



College of Business, Innovation, and Technology

EC-202-02-1: Principles of Microeconomics

Kieffer 9 | T/Th 1:00–2:20 p.m. | Credits: 3 | Section: EC-202-02-1 | Term: Fall 2026 (Aug 17 – Dec 10, 2026)

Instructor Information

Instructor	Guanlin Gao, Ph.D.
Email	guanlin.gao@chaminade.edu
Phone	(808) 739-4609 (<i>Email is the best way to reach me</i>)
Office Location	Kieffer 22
Office Hours	T/Th 11:30 a.m.–1:00 p.m. and 4:00–5:00 p.m. Walk-ins welcome; other times by appointment.
Virtual Office	<i>Available. Email me for the meeting link.</i>
Virtual Office Hours	<i>By appointment only</i>

Communication

Email is the primary communication channel. Include your name and class information in each message. Expect a reply within 24 hours on weekdays and 48 hours on weekends. Students are also responsible for checking Canvas regularly for course announcements and messages.

School & Department

School	<i>College of Business, Innovation, and Technology (CBIT)</i>
Department	<i>Department of Business Administration</i>
Location	<i>Kieffer Hall</i>
Phone	<i>(808) 739-8369</i>
Questions?	Contact your instructor or CBIT.

Course Description & Materials

Catalog Description

Analysis of the functioning of firms within a market economy and how the market system allocates scarce resources; basics of supply and demand; theory of pricing under competition, monopoly, and imperfect competition; government interference in the market system; and international trade.

Co-requisites/Pre-Requisites: *None*

Course Snapshot

Modality	Face-to-Face
Meeting Location	Kieffer 9
Meeting Days/Times	Tuesdays and Thursdays, 2:30–3:50 p.m., August 18 – December 3, 2026

Time Commitment	Three-credit course requiring 135 total clock hours of student engagement: 37.5 hours of scheduled instruction and approximately 97.5 hours outside class (readings, quiz preparation, exam and presentation preparation, and group study), averaging about 6.5 hours per week outside of class.
Required Materials	All required readings, slides, and practice problems are posted to Canvas.
Recommended Items	Mateer, Dirk, and Lee Coppock. <i>Principles of Microeconomics</i> , 5th edition. W. W. Norton & Company. Chapter numbers in the Weekly Course Schedule refer to the 5th edition. Earlier editions are perfectly acceptable, though chapter numbers may differ by one or two.
Canvas	Course materials, announcements, quizzes, and grades are posted on Canvas. The final letter grade will be posted on the CUH Portal. Students are responsible for checking Canvas regularly for materials, announcements, quizzes, and grades.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of *the B.A. undergraduate program in Business Administration*, the student will be able to:

1. Identify opportunities to incorporate purpose-driven, Marianist values and ethics into business decision-making practices.
2. Demonstrate effective business communication skills.
3. Leverage advanced technologies—including business software, quantitative methods, and/or computational modeling tools—to support effective, data-driven business decisions.
4. Evaluate how global dynamics and cross-cultural differences influence the development and execution of business practices.
5. Develop sound business strategies that are informed by evidence and integrated knowledge from foundational business disciplines.

Course Learning Outcomes (CLOs)

Upon completion of EC 202: Principles of Microeconomics, the student will be able to:

1. Explain the fundamental microeconomic themes of scarcity, opportunity costs, incentives, demand and supply, which permeate everyday life.
2. Differentiate between perfectly competitive and imperfectly competitive markets and their economic outcomes.
3. Develop the economic way of thinking based on model building and analysis to explain microeconomic phenomena.

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course lives out educating in family spirit ('ohana) through sustained team-based work: students learn microeconomics collaboratively, debate cases together, and prepare and deliver group presentations in which every member is accountable to the others — 'ike aku, 'ike mai, kōkua aku, kōkua mai. It also embodies educating for adaptation and change ('āina) by giving students a portable framework — scarcity, trade-offs,

incentives, and marginal thinking — for reasoning about markets and policies that will keep changing long after the semester ends. Finally, because microeconomics is fundamentally about how scarce resources are allocated and who bears the cost, the course invites students to weigh efficiency alongside service, justice, and peace when evaluating market outcomes and government intervention.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. Provide an Integral, Quality Education (Na‘auao): Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Āina): ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	MV 2 – Integral, quality education MV 5 – Adaptation and change	MV 2 – Integral, quality education MV 4 – Service, justice, and peace	MV 3 – Family spirit MV 5 – Adaptation and change
PLOs	PLO 2 & 5	PLO 2 & 5	PLO 2 & 5
Native Hawaiian Values	Na‘auao (2) ‘Āina (5)	Na‘auao (2) Aloha (4)	‘Ohana (3) ‘Āina (5)
Gen Ed Outcomes / WASC Core Competencies	Quantitative Reasoning; Critical Thinking	Critical Thinking; Information Literacy	Oral Communication; Quantitative Reasoning

