Nomination Packet for Lea-Rachel Kosnik, Assistant Professor, Economics

For the Gerald and Deanne Gitner Excellence in Teaching Award

Nominated by Anne E. Winkler, Professor, Economics and Public Policy

Administration

April 21, 2006

Contact Information for Nominee and Nominator: Dept. of Economics, 408 SSB
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March 16, 2006

Senate Committee on Faculty Teaching and Service Awards
Att: Dr. Margaret Cohen
Gerald and Deanne Gitner Excellence in Teaching Award
Office of Academic Affairs
421 Woods Hall

Dear Committee:

It is a pleasure to endorse Dr. Lea-Rachel Kosnik, Assistant Professor of Economics, for the Gerald and Deanne Gitner Excellence in Teaching Award.

Since joining the faculty in Fall 2005, Dr. Kosnik has taught six different courses ranging from a service course for non-majors to a required graduate course for public policy students. In Economics 1000, she employed a totally new approach. She developed Economics 6900, a graduate seminar on public choice, and Economics 4900, an undergraduate elective course on cost-benefits. She also made extensive modifications to Economics 4550, an undergraduate elective on natural resources. In short, she directed her teaching to the variety of audiences enrolled in her courses.

Dr. Kosnik’s approach in Economics 1000 is a good example of the way she seeks to instill in students “the economic way of thinking” about contemporary public policy issues. It is an approach designed to provoke discussion and thus to engage students actively in their learning.

Dr. Susan Feigenbaum, Dr. Kosnik’s chair in her first year at UMSL, evaluated her teaching as 3.75 on a 4-point scale. This is an excellent evaluation in a difficult discipline.

I urge you to give Dr. Kosnik’s candidacy serious consideration for the Gerald and Deanne Gitner Excellence in Teaching Award.

Sincerely,

Mark A. Burkholder
Dean and Professor of History
14 April 2006

Senate Committee on Faculty Teaching and Service Awards
Gerald and Deanne Gitner Excellence in Teaching Award
Office of Academic Affairs

Dear Members of the Committee:

This letter pertains to the nomination of Lea Kosnik for the Gitner Excellence in Teaching Award. I have long argued that there is a natural tendency for institutions of higher learning to devalue teaching relative to research. But I also believe that it is not appropriate for faculty to be devoted solely to teaching because there is an important synergy between teaching and scholarship. The ideal, therefore, is for the university to be community of teacher/scholars. This is what I believe the taxpayers want and I think they are right.

Lea is a perfect example of a teacher/scholar. Lea is an excellent researcher, but she is equally preoccupied with her teaching. Frequently our department lunch conversations center around a teaching issue that Lea has proposed for discussion. Such conversations are the product of a healthy department, one that takes teaching seriously. Yet far too many departments rarely have such conversations. Even though she is only an assistant professor, she has taken a lead when it comes to keeping our department focused on high quality teaching. The University of Missouri-St. Louis should be proud of that. I know my department and I am.

In both public and private conversations with Lea about teaching several things are quite apparent. First, she is incredibly enthusiastic about teaching. Second, she has given much thought to how to teach. Third, she is constantly trying new methods to improve learning outcomes. Fourth, she doesn’t just adopt fads because they are new. Lea is very critical of her own performance. In addition to being willing to try new things she also abandons approaches that don’t work well. Finally, Lea is an incredibly honest person, and I think this comes through in her teaching. She is completely genuine and unpretentious. This makes her an extraordinarily effective lecturer and it also leads to her making good pedagogical choices.

The evidence that her approach to teaching works is clear. Despite being a very demanding professor who does not hand out easy grades to make herself popular, she has very high evaluations. Our students clearly appreciate her efforts to help them understand economics.

Sincerely,

David C. Rose
Professor and Chair, Department of Economics
Nomination Letter from Anne E. Winkler, Professor of Economics and Public Policy Administration

It is with great pleasure that I nominate Lea-Rachel Kosnik, assistant professor, Department of Economics, for the Gerald and Deanne Gitner Excellence in Teaching Award. Prof. Kosnik joined our department in Fall 2004, after completing her Ph.D. in Economics at UCLA and a brief teaching stint at Montana State. From the outset, she demonstrated tremendous abilities in teaching and in helping students learn difficult material. She uses innovative teaching approaches and is extremely receptive to student feedback. Her enthusiasm for economics is contagious. Students witness a professor who truly loves what she does. Part of what makes Prof. Kosnik such a successful teacher is her joy at “doing” economics. She is an active researcher in the areas of public choice and natural resources economics and brings her research knowledge directly into the classroom.

During her short time at UMSL, Prof. Kosnik has taught the following courses:

- Economics 1000, Introduction to the American Economy
- Economics 1001: Introductory Microeconomics
- Economics 4900: Cost-Benefit Analysis
- Economics 4550: Natural Resources Economics
- Economics 6900: Seminar in Public Choice
- Economics 5010/PPA 6080: Microeconomics for Policy Analysis

Most impressive, I think, has been her success at “reaching” students in Economics 1000, Introduction to the American Economy. While this course has the lowest number in the economics curriculum, it is arguably the most difficult course to teach. The challenge comes in teaching material to undergraduate nonmajors who must take a minimum of this economics course to meet the requirement of their degree program. How does one reach these students? What do these students absolutely need to learn if this is their only
The standard approach followed, with the exception of Prof. Kosnik, is to cram the nonquantitative elements of Economics 1001 and Economics 1002 (principles of microeconomics and macroeconomics, respectively) into this course. In my opinion, the standard approach covers too much material and the level tends to be too technical. Prof. Kosnik took an entirely different approach when assigned this course. First, she decided on the key topics that students must master if this is the only economics course they take. Second, she realized that these students need real-world applications to stay engaged. Given these considerations, she taught this course using an approach that focused on teaching economic concepts in an applied context. For instance, recognizing that many students in Econ 1000 are from the College of Nursing, she covered the health care crisis. Within this context, she explained the relevant economic principles. By an objective measure, teaching evaluation scores, Prof. Kosnik “succeeded” with students (as will be discussed later). Nonetheless, she does not view her work as done. In a conversation in her office last semester, she talked to me about what she would do differently next time. I agree with her view that we can always “do better.”

