set for yourself for the semester.
   a. Set priorities for your projects.
   b. Break big projects into smaller tasks.
5. Make a daily list of things you need to do (include both work and non-work items).
   a. Prepare your list at the same time each day.
   b. List phone calls you need to make.
   c. List on-going projects.
   d. List appointments or meetings to schedule.
   e. Set priorities for your daily list.
   f. Move forward to the next day any items you did not complete.
6. Make time for recreational activities. Using your calendar and lists can help reduce stress by
   helping you stay organized. You do not have to worry about forgetting a project or not
   having enough time to finish a project by its deadline because you have planned effectively.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapters</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.29-8.30</td>
<td>1, 2, 3</td>
<td>Foundations: Circular Flow Model; Production Possibilities Frontier; Gains from Trade</td>
</tr>
<tr>
<td></td>
<td>9.3</td>
<td></td>
<td>Labor Day Holiday</td>
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<tr>
<td>2</td>
<td>9.4-9.6</td>
<td>25*, 4, 5*</td>
<td>Growth; Demand and Supply; Elasticity; Efficiency</td>
</tr>
<tr>
<td>3</td>
<td>9.11-9.13</td>
<td>5*, Test 1</td>
<td>Test 1: 1-5, 25 and class notes</td>
</tr>
<tr>
<td>4</td>
<td>9.18-9.20</td>
<td>6*, 7*</td>
<td>Policies; Efficiency</td>
</tr>
<tr>
<td>5</td>
<td>9.24-9.27</td>
<td>8*</td>
<td>One Application</td>
</tr>
<tr>
<td>6</td>
<td>10.2-10.4</td>
<td>9, 10</td>
<td>Gains from International Trade, Externalities</td>
</tr>
<tr>
<td>7</td>
<td>10.9-10.11</td>
<td>12*, Test 2</td>
<td>Test 2: 6, 7, 8, 9, 10, 12 and class notes</td>
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<tr>
<td>8</td>
<td>10.16-10.18</td>
<td>13</td>
<td>Firms, Costs of Production</td>
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<tr>
<td>9</td>
<td>10.23-10.25</td>
<td>14*</td>
<td>Competitive Markets; Monopoly</td>
</tr>
<tr>
<td>10</td>
<td>10.30-11.1</td>
<td>15, 16</td>
<td>More on Monopoly; Monopolistic Competition</td>
</tr>
<tr>
<td>11</td>
<td>11.6-11.8</td>
<td>17</td>
<td>Oligopoly; More on Market Structures</td>
</tr>
<tr>
<td>12</td>
<td>11.13-11.15</td>
<td>Test 3</td>
<td>Test 3: 7,13-17 and class notes</td>
</tr>
<tr>
<td>13</td>
<td>11.20</td>
<td>18*</td>
<td>Markets for Factors and Production</td>
</tr>
<tr>
<td>14</td>
<td>11.21-11.25</td>
<td>Thanksgiving Holidays</td>
<td></td>
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<tr>
<td>15</td>
<td>11.27-11.29</td>
<td>19</td>
<td>Earnings and Discrimination</td>
</tr>
<tr>
<td>16</td>
<td>12.4-12.6</td>
<td>20*</td>
<td>Distribution of Income and Poverty</td>
</tr>
<tr>
<td>16</td>
<td>12.10-12.13</td>
<td>Test 4</td>
<td>Final Examination Week: 2302.06 12.11.2012, 11 – 1 pm  Chapter 18, 19, 20, class notes, and selected comprehensive material. *indicates that only portions of chapters will be covered</td>
</tr>
</tbody>
</table>