Attendance & In-Class Participation

Attendance Policy

Students are expected to attend all scheduled class meetings, and the instructor keeps attendance records. This section meets 29 times (Tuesdays and Thursdays, Aug 18 – Dec 3; no class during Fall Wellness Week, Oct 12–16, or on Thanksgiving, Thu, Nov 26). Consistent with the CBIT attendance policy, unexcused absences totaling more than 10% of scheduled meetings (3 or more absences) result in a one-letter-grade reduction in the final course grade, and students who miss 20% or more of meetings (6 or more) without a valid reason are expected to withdraw or may be administratively withdrawn. Any unexcused absence of two consecutive weeks or more may result in withdrawal at the instructor’s discretion. Students who attend every class meeting earn 5 bonus points. Students who miss class forfeit any quiz, exam, or extra-credit points offered that day and remain responsible for all material covered. Notify the instructor in advance whenever possible; notification alone does not make an absence excused.

Quick Reference — Absence Thresholds:

Excused Absence	Medical situations, a death in the immediate family, athletic or other University-sponsored travel, mandatory court appearance, or military duty. Written documentation must be submitted promptly.
Unexcused Absence	Any absence without a valid, documented reason.

Warning Threshold	2 unexcused absences — the instructor will contact the student and may file an Early Alert.
Grade Penalty	3 or more unexcused absences (more than 10% of 29 meetings) — final course grade lowered by one letter (CBIT policy).
Course Failure	6 or more absences (20% or more of meetings) — student is expected to withdraw or may be administratively withdrawn.
Late Arrival / Early Departure	Arriving more than 15 minutes late or leaving early counts as a tardy; 2 tardies = 1 unexcused absence. Notify the instructor in advance when possible.
Full-Attendance Bonus	5 bonus points for attending every class meeting.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing and learning scaffolding.

Participation is not scored as a separate line item. It is assessed indirectly through in-class activities, the attendance bonus, and the peer evaluation submitted with each oral exam.

Course Activities

In-Class Activities	Discussions, problem sets, and small-group work in every session. Required but not separately graded; several in-class activities carry extra credit.
Quizzes	Ten Canvas quizzes, 20 points each — 200 points total (40% of the course grade). Each quiz opens on a Tuesday and closes the following Tuesday at 11:59 p.m. Students have two attempts; the higher score is recorded. There are no separate homework assignments.
Exams	Two oral exams — a midterm and a final — 150 points each, 300 points total (60% of the course grade). Both exams are group presentations delivered in class. The midterm covers Ch. 1–6; the final covers Ch. 8–13 and 18. Presentation teams are formed in Week 5 and stay together for both exams. Grading rubrics and the peer-evaluation form are distributed separately on Canvas.
Total	500 points, plus up to 5 attendance bonus points and any announced extra credit.

Course Policies

Generative AI Use	Generative AI tools may be used to support learning (clarifying concepts, brainstorming, or checking writing clarity), but they may not substitute for your own thinking, analysis, or effort. AI may not be used to generate answers on quizzes or in any part of an exam. For presentation slides and any other submitted work, all AI use must be disclosed, and students must supply prompts and outputs on request. Students are fully responsible for everything they submit, including any errors or fabricated sources an AI tool introduces. Undisclosed or unapproved AI use is an academic integrity violation under the University policy stated below.
Late Work	Quizzes are distributed through Canvas and are available for eight days, from Tuesday until the following Tuesday at 11:59 p.m., unless announced otherwise. Students have two attempts; the higher score is recorded. Late submissions are not accepted, and a missed quiz receives a zero. Failure to check Canvas, internet instability, and technical problems are not valid reasons for missing a quiz.
Make-Up Work	A missed quiz or exam receives a zero unless the student has a valid reason and promptly submits written documentation. Valid reasons include medical situations, a death in the immediate family, athletic travel, mandatory court appearance, and military duty. Because the exams are group presentations, a student who must miss a presentation date should notify the instructor and their team as far in advance as possible.
Extra Credit	Extra-credit opportunities may be announced in class. Missed extra-credit activities cannot be made up.
Incomplete Grade	<i>At the instructor's discretion, a student in good standing may petition for an Incomplete only when extraordinary conditions beyond the student's control prevent completion of course requirements. Remaining work must be completed within 30 days after the end of the term unless an extension is approved under exceptional circumstances.</i>
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range (percentage of 500 points)
A	90% and above (450 points and above)
B	80–89% (400–449 points)
C	70–79% (350–399 points)
D	60–69% (300–349 points)
F	59% and below (299 points and below)