Prof. Kosnik has not kept herself cloistered in the department or in her office. She regularly networks with other new faculty from around campus, the majority of whom she met through the campus’ new faculty orientation program. She regularly avails herself of opportunities provided by the Center for Teaching and Learning (CTL) here on campus. She attended a Faculty Colloquium on student retention and has been a regular participant at CTL “Conversations” on issues related to teaching and learning. She also sought mentoring through a formal mentoring program sponsored by CSWEP, the Committee on the Status of Women in the Economics Profession. These associations
are critical to her professional development as a junior faculty member. She even attended a class lecture taught by senior colleague, Prof. Susan Feigenbaum, to see how “clicker” technology works in a principles of microeconomics classroom. Most recently, she was awarded an exchange fellowship to meet scholars at the Chinese Academy of Social Sciences, adding a multicultural dimension to her knowledge base.

Prof. Kosnik has consistently demonstrated a serious commitment to high quality teaching. Part of the reason I am so familiar with Prof. Kosnik’s teaching is that she teaches the first of two classes (and I teach the second) in the economics sequence for students in the Master’s in Public Policy Administration (MPPA) Program. In taking my course, students need to have mastered a specific set of skills. I coordinate the economics sequence and Lea has been extremely receptive to my input. Students directly benefit from this coordination. Further, in each of the semesters Prof. Kosnik has taught, she utilized the “Midsemester-Student Feedback” to gauge student sentiment about learning so she could make midstream corrections, as needed. Even prior to UMSL (and the online feedback system at UMSL), Prof. Kosnik created and used her own “Midterm Evaluation” form.

Remarkably, Prof. Kosnik has excelled at teaching while pursuing an active research agenda. Her publishing pipeline is full, including a revise and resubmit from one of the top journals in the economics discipline (Journal of Law and Economics), papers under review and in process, plus regular participation at economics conferences. At her present pace, she should receive an excellent third year review by the tenured economics faculty next winter. To sum up, Lea Kosnik merits serious consideration for the Gitner Award.
Teaching Philosophy

Since receiving my Ph.D. from the University of California, Los Angeles, I have taught a range of classes including microeconomics, macroeconomics, natural resource economics, cost-benefit analysis, and public choice. I have had class sizes as small as eight, to as large as 250 students. I have taught entry-level freshman as well as masters-level graduate students; I have taught economics majors, psychology majors, public policy graduate students, and political science PhD candidates. Through this extensive teaching experience I have discovered that one of the most effective ways to grab and hold any listener’s attention is to introduce a new concept with accompanying visual or technological aids. Heeding this lesson, I have developed the following teaching pyramid to elaborate my teaching objectives. Similar to the food pyramid - that triangle of good sense that used to be stamped on the side of every cereal box, telling you how much you should eat of each of the different food categories in order to maintain a healthy lifestyle – my teaching pyramid reminds me of the important teaching objectives I strive to implement every day I am in the classroom. Attending to these three objectives as much as possible when I teach leads to healthier, more balanced student development.

![Teaching Pyramid Image]

Constituting the foundation of the pyramid, my primary teaching objective is to effectively transmit the fundamentals of the course material in a clear, concise, and engaging manner. If the students do not have a grasp on the basic tools they need to succeed in the class
and to make headway in understanding what economics is all about, how can I blame them for
finding economics rather ‘dismal’? I have utilized various methods to capture my students’
interest and transmit fundamental information on any particular topic. For example, in beginning
the discussion of the “value of a statistical life” in my natural resources economics course, I
walked up to an alert student in the front row and asked the rest of the class to consider how much
he was worth. After less than a minute of light banter, someone easily came up with the method
of “future expected earnings,” and from there we were on a roll. Another time I began the
discussion on “externalities” by wearing a particularly loud Hawaiian shirt to class and asking if
anyone considered my attire an eyesore. At least half the students good-naturedly raised their
hands and when I then asked if they thought that I, or the manufacturer of the shirt, should
reimburse the rest of society for this “visible pollution,” they began to get the idea. I know that
these, and other teaching gimmicks like them, work because when it comes time to test the
students on their understanding of basic economic concepts, they easily bring up episodes similar
to the ones demonstrated in class as appropriate examples on their examinations.

My second teaching objective is to train students to engage in what I call “second-effect
thinking.” If our textbook claims, for example, that rising unemployment leads to less consumer
spending, I then ask, what does less consumer spending lead to? I seek answers such as lower
federal income tax returns, larger government budget deficits, greater welfare spending, and other
such valid long-term, rippling behavior. I encourage students to really think things through, and
not merely offer automatic, simple, abbreviated answers. I reward students by asking them nearly
identical questions on their exams and grading with high marks those essays that engage in
thorough second-effect thinking.

Finally, my ultimate teaching objective is to instill a love of learning in my students.
Being the economist that I am, and believing that most behavior is incentive-driven, I try to
impart the magic of knowledge to my students by demonstrating to them the liberating power
knowledge can bring. Want to impress your parents over spring break? Tell them that you
learned in intermediate economics how to calculate income distribution quintiles in the United
States, and in so doing you discovered that as a student you are among the lowest fifth of all
current income earners. Then ask your parents for more subsidies to finance your college
education. I try to show students how exciting (and useful) a little bit of economic knowledge
can be, and I believe I help to get this message across through my own enthusiastic teaching style.

As part of my own continuing education in teaching, I recognize the importance of
student feedback and attempt to solicit it whenever possible. In all of my classes I hand out an
anonymous mid-term evaluation sheet (or, now that I am at UMSL, I utilize the Center for
Teaching and Learning’s online mid-semester feedback system) so that students can offer
feedback while the class is still in session. Recognizing that I am learning and working at
becoming an effective teacher as much as they are learning and working at becoming educated
students, this mid-term feedback encourages a rapor of mutual respect and understanding in my
classrooms. While written evaluations are a helpful part of the process, I have also found that
direct communication with my students at the end of each semester has allowed me both to
modify my classroom methodology and improve my ability to communicate with my pupils. At
the end of my upper level cost-benefit course, for example, I took the students out for pizza after
the last day of class, and discovered that while I am a very engaging, concerned, and intelligent
professor, my students also told me to “speak slower,” “use overheads more,” and “bring in more
applied examples.” Teaching is a challenging endeavor, and while I know that I am still at the
beginning of my own learning curve, I have observed evidence of the positive results my teaching
has engendered from the frequent queries of students as to what I am teaching next term, the
numerous requests for letters of recommendation or help in choosing future course schedules, and
the continuing visits from excited students who want to keep the discussion going even after the
course is over.
In the end, to be an effective teacher, mentor, and advisor, I believe that you must love the day-to-day life of being a university instructor. You must enjoy running into students, answering their unexpected questions, and helping nudge tangled concepts into a degree of clarity in their minds. Personally, I am so passionate about teaching not just because I can make a difference in my students’ lives, but because I know that they make a difference in mine. I can not think of a more fulfilling profession.
CURRICULUM VITA
Lea-Rachel D. Kosnik

