ECONOMICS 3033  
Economics of Managerial Decisions  

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Office hrs.: MW 3:00 - 4:00pm, M 6 -7pm, and other times by appointment.


Course Objectives: The primary objective of this course is to aid the student in developing a basic understanding of how a firm acts to maximize profit. Students should both gain factual knowledge of and learn and understand fundamental principles and theories of applied managerial economics. Specifically, they should be able to analyze and solve decision problems relating to production, input use, cost, revenue, elasticity of demand, break-even analysis, profit maximization, market structures, pricing strategies, and selected issues in international business such as outsourcing, foreign market price discrimination, and transfer pricing.

### COURSE OUTLINE and ASSIGNMENTS

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<td>V. Demand, Revenue, and Elasticity</td>
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<td>VI. Perfect Competition, Monopoly, and Monopolistic Competition</td>
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<td></td>
<td>11</td>
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Exams and Grading:
Course grade will be based on student's percentage of 400 total course points. There will be three exams of 100 points each and two 50-point quizzes. Tentatively, the first two 100-point exams will occur at the completion of Topic III and on completion of Topic VI. Past experience indicates that an average of 90% or more earns an "A"; 80-89% a "B"; 70-79% a "C"; 60-69% a "D"; and below 60% an "F".

Additional Notes, Hints, etc.:
I will indicate in advance the problems that will be covered in any succeeding class period. Do assignments before the class period in which they are to be discussed. Ask questions and participate. Chances are I will notice. **Come by my office** (lovely view of Whataburger) if you need help. If you need to review basic microeconomic analysis, for $9.95 you can subscribe to Econweb Micro at [www.econweb.com](http://www.econweb.com).

Course Prerequisites:
Prerequisites for this course are ECO 2013, ECO 2023, and MAT 1033 or their equivalents. If you do not have these prerequisites, you should not be in the class. The MAT 1033 requirement means you must know and be able to use algebra and differential calculus.

Attendance, Makeups, and all that:
You are expected to attend class regularly. A seat chart will be made, and I will try to get to know who is who (not easy when thousands of students have been in one's classes). Also, **do not miss any scheduled exam or quiz. Exam 3 (Final Week, Friday, May 10, 1:30pm.) may prove to be optional if you have taken all previous exams and quizzes. If you have missed any prior exam or quiz, you must take Exam 3 and, in addition, a comprehensive (multiple choice) exam that will be substituted for what you missed earlier.** (Example, you missed one 50-point quiz. Therefore, the comprehensive will count 50 of your 400-point total.) There are no other kinds of make-ups, and you can cover only up to a maximum of 150 points by this method. Any exam or quiz taken counts; you cannot throw out a score.

Extra Credit:
The only extra credit available is through bonus sections that appear on the major exams (perhaps even on a quiz). You may be able to add 25 points or more to your total accumulated course points by this means. Frequently, this makes the difference between a given course grade and the next higher one, although you cannot make more than an "A". You should certainly know by the official deadline date (April 29) for self-initiated drop (Check University Academic Calendar for unanticipated change in date) whether you are headed for a grade-wise disaster. The drop option is there to help you start over when you can do a better job. If you need it, use it. Remember, this option is initiated by **YOU**, not by the instructor.

Other Readings:
Here are some related books you can consult if you want to read someone else's version of similar material to your text. Miller, McConnell/Brue, and the McEachern book are principles level. Nicholson, McGuigan, and Keat, are somewhat higher. Any edition will do. Just go by subject in the table of contents.


You can find some of these books at UTSA 1604 library. Some local libraries may also have one or more copies of these or similar books available for regular checkout (usually two weeks).

**Cell Phones, Beepers, etc.:**
It is very disturbing when these devices interrupt a class. I would like to say that I reserve the right to do anything I want to you, your device, or your grade if your cell phone or beeper pesters me. (Do you recall the TV ad where the diva with the spear chucks it at the guy who answers his cell phone at the opera house?) However, the first two of these are probably illegal. Also, I made an exception for one of my students who is a surgeon. If you are a surgeon or other medical practitioner or for some other reason it could be a life and death matter to have your cell or beeper on, then do so; otherwise not. Please inform me regarding expectation of any such situation before the event takes place.