Course grade = (total points earned ÷ 500) × 100. Attendance-bonus and extra-credit points are added to points earned. The one-letter-grade reduction for excessive unexcused absences is applied after this calculation.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all

forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Wk of	Theme	Topics / Readings	Due Dates
Wk 1 Aug 17	Welcome & the economic way of thinking	Course overview and syllabus; the ten foundations of economics —	Quiz 1 opens Tue 8/18

Wk of	Theme	Topics / Readings	Due Dates
		incentives, trade-offs, opportunity cost, marginal thinking, and the value of trade (Ch. 1). Classes begin Tue 8/18.	
Wk 2 Aug 24	Demand and supply	Determinants of demand; movements along vs. shifts of the curves (Ch. 3).	Quiz 1 due Tue 8/25
Wk 3 Aug 31	Demand and supply	Determinants of supply; movements along vs. shifts of the curves (Ch. 3).	Quiz 2 due Tue 9/1
Wk 4 Sep 7	Market equilibrium	Equilibrium; surpluses and shortages; how markets adjust (Ch. 3).	Quiz 3 due Tue 9/8
Wk 5 Sep 14	Elasticity I	Price elasticity of demand; determinants; elasticity and total revenue (Ch. 4). Presentation teams formed.	Quiz 4 due Tue 9/15 WNR deadline Fri 9/18
Wk 6 Sep 21	Elasticity II	Income elasticity, cross-price elasticity, and price elasticity of supply (Ch. 4).	Quiz 5 due Tue 9/22
Wk 7 Sep 28	Market outcomes & efficiency	Consumer and producer surplus; deadweight loss; tax incidence and price controls (Ch. 5–6).	Quiz 6 due Tue 9/29
Wk 8 Oct 5	Midterm exam	Oral midterm exam: group presentations in class Tue 10/6 and Thu 10/8. Covers Ch. 1–6.	Midterm exam Tue 10/6 & Thu 10/8 (150 pts)
Wk 9 Oct 12	Fall Wellness Week — no class	No class meetings this week.	None
Wk 10 Oct 19	Firms and production	The firm's objective, profit, the production function, and marginal product (Ch. 8).	Quiz 7 opens Tue 10/20 W deadline Fri 10/23
Wk 11 Oct 26	Costs of production	Fixed vs. variable costs; marginal, average, and total cost; short run vs. long run; economies of scale (Ch. 8).	Quiz 7 due Tue 10/27
Wk 12 Nov 2	Perfect competition	Output decisions, shutdown and break-even, entry and exit, long-run equilibrium (Ch. 9).	Quiz 8 due Tue 11/3
Wk 13 Nov 9	Monopoly	Barriers to entry; $MR = MC$; monopoly welfare loss; price discrimination; antitrust and regulation (Ch. 10–11). Wed 11/11 Veterans Day — T/Th classes meet as usual.	Quiz 9 due Tue 11/10
Wk 14 Nov 16	Monopolistic competition	Product differentiation, advertising, brand names, and long-run outcomes (Ch. 12).	Quiz 10 due Tue 11/17
Wk 15 Nov 23	Oligopoly, game theory & trade	Tue 11/24 only: strategic behavior, collusion and cartels, the prisoner's	None

Wk of	Theme	Topics / Readings	Due Dates
		dilemma; introduction to international trade and trade policy (Ch. 13; Ch. 18). Thu 11/26 Thanksgiving — no class.	
Wk 16 Nov 30	Final exam — group presentations begin	Oral final exam: group presentations Tue 12/1 and Thu 12/3. Covers Ch. 8–13 and 18.	Presentation slides due before your team presents Presentations are recorded
Finals Dec 7–10	Finals Week	Final exam presentations continue during the assigned final exam period. Confirm the assigned slot on the Registrar's Fall Final Exam Schedule.	Final exam presentations (150 pts)