February 2006

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EDUCATION
Ph.D. 2001 Economics, University of California, Los Angeles
    Major Fields: Environmental Economics and Public Economics
    Minor Field: Development Economics
M.A.  1998 Economics, University of California, Los Angeles
B.A.  1994 Economics (Honors), University of Michigan, Ann Arbor

ACADEMIC EXPERIENCE
2004- Assistant Professor of Economics, University of Missouri-St. Louis
2002 – 2004 Adjunct Professor, Montana State University, Bozeman
2001 – 2002 Post-doc, Political Economy Research Center, Bozeman
1998 – 2001 Research Assistant, University of California, Los Angeles
1997 – 2000 Teaching Assistant, University of California, Los Angeles

HONORS
2005  “Rising Star” Nomination by Economics Department Chair Susan
    Feigenbaum, and University of Missouri, St. Louis Provost Glen Cope, for
    The Chronicle of Higher Education’s Annual Award
2001  Nonprofit Dissertation Fellowship, School of Public Policy and Social
    Research, University of California, Los Angeles
1999  Summer Research Mentorship Fellowship, University of California, Los
    Angeles
1998 – 1999 Full Academic Year Research Mentorship Fellowship, University of
    California, Los Angeles
1995 – 1996 Fulbright Fellowship, Gazi University, Ankara, Turkey
1990  Valedictorian of West Bloomfield High School, Michigan
PUBLICATIONS

Articles


Dissertation

Research in Progress

“Hydropower Outcomes in the 21st Century.”

“An Aggregation Effect in Behavioral Decision-Making.”

“Hydropower: A Comparative Regulatory Analysis of the U.S. and New Zealand.”
COURSES TAUGHT
Graduate: Microeconomics, Public Choice

Undergraduate: Microeconomics, Macroeconomics, Econometrics, Public Finance, Natural Resource Economics, Industrial Organization, Cost-Benefit Analysis

GRANTS


INTERVIEWS

CONFERENCES, WORKSHOPS & SEMINAR PRESENTATIONS


PROFESSIONAL SERVICES


PROFESSIONAL AFFILIATIONS
American Economic Association
Association of Environmental and Resource Economists
Committee on the Status of Women in the Economics Profession
Midwest Economics Association
Society for the Advancement of Behavioral Economics
Transportation and Public Utilities Group

UNIVERSITY SERVICE


Chancellor’s Address to the Community. 2005. Faculty Participant.

University of Missouri, St. Louis Graduation Ceremony. Spring, Winter 2005. Faculty Participant.

Center for Teaching and Learning; Various Seminars and Programs on University and Teaching Development. 2004, 2005. Program Participant.


Syllabus
Economics 1000
Introduction to the American Economy

Instructor: Professor Kosnik     Course Time: TR 12:30-1:45 p.m.
Office: 409 Tower, Phone: x5564    Course Place: 200 Clark Hall
Email: kosnikl@umsl.edu     Office Hours: TR 3:30-5:00 p.m.

Synopsis:
Almost everything related to the economy is controversial. Should government pay farmers to reduce production of oversupplied crops, or is this an unfair government handout? Should the minimum wage be abolished, or is it the only thing keeping millions of low-income workers out of poverty? Will social security still be around in 50 years, when many of you come of age to collect, or must it be privatized before it runs into the ground for lack of funds? Would making marijuana and other illegal drugs legal actually reduce consumption? Are tax cuts a good policy in the face of yawning budget deficits? Economics and economic issues such as these affect each of our daily lives, whether we like to admit it or not. This course is an introduction into the economic way of thinking about many of the above issues, and more. It will help you to understand the debates surrounding many contemporary public policy problems, and more importantly, suggest to you a method of approaching these issues that will lead to clearer, more objective thinking. After mastering a limited set of economic tools, we will spend most of the term applying these tools to real world examples. We will cover both micro- and macro-economic issues and by the end of the term you will be a more informed citizen, and certainly a more well rounded thinker and debater. Should you be sufficiently stimulated, you will also be well placed to continue taking other challenging economics courses within the department.

Text:

Brux, Economic Issues and Policy: Study Guide (3rd Edition), South-Western Thomson Learning: 2005. Note: This study guide IS required, as many of your homework (and exam) questions will be taken directly from it.

Grading:
3 exams (1 of which you are allowed to drop): 55%
4 homeworks (1 of which you are allowed to drop): 10%
Final Exam: 35%

Note: NO makeup exams will be permitted. Part of the purpose of allowing you to drop one score is to account for such unforeseen events as 3rd cousins dying, dogs being rushed to the vet, and other unexpected emergencies. The final exam, scheduled for December 15 is a one-time event. If you cannot take the final exam at the scheduled time and date, you should not take this class.
Similarly, there are no makeup homeworks and all homeworks are due by the end of the class period on the day they are due. The homeworks will be graded on a +/- scale, any late homeworks
arographically earning a -. You can certainly turn in an assignment early, but you can not turn one in late and still get credit. Again, if this seems harsh, remember that you are allowed to drop one score.
Tentative Course Outline

This schedule will be followed as closely as possible, but, as may happen, we may at points in the course find ourselves a little ahead, or a little behind of schedule. To keep abreast of what will be required of you in the exams your best bet is to come to class. You are expected to read all required material BEFORE coming to lecture – believe me, this is in your best interest as it will aid in your understanding of the material, and also help you to participate in what I hope will be an active and lively classroom discussion.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Chapter 1</td>
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<td>2</td>
<td>Crime &amp; Drugs</td>
<td>Chapter 2</td>
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<td>3</td>
<td>The Environment</td>
<td>Chapter 3</td>
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<td>4</td>
<td>Education</td>
<td>Chapter 4</td>
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<tr>
<td>5*</td>
<td>Exam 1</td>
<td>Tuesday, September 20</td>
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<tr>
<td>6</td>
<td>Discrimination</td>
<td>Chapter 5</td>
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<td>7</td>
<td>US &amp; World Poverty</td>
<td>Chapters 6 &amp; 7</td>
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<td>8</td>
<td>Mkt. Power &amp; Intl. Trade</td>
<td>Chapters 8 &amp; 9</td>
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<tr>
<td>9*</td>
<td>Exam 2</td>
<td>Tuesday, October 18</td>
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<tr>
<td>10</td>
<td>Housing &amp; Health Care</td>
<td>Chapters 10 &amp; 11</td>
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<td>11</td>
<td>Health Care &amp; Agriculture</td>
<td>Chapters 11 &amp; 12</td>
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<td>12</td>
<td>Agriculture &amp; Soc. Security</td>
<td>Chapters 12 &amp; 13</td>
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<td>13*</td>
<td>Exam 3</td>
<td>Tuesday, November 15</td>
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<td>**</td>
<td>Thanksgiving Holiday **</td>
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<td>15</td>
<td>Macro Issues</td>
<td>Chapters 14 &amp; 15</td>
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<td>16</td>
<td>The National Debt &amp; Beyond</td>
<td>Chapters 16 &amp; 17</td>
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** Final Exam: Thursday, December 15 **

