

This review sheet is intended to cover everything that could be on the exam; however, it is possible that I will have accidentally left something off. You are still responsible for everything in the chapters covered except anything that I explicitly say you are not responsible for. Therefore, if I left something off of this sheet, it can still be on the exam. There will be no multiple-choice questions. Most of the questions will be like the ones in the homework assignments, and possibly a few definition questions, but I am more likely to ask questions that make you use the definitions rather than recite them. I will probably ask one of the questions from the book at the end of the chapters.

The review session will be Sunday, 2/6, at 5:30, in the normal room (I hope). (The early time is because of the Superbowl. If the class agrees to another time that does not overlap the Superbowl, we can change it to then.)

Chapter 1: What are economics, macroeconomics, microeconomics, and wants? Know the difference between positive and normative statements. What is meant by incentives, models, theories, and *ceteris paribus*? What is important about them? From the appendix, know how to plot a straight line, calculate the slope of any line including curves, and know what are direct and inverse relationships.

Chapter 2: What are scarcity, land, labor, physical capital, human capital, entrepreneurship, goods, and services? **“Opportunity costs” is the first of the great ideas in this course that helps this course qualify for fulfilling the Contemporary Society and Institutions requirement for graduation from Bethany College. Therefore, it is one of the most important parts of this course.** What are opportunity costs? How do we see them? Note that opportunity costs are what you *would* have done with the time and resources. What is the PPC (or as I prefer to call it, the PPF)? Why does it take its shape? How does it show the opportunity costs? Where do we see efficiency, inefficiency, and unattainable sections of the graph? What moves it? How does the trade off between current consumption and capital goods affect future output? What are absolute advantage and comparative advantage? What is the law of comparative advantage?

Chapter 3: **“Supply and demand analysis” is the second of the great ideas in this course that help this course qualify for fulfilling the Contemporary Society and Institutions requirement for graduation. Therefore, it is one of the most important parts of this course.** What determines demand? What is the “law of demand”? What do “demand schedule” (a.k.a. table) and “demand curve” represent? What moves the demand curve and what causes movements along the curve? Ignore inferior goods. Answer the above questions for supply. *Note that one of the two most common errors students make on questions is to get confused between movements along a curve and movements of a curve. Price changes cause movements along the curve.* Since the list of things that move supply and the list of things that move demand are almost mutually exclusive (excluding expected prices), you should almost never move both curves. Move one and move along the other one. One note the costs of production include the opportunity costs of producing another good. We called this the price of a substitute in production. For example, if the price of another good that they could produce goes up, then the cost of resources used to produce both go up and that reduces supply of the good you are analyzing. This is one way that the costs of inputs can go up. Also, a change in the selling price of a complement in production will encourage or discourage production of the good, thus will move supply. A complement in production is something that you produce with it. *The other error common to students in this course, is to move the supply curve the wrong way. Note that because the graph has the dependent variable on the horizontal axis, it moves right and left.* Know what equilibrium is and how it is achieved. What are shortages and surpluses?

Chapter 4: What is a price system? Ignore voluntary exchange and terms of exchange. Like most things we skip in these early chapters, they are important for microeconomics but not for macroeconomics. Be able to show movements of supply and demand on the same diagram. If you do not draw both supply and demand, then I will take off points. Also, label all axes and lines. How do we ration goods? What are other methods of rationing? What are the economic effects of price ceilings, price floors, taxes, and quotas. Be able to show them on the supply and demand graph. Use the graphs to explain the problems they cause, how those problems are solved without government action, and what the government can do to relieve those problems.

Chapter 5: What are the following terms and why are they an argument for government intervention in markets? Negative externalities, positive externalities, public goods, merit goods, demerit goods, and inequitable distribution of income. For each of them, explain how the government can partially solve the problems. Why are free riders a problem?

This is the non-graded assignment #2A that will be gone over with assignment #2.

1) (40 points) During the 1970s, the Democrats in many cities imposed rent controls (ceilings). During the 1980s, the Republicans reduced the subsidies for low-income housing. Illustrate these two events on the supply and demand for low-income housing. What two inter-related problems resulted from these actions. Explain why the curve(s) moved as drawn and how the problems are seen on the graph. (This is one reason I dislike both parties.)

2) (20 points) What is a negative externality? Use a diagram to show the problem with negative externalities. Explain how the government can reduce the problem. Illustrate that on the graph. Explain how your graph shows both an externality and how it shows reducing the problem.

3) (20 points) What is a merit good? Use a diagram to show the problem with merit goods. Explain how the government can reduce the problem. Explain how your graph shows both a merit good and how your solution reduces the problem.

4) (20 points) What type of goods have a problem with free-riders? Explain why those goods have those problems and why it requires government intervention.

5) (20 points) Illustrate a quota on production on the supply and demand for a good. What is the economic problem caused by it. Explain how your graph shows the quota and the problem.