**Calculators, PDAs, Crib Sheets etc.:**
The appropriate calculator for this course, especially for exams and quizzes, is a simple machine with an ordinary numerical memory register (M+, M-, MR) and a square-root key. I have seen these at discount and drug stores for from $1 to $6. Get one and use it regularly so it will be your friend on exams and quizzes. **I do not allow complicated calculators, PDAs, tablet, mini or micro-computers, or cell phones on exams/quizzes. I also do not allow crib sheets, formula lists, etc.** If you work assigned homework problems and think about them, you will know the required formulae and definitions for exams and quizzes. The idea is to learn, not to just memorize or design the optimal crib device. Perhaps the best way to learn how to solve a specific type of problem is to make up one of your own, then solve it. We will do some of this together in class, but repeating it on your own is invaluable.

**The Web:**
[http://faculty.business.utsa.edu/dtruett](http://faculty.business.utsa.edu/dtruett) is the address of my web page. There you will find sample items for quizzes and exams. I may also post other materials there for your use as well as important announcements regarding any changes in the calendar, etc. So, occasionally check it even if you have already downloaded the quiz/test samples. I will post grades to Blackboard Learn but do not plan to use it for other purposes. You can use Blackboard Learn for student-to-student communication, but **to communicate with me use my email address that appears at the top of this syllabus. Do not use Blackboard Learn to send messages to me.**

**Tentative Calendar of Quizzes and Exams**

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<tr>
<th>Quiz</th>
<th>(50 points: Chapters 1, 2, 3, 7)</th>
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<td>Exam 1</td>
<td>(100 points: Chapters 7, 8, 4)</td>
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<td>Exam 2</td>
<td>(100 points: Chapter 9, part of 10)</td>
<td>Apr. 3</td>
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<tr>
<td>Quiz 2</td>
<td>(50 points: Chapters 10, 12)</td>
<td>Apr. 17</td>
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</table>
Exam 3  (100 points: Chapters 9, 10, 11, 12)  May 10, Friday, 1:30pm (certain)

Comprehensive Makeup  May 10, Friday, 1:30pm (certain)

Students in this course generally are either seeking the BBA degree or the B.A. in Economics. Program Learning Goals for these two degrees follow. Course objectives for ECO 3033 relate most directly to the first items in both lists below but also are consistent with several other learning goals in both programs.

**Bachelor of Business Administration:** Students will be able to

- Use quantitative analysis and quantitative and non-quantitative reasoning to effectively identify and solve business problems.
- Communicate, both orally and in writing, information and ideas pertinent to business decision-making.
- Use current information technology to support business decision-making.
- Identify ethical and legal issues in a business context and find alternatives that demonstrate ethical values.
- Incorporate a global perspective in business decisions.

**Bachelor of Arts in Economics:** Students will

- Be well grounded in basic microeconomic theory.
- Be well grounded in basic macroeconomic concepts and theories.
- Possess quantitative skills that prepare them for graduate studies or professional employment in economics (students who choose the “professional track”).
- Be able to apply theoretical tools to economic policy issues.

**The Quality Enhancement Plan** (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

UTSA’s chosen QEP, *Quantitative Scholarship: From Literacy to Mastery*, provides students with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in their personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum. “**Decide with Confidence.**”

Last, but not least. . .

**The University of Texas at San Antonio Academic Honor Code**

A. Preamble

The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and
responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

B. Honor Pledge
In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge: “As a UTSA Roadrunner I live with honor and integrity.”

C. Shared Responsibility
The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.

The Roadrunner Creed
The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.
As a Roadrunner,
I will:
Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
Respect and accept individual differences, recognizing the inherent dignity of each person;
Contribute to campus life and the larger community through my active engagement; and
Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.
Guided by these principles now and forever, I am a Roadrunner