10-12 noon, 200 Clark Hall

* In an exam week, the exam will fall on the Tuesday of that week, and on the Thursday afterwards we will review it.
Handouts and due dates for all homework assignments will be announced in class – yet another reason to make sure you attend!
Advice Pertaining to Exams

For smooth and equitable management of the exams in this course, the following requirements should be noted. (Experienced test-takers already know all this.)

- On exam day, plan to arrive on campus early enough to use the restroom immediately prior to the exam; unless you have a medical problem, you should not expect to be able to leave the exam room just to “stretch your legs.” Everyone would benefit from that, of course, but chaos sometimes results when too many people attempt to be out of the exam room at the same time. It creates the appearance of opportunities for dishonesty. Bathrooms will be monitored. No more than one person may be out of the exam room at one time.

- If your hair is so bad on exam day that you feel compelled to wear a hat, it must not have a brim that obscures your eyes. Wear baseball caps backwards, but preferably not at all. If I cannot see where your eyes are looking, I will ask you to make appropriate corrections.

- All backpacks and other paraphernalia that you bring to the exam must be placed on the floor under your seat. Clutter on the desks/tables must be kept to a minimum. If you must bring along a favorite teddy bear for good luck, please let him/her work their magic from inside your backpack.

- If you arrive late for an exam, you will still be expected to write the exam within the same time frame as the other students.

- If you are prone to forgetting that you have left your lecture notes or other course materials in the vicinity of the exam room just before the exam (i.e. the washroom), please leave all of your course materials at home on the day of the exam. If course materials are found in the vicinity of the exam room during the exam, it creates a strong presumption of the intention to cheat or conspiracy with other class members to cheat.

- Do NOT bring programmable calculators to an exam. You are allowed basic calculators that perform minimal mathematical functions (i.e. addition, subtraction, division and multiplication), but if I see a programmable calculator (or a text-messaging telephone) open on your desk during an exam I will presume that you are cheating. You will not be doing high-order mathematics in this course, I promise.

- Any evidence of cheating, as determined by the instructor, will result in an automatic zero on the exam in question. Period.
Expectations

Registering for this course constitutes acceptance of the terms and conditions as laid out in this syllabus between instructor and student. This syllabus is like a contract, and its terms can not be lightly broken by either you, the student, or myself, the instructor. Make sure you read this syllabus carefully and are aware of all the associated deadlines and requirements (for example, no make-up exams).

Also, it is recommended that you review the policies and procedures defined by the university regarding your responsibilities as a student:
   http://www.umsl.edu/studentlife/dsa/student_planner/policies/index.html
These policies outline the codes of conduct expected regarding cheating, plagiarism, attendance, and other matters of academic honesty.
Principles of Microeconomics - 1001
Syllabus

Winter 2006

Instructor:  Professor Kosnik     Course Time:  MW 9:30-10:45 a.m.
Office:  409 Tower     Course Place:  133 SSB Building
Email:  kosnikl@umsl.edu     Office Hours:  MW 3:00-5:00 p.m.
Website:  http://www.umsl.edu/~kosnikl/     Office Phone:  516-5564

Synopsis:
Why did you decide to take this course? You could have chosen any number of other
courses also scheduled for this same Monday/Wednesday time slot, and yet you didn’t,
why? When you woke up this morning did you debate coming to class today, and consider
sleeping in instead? You couldn’t have come to class and slept in both, so how did you
make the decision regarding what to do?

Economics is the study of tradeoff decisions such as these – which course to take,
economics or psychology; which decision to make in the mornings, sleeping in or coming to
class; which car to buy, Honda or Ford; which presidential candidate to vote for, Bush or
Kerry? Economics recognizes that we face limited opportunities and limited time and that
we must, at some point, make tradeoff decisions that affect our every day lives. How do we
approach such difficult choices?

Microeconomics, in particular, is the study of how households and firms make these types of
decisions. This course is an introduction into the kind of thinking that makes internal
tradeoff decisions, explicit. We will focus on gaining a sound understanding of the essential
tools necessary to appropriately analyze basic microeconomic models – but applied contexts
will never be far behind. You will leave this course with a better understanding of the
economic way of thinking when approaching the difficult decisions that must be made every
day. Most importantly, this course will present you with a method for understanding
contemporary policy issues that will lead to clearer, more objective thinking.

Text:
Robert E. Hall & Marc Lieberman. Microeconomics: Principles and Applications (3th
Edition), South-Western Thomson Learning: 2005. (Note that the study guide that goes
along with this textbook is also required.)

Grading:
3 midterm exams: (20% each, for a total of) 60%
homeworks (plus in-class participation): 10%
final exam: 30%

Prerequisites: College Algebra – Math 40 or Math 1030.

Note: NO makeup exams will be given. If you miss an in-class midterm exam, your final exam
will simply count for more (an additional 20% per missed exam). This applies even to unforeseen
events such as 3rd cousins dying, dogs being rushed to the vet, car accidents, and other unexpected emergencies. The final exam, scheduled for May 10 is a one-time event. If you cannot take the final exam at the scheduled time and date, you should not take this class. Similarly, there are no makeup homeworks. The homeworks will be graded on a +/- scale, with any late homeworks automatically earning a -. You can certainly turn in an assignment early, but you should never turn one in late.
Tentative Course Outline

This schedule will be followed as closely as possible, but, as may happen, we may at points in the course find ourselves a little ahead, or a little behind of schedule. To keep abreast of what will be required of you in the exams your best bet is to come to class. Your second best bet is to check the course website for announcements and updates (https://mygateway.umsl.edu/webapps/login). You are expected to read all required material BEFORE coming to lecture – believe me, this is in your best interest as it will aid in your understanding of the material, and also help you to participate in what I hope will be an active and lively classroom discussion.

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<td>Chapter 2</td>
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<td>Supply &amp; Demand</td>
<td>Chapter 3</td>
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<td>4</td>
<td>Shocks to the System</td>
<td>Chapter 4</td>
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<tr>
<td>5*</td>
<td>Exam 1</td>
<td>Wednesday, February 15</td>
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<tr>
<td>6</td>
<td>Consumer Choice</td>
<td>Chapter 5</td>
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<td>7</td>
<td>Production and Cost</td>
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<td>Profit Maximization</td>
<td>Chapter 7</td>
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<td>9*</td>
<td>Exam 2</td>
<td>Wednesday, March 15</td>
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<td>10</td>
<td>Perfect Competition</td>
<td>Chapter 8</td>
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<td>** Spring Break **</td>
<td>Chapter 9</td>
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<td>12</td>
<td>Monopoly</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>13</td>
<td>Oligopoly</td>
<td></td>
</tr>
<tr>
<td>14*</td>
<td>Exam 3</td>
<td>Wednesday, April 19</td>
</tr>
<tr>
<td>15</td>
<td>Economic Efficiency</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>16</td>
<td>Gains from Trade</td>
<td>Chapter 15</td>
</tr>
</tbody>
</table>

Final Exam: Wednesday, May 10

7:45-9:45 a.m.

*In an exam week, the exam will fall on the Wednesday of that week, and on the Monday before we will hold a review session.
Handouts and due dates for all homework assignments will be announced in class – yet another reason to make sure you attend!
Advice Pertaining to Exams

For smooth and equitable management of the exams in this course, the following requirements should be noted. (Experienced test-takers already know all this.)

- On exam day, plan to arrive on campus early enough to use the restroom immediately prior to the exam; unless you have a medical problem, you should not expect to be able to leave the exam room just to “stretch your legs.” Everyone would benefit from that, of course, but chaos sometimes results when too many people attempt to be out of the exam room at the same time. It creates the appearance of opportunities for dishonesty. Bathrooms will be monitored. No more than one person may be out of the exam room at one time.

- If your hair is so bad on exam day that you feel compelled to wear a hat, it must not have a brim that obscures your eyes. Wear baseball caps backwards, but preferably not at all. If I cannot see where your eyes are looking, I will ask you to make appropriate corrections.

- All backpacks and other paraphernalia that you bring to the exam must be placed on the floor under your seat. Clutter on the desks/tables must be kept to a minimum. If you must bring along a favorite teddy bear for good luck, please let him/her work their magic from inside your backpack.

- If you arrive late for an exam, you will still be expected to write the exam within the same time frame as the other students.

- If you are prone to forgetting that you have left your lecture notes or other course materials in the vicinity of the exam room just before the exam (i.e. the washroom), please leave all of your course materials at home on the day of the exam. If course materials are found in the vicinity of the exam room during the exam, it creates a strong presumption of the intention to cheat or conspiracy with other class members to cheat.

- Do NOT bring programmable calculators to an exam. You are allowed basic calculators that perform minimal mathematical functions (i.e. addition, subtraction, division and multiplication), but if I see a programmable calculator on your desk during an exam I will presume that you are cheating. You will not be doing high-order mathematics in this course, I promise.

- Any evidence of cheating, as determined by the instructor, will result in an automatic zero on the exam in question. Period.
Expectations

Registering for this course constitutes acceptance of the terms and conditions as laid out in this syllabus between instructor and student. This syllabus is like a contract, and its terms can not be lightly broken by either you, the student, or myself, the instructor. Make sure you read this syllabus carefully and are aware of all the associated deadlines and requirements (for example, no make-up exams).

Also, it is recommended that you review the policies and procedures defined by the university regarding your responsibilities as a student:

http://www.umsl.edu/studentlife/dsa/student_planner/policies/index.html

These policies outlines the codes of conduct expected regarding cheating, plagiarism, attendance, and other matters of academic honesty.
Natural Resource Economics - 4550
Syllabus

Winter 2006

Instructor: Professor Kosnik     Course Time: MW 11:00-12:15 a.m.
Office: 409 Tower     Course Place: 225 SSB
Email: kosnikl@umsl.edu     Office Hours: MW 3:00-5:00 p.m.
Website: http://www.umsl.edu/~kosnikl/     Office Phone: 516-5564

Synopsis:
The relationship between human activity and the world’s natural resources necessitates choices; to live and produce we must utilize environmental resources, but to protect these same natural resources for future generations we must watch how we live and produce. This course uses an economic perspective to study these complex choices. Particular topics covered include: resource management models (for forests, fisheries, oil, gas, coal, paper, and glass), pollution control models, sustainable development, and trade and economic growth. An emphasis on economic theory, concepts, and graphs will be stressed, but public policy applications will never be far behind. Indeed, current events essays and in-class discussion participation are expected in order to receive a passing grade for this class.

Main Text:
Publisher: Pearson Addison Wesley, 2006.

Grading:
Homeworks 10%
Current Event Essays 10%
Term Paper 20%
Midterm 25%
Final 35%

Prerequisites:
Microeconomics 1001 (In other words, you should be familiar with basic economic concepts and comfortable using algebra, equations, graphs, and simple math.)

Note: The final exam, scheduled for May 8 is a one-time event. If you cannot take the final exam at the scheduled time and date, you should not take this class. Homework assignments will be handed out periodically in class (a good reason to be sure to attend lecture), and will be graded on a traditional A-F scale, any late homeworks losing one letter grade per day that they are late, weekends counting as two separate days. The current event essays will also be assigned periodically in class, but they will be graded on a +/- scale, any late essays automatically earning a -. The term paper, due April 17, will be graded on a traditional A-F scale, all late projects lose 1 letter grade per day, including weekends and holidays. You can certainly turn in any assignment early, but you should never turn one in late. There are also no makeup exams, no makeup homeworks, no makeup essays, and no makeup papers, for any reason.
Tentative Course Outline

This schedule will be followed as closely as possible, but, as may happen, we may at points in the course find ourselves a little ahead, or a little behind of schedule. To keep abreast of what will be required of you in the exams your best bet is to come to class. Your second best bet is to check MyGateway for announcements and updates (http://mygateway.umsl.edu/webapps/login). You are expected to read all required material BEFORE coming to lecture – believe me, this is in your best interest as it will aid in your understanding of the material, and also help you to participate in what I hope will be an active and lively classroom discussion.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Valuation Concepts</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Valuation &amp; Property Rights</td>
<td>Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>4</td>
<td>Externalities &amp; Sustainable Dev.</td>
<td>Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>5</td>
<td>Population &amp; Renewables</td>
<td>Chapters 6 &amp; 7</td>
</tr>
<tr>
<td>6</td>
<td>Depletable Resources</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>7*</td>
<td>Midterm Exam</td>
<td>Wednesday, March 1</td>
</tr>
<tr>
<td>7</td>
<td>Recyclables &amp; Water</td>
<td>Chapters 9 &amp; 10</td>
</tr>
<tr>
<td>9</td>
<td>Food &amp; Forests</td>
<td>Chapters 11 &amp; 12</td>
</tr>
<tr>
<td>10</td>
<td>Fish &amp; Others</td>
<td>Chapters 13 &amp; 14</td>
</tr>
<tr>
<td>11</td>
<td>Spring Break!</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Pollution</td>
<td>Chapters 15 &amp; 16</td>
</tr>
<tr>
<td>13</td>
<td>Poverty &amp; Development</td>
<td>Chapters 22 &amp; 23</td>
</tr>
<tr>
<td>14</td>
<td>Class Presentations</td>
<td></td>
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<tr>
<td>15</td>
<td>Class Presentations</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Class Presentations</td>
<td></td>
</tr>
</tbody>
</table>

Final Exam: Monday, May 9
10:00-12:00 Noon

*In an exam week, the exam will fall on the Wednesday of that week, and on the Monday before we will catch up on lecture material or/and hold a review session.
Handouts and due dates for all homework assignments and current event essays will be announced in class – yet another reason to make sure you attend!
## Grading and Suggestions

The purpose of this paper is to address a real-world environmental policy issue (for example recycling, fossil fuel use, nuclear energy production, or air pollution) and perform an economic study of the topic **using the methods and models discussed in class**. You should start thinking about ideas for this term paper from the very first day of lecture. Come see me in office hours to discuss project ideas. Below is a suggested timeline for completing the term paper; none of the milestones are “required” in any way, but following the timeline outlined below will aid in a successful completion of your project. Your paper is due on **Monday, April 17**, and for the final three weeks of class we will have student presentations. There will be further discussion of this paper, and the presentation requirement, in lecture during class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Milestone</th>
<th>Suggested Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Topic Chosen</td>
<td>By this date you should have picked your topic and, if asked, be able to write a one paragraph summary of the issue that you have chosen to analyze.</td>
</tr>
<tr>
<td>10</td>
<td>Outline</td>
<td>By week ten you should have an outline of the paper you are about to write completed. This helps structure your thinking and organize the research material you’ve accumulated.</td>
</tr>
<tr>
<td>12</td>
<td>References List</td>
<td>A complete list of all bibliographic references to be used in your paper should be completed at this time. You should NOT be gathering basic data any more at this point - instead you should be thinking about how to write the paper. Make sure you are working on this paper ahead of time!!</td>
</tr>
<tr>
<td>14</td>
<td>Final Paper Due</td>
<td><strong>Monday, April 17</strong>, a hardcopy of your paper is due on my desk by 5:00p.m. (Email is NOT acceptable) Class presentations are scheduled for the last three weeks of class. How much time each presentor will have is dependent upon the number of students registered for the class. The presentations are expected to be professional (and employ PowerPoint software or overhead projector slides), informative, and useful in generating discussion. 5% of your overall paper grade will be determined by your class presentation.</td>
</tr>
<tr>
<td>14-16</td>
<td>Class Presentations</td>
<td></td>
</tr>
</tbody>
</table>

Some hints on what I will be looking for when I grade the final draft:
• Style: Grammar, spelling, logic, and general clarity/readability of the paper. For writing tips, be sure to reference, Strunk and White, *The Elements of Style*, 5th ed. 2001. Proofreading each other’s papers is always a good idea.

• Methodology: Appropriate application of economic models and methodology to the subject you have chosen, without needless extraneous material. (No rambling about your personal political beliefs, please.)

• Substance: What has your analysis told you? What are the implications/conclusions from your project for broader public policy analysis? Do not just give a summary of materials you have read. Think beyond what you have researched to the bigger implications.

**A Few Paper-Writing Tips:**

• Use a title to help focus your ideas. Write an outline, perhaps even with paragraph headings, before you begin the actual exposition. Again, this should help clarify your point.

• Use “I” not “We.”

• Number your pages, and put your name in the upper right-hand corner of every page.

• Double space, 1 inch margins. Papers should be approximately 8-10 pages in length, but note that there really is no absolute preference regarding page length. Longer is not better; in fact, brevity (done correctly) is an art.

• Check your spelling.

• Avoid rambling narration – do not be casual or chatty. This is a formal paper, write formally.

• Use headings and sub-headings to break up the paper into distinct parts (i.e. Introduction, Model, Conclusions)

• Avoid excessive introductions – get to the point, state it, and then move on.

• Be SURE to have a one paragraph conclusion or summary, which relates to your one paragraph introduction.

• Write a draft, proofread it, share it with your friends and family. Revise it. Proofread it again, read it out loud, revise it again. Finally, revise it another time.

• Good luck!! Feel free to come to office hours throughout the course for advice. I may even be willing to look over an early draft.

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**Student Conduct Expectations**

Registering for this course constitutes acceptance of the terms and conditions as laid out in this syllabus between instructor and student. This syllabus is like a contract, and its terms can not be lightly broken by either you, the student, or myself, the instructor. Make sure you read this syllabus carefully and are aware of all the associated deadlines and requirements (for example, **no make-up exams**).

Also, it is recommended that you review the policies and procedures defined by the university regarding your responsibilities as a student:
http://www.umsl.edu/studentlife/dsa/student_planner/policies/index.html

These policies outline the codes of conduct expected regarding cheating, plagiarism, attendance, and other matters of academic honesty. (If you plagiarize on the current event essays or the term paper, for example, you will receive an F. Period.)
Fundamentals of Cost-Benefit Analysis
Syllabus

Winter 2005

Instructor: Professor Kosnik
Office: 409 Tower
Email: kosnikl@umsl.edu
Website: http://www.umsl.edu/~kosnikl/

Course Time: MW 11:00-12:15 a.m.
Course Place: 131 SSB
Office Hours: MW 12:15-1:30 p.m.
Office Phone: 516-5564

Synopsis:
The purpose of this course is to provide you with a systematic and rigorous way of thinking about the measurement of benefits and costs when evaluating public projects, programs or regulations. Cost-benefit analysis has wide application, including: environmental resource use, highway construction projects, safety regulations, taxation of cigarettes, and investment in higher education. Given the prevalence of cost-benefit analyses in government budgetary processes, this course will develop the critical appraisal skills needed to evaluate public reports. By the end of the course you should be able to conduct your own benefit-cost analysis on any issue of sufficient interest, as well as be able to determine whether someone else’s cost-benefit analysis is well done or poorly done.

Main Text:

Grading:
2 Midterms (@ 15% each): 30%
Homeworks & in-class participation: 10%
Term Project: 30%
(Composed of a paper [20%], an in-class presentation [5%], and completion of deadline material and attendance at other classmate’s presentations [5%])
Final: 30%

Prerequisites:
Econ 3001 or Econ 3002. (In other words, you should have a sound understanding of intermediate microeconomics to do well in this course.)

Note: The final exam, scheduled for May 9 is a one-time event. If you cannot take the final exam at the scheduled time and date, you should not take this class. Homework assignments will be handed out periodically in class (a good reason to be sure to attend lecture), and will be graded on a +/- scale, any late homeworks automatically earning a -. The term paper is due on the last day of class, Monday May 2. All late projects lose 1 letter grade per day, including weekends and holidays. You can certainly turn in any assignment early, but you should never
turn one in late. In a similar vein, there are **no** makeup exams, no makeup homeworks and no makeup term papers, for any reason.
# Tentative Course Outline

This schedule will be followed as closely as possible, but, as may happen, we may at points in the course find ourselves a little ahead, or a little behind of schedule. To keep abreast of what will be required of you in the exams your best bet is to come to class. Your second best bet is to check the course website for announcements and updates (http://mygateway.umsl.edu/webapps/login). You are expected to read all required material BEFORE coming to lecture – believe me, this is in your best interest as it will aid in your understanding of the material, and also help you to participate in what I hope will be an active and lively classroom discussion.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to CBA</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Start thinking about the Term Paper! Handouts</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Conceptual Foundations of CBA</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>4</td>
<td>Demand &amp; Supply Fundamentals</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>5</td>
<td>Valuation in Primary Markets</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>6*</td>
<td>Midterm Exam I</td>
<td>Wednesday, February 16</td>
</tr>
<tr>
<td>7</td>
<td>Valuation in Secondary Markets</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>8</td>
<td>Existence Value</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>9</td>
<td>Revealed Preferences</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>10</td>
<td>Paper Outlines Due–Mini Presentations</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Spring Break!</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Contingent Valuation &amp; Shadow Prices</td>
<td>Chapters 14 &amp; 15</td>
</tr>
<tr>
<td>13*</td>
<td>Midterm Exam II</td>
<td>Wednesday, April 6</td>
</tr>
<tr>
<td>14</td>
<td>Discounting</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>15</td>
<td>Social Discount Rate</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>16</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Student Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam:** Monday, May 9  
10:00-12:00 Noon

*In an exam week, the exam will fall on the Wednesday of that week, and on the Monday before we will catch up on lecture material or/and hold a review session.
Handouts and due dates for all homework assignments will be announced in class – yet another reason to make sure you attend!


**Grading and Suggestions**

The purpose of this paper is to address a real-world policy issue (i.e., some aspect of regulation, a proposed legislative amendment, a public construction project) and perform your own cost-benefit analysis. As we only have fifteen weeks in this course you are not necessarily expected to conduct an empirically complete CBA, but you will be expected to clearly explain how it could be done. I look forward to a fully thought-out analysis, even if the numbers aren’t all there. Your report is due on the last day of class, but there are milestones that must be met throughout the term which will help you adequately complete this project and which will certainly be considered in the total evaluation of your overall project grade. They include:

<table>
<thead>
<tr>
<th>Week</th>
<th>Milestone</th>
<th>Requirement</th>
</tr>
</thead>
</table>
| 7    | Topic Chosen | A one paragraph typed summary of the recent regulatory or legislative issue that you have chosen to analyze.  
On **Monday, February 21** we will spend some class time discussing everyone’s choice of topic. |
| 10   | Outline Due & Mini-Presentations | A one page typed outline of the research paper is due. This should be bulleted, and brief, but include things like: Who has standing? What are some of their suspected benefits and costs to consider?  
On **Wednesday, March 16** we will spend class time going over everyone’s project, and discussing any research difficulties they may be experiencing. |
| 13   | References List Due | A one page typed list of all bibliographic references and data sources used in the paper is due. You may still add to this list over the course of the following few weeks, before the final term paper is due, but you shouldn’t have to add much. I want you working on this paper ahead of time!! |
| 16   | Rough Drafts Due & Class Presentations | Class presentations are this week and next. Before any of the presentations begin, **everyone** should turn in a 10-12 page rough draft of their paper. You should use the class presentation time for touching up and last minute feedback, but you should not still be writing the bare bones of your paper at this point in time.  
**Monday, May 2**, a hardcopy of your paper is due on my desk by 5:00p.m. |

Some hints on what I will be looking for when I grade the final draft:
• Style: Grammar, spelling, logic, and general clarity/readability of the paper. For writing tips, be sure to reference, Strunk and White *The Elements of Style*, 5th ed. 2001. Proofreading each other’s papers is always a good idea.

• Methodology: Appropriate application of cost-benefit methodology to the subject you have chosen, without needless extraneous material. Do you apply the nine major steps, thoroughly and in an appropriate fashion?

• Your policy recommendation: What has your CBA told you? What are the implications/conclusions from your project for broader public policy analysis?

### A Few Paper-Writing Tips:

- Use a title to help focus your ideas. Write an outline, perhaps even with paragraph headings, before you begin the actual exposition. Again, this should help clarify your point.
- Use “I” not “We.”
- Number your pages, and put your name in the upper right-hand corner of every page.
- Double space, 1 inch margins. Papers should be approximately 10-12 pages in length, but note that there really is no absolute preference regarding page length. Longer is not better; in fact, brevity (done correctly) is an art.
- Check your spelling.
- Avoid rambling narration – do not be casual or chatty. This is a formal paper, write formally.
- Use headings and sub-headings to break up the paper into distinct parts (i.e. Introduction, Model, Conclusions)
- Avoid excessive introductions – get to the point, state it, and then move on.
- Be SURE to have a one paragraph conclusion or summary, which relates to your one paragraph introduction.
- Write a draft, proofread it, share it with your friends and family. Revise it. Proofread it again, read it out loud, revise it again. Finally, revise it another time.
- Good luck!! Feel free to come to office hours throughout the course for advice. I may even be willing to look over an early draft.

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http://www.umsl.edu/studentlife/dsa/student_planner/policies/index.html
These policies outline the codes of conduct expected regarding cheating, plagiarism, attendance, and other matters of academic honesty. (If you plagiarize on the term paper, for example, you will receive a 0 on it. Period.)
Syllabus
Economics 5010/ Public Policy Administration 6080
Microeconomics for Policy Analysis
Fall 2005

Instructor: Professor Kosnik
Office: 409 Tower, Phone: x5564
Email: kosnikl@umsl.edu

Course Time: TR 5:30-6:45 p.m.
Course Place: SSB 334
Office Hours: TR 3:30-5:00 p.m.

Synopsis:
Almost everything related to the economy is controversial. Should the minimum wage be abolished, or is it the only thing keeping millions of low-income workers out of poverty? Should government pay farmers to reduce production of oversupplied crops, or is this an unfair government handout? Would making marijuana and other illegal drugs legal actually reduce consumption? How do tax cuts affect sales patterns? Economics and economic issues such as these affect each of our daily lives, whether we like to admit it or not. Understanding them is useful not just for the economist, the public policy analyst, or the politician, but for the every day citizen as well. This course, specially designed for graduate students with little or no prior training in economics, introduces students to the tools and logic economists use in analyzing questions like those above, as well as many others. The focus will be on gaining a sound understanding and familiarity with the essential mathematical and graphical tools necessary to fully appreciate most microeconomic issues, but applied policy contexts will never be far behind. Hopefully, you will leave this course with a better understanding of how an economist approaches many contemporary policy debates. More importantly, this course will present you with a method for understanding the issues that will lead to clearer, more objective thinking.

Texts:
Landsburg, Steven E. Price Theory & Applications: Study Guide (6th Edition), South-Western Thomson Learning: 2005. Note: This study guide IS required, as many of your homework (and exam) questions will be taken directly from it.

Grading:
3 midterm exams: 45%
homeworks (plus in-class participation): 10%
project: 10%
final exam: 35%

Note: NO makeup exams will be given. If you miss an in-class midterm exam, your final exam will simply count for more (an additional 15% per missed exam). This applies even to unforeseen events such as 3rd cousins dying, dogs being rushed to the vet, car accidents, and other unexpected emergencies. The final exam, scheduled for December 13 is a one-time event. If you cannot take the final exam at the scheduled time and date, you should not take this class. Similarly, there are no makeup homeworks or makeup projects. The homeworks will be graded on a +/- scale, any late homeworks automatically earning a -, and projects are due on the Thursday before Thanksgiving, November 17. All late projects lose 1 letter grade per day, including weekends and holidays. You can certainly turn in an assignment early, but you should not turn one in late.
Tentative Course Outline

This schedule will be followed as closely as possible, but, as may happen, we may at points in the course find ourselves a little ahead, or a little behind of schedule. To keep abreast of what will be required of you in the exams your best bet is to come to class. You are expected to read all required material BEFORE coming to lecture – believe me, this is in your best interest as it will aid in your understanding of the material, and also help you to participate in what I hope will be an active and lively classroom discussion.

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<thead>
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<th>Week</th>
<th>Topic</th>
<th>Text</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Chapters 19, 1</td>
</tr>
<tr>
<td>2</td>
<td>Supply &amp; Demand</td>
<td>Chapters 1, 2</td>
</tr>
<tr>
<td>3</td>
<td>Equilibrium &amp; Gains from Trade</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>4*</td>
<td>Exam 1</td>
<td>Thursday, September 15</td>
</tr>
<tr>
<td>5</td>
<td>Consumer Choice</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>6</td>
<td>Changes in Consumer Choice</td>
<td>Chapters 3, 4</td>
</tr>
<tr>
<td>7</td>
<td>The Behavior of Firms</td>
<td>Chapters 4, 5</td>
</tr>
<tr>
<td>8</td>
<td>Firms in the Marketplace</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>9*</td>
<td>Exam 2</td>
<td>Thursday, October 20</td>
</tr>
<tr>
<td>10</td>
<td>Production and Costs</td>
<td>Chapter 6</td>
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<tr>
<td>11</td>
<td>Competition</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>12</td>
<td>Welfare</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>13*</td>
<td>Exam 3</td>
<td>Thursday, November 17</td>
</tr>
<tr>
<td>15</td>
<td>Monopoly</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>16</td>
<td>Market Power &amp; Collusion</td>
<td>Chapter 11</td>
</tr>
</tbody>
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*In an exam week, the exam will fall on the Thursday of that week, and on the Tuesday before we will catch up on lecture material and/or hold a review session.
Handouts and due dates for all homework assignments will be announced in class – yet another reason to make sure you attend!
Course Project Assignment:

An Analysis of Supply & Demand

Periodically through the course you are expected to clip and analyze (in an economic fashion) contemporary articles that have been published in leading newspapers or magazines (I strongly suggest using things from The Economist, The Wall Street Journal, or The New York Times, but I will accept other appropriate sources). To earn full credit for this assignment you must turn in at least three, but no more than four independent analyses (i.e. not the same issue, just published in different newspapers). You are expected to analyze the topic described in the article using the economic tools and logic learned in class. For example, is the article describing an increase or decrease in demand for some good? Or, is the discussion about an increase or a decrease in supply? (Be VERY careful not to confuse “demand” with “quantity demanded” and “supply” with “quantity supplied.”) You might want to draw a supply and demand graph to illustrate your arguments. (But if you do, be sure to label your graphs and clearly indicate which curves are shifting.) You might also want to discuss whether the reported change is a short run, or a long run phenomenon, or if the firms constituting the market are price-takers, monopolists, or oligopolists. All of these are just suggestions for the types of points you may want to include in your analysis, however, the final project is up to you. Be creative, be thoughtful, be deep. You are also more than welcome to include normative policy conclusions, along with your positive economic arguments as part of the analysis. Remember that thinking outside the box is always guaranteed to earn you extra points. Each analysis should be no more than 1-2 pages.

Make sure you turn in a copy of the article being discussed along with your final analysis – failure to turn in the accompanying article will result in that analysis not being graded.

The author of your textbook, Steven E. Landsburg, has written many Slate articles in a similar (though less rigorous) vein to what is expected for this project – for helpful approaches, take a look at his work online (the websites are listed inside the front cover of your textbook). Note, however, that his analyses never include any math or graphs, while it is expected that at least a few of yours will.

If you have any questions about the appropriateness of an article, or you just want help in thinking through an analysis, feel free to come see me during my scheduled office hours.
Expectations

Registering for this course constitutes acceptance of the terms and conditions as laid out in this syllabus between instructor and student. This syllabus is like a contract, and its terms can not be lightly broken by either you, the student, or myself, the instructor. Make sure you read this syllabus carefully and are aware of all the associated deadlines and requirements (for example, no make-up exams).

Also, it is recommended that you review the policies and procedures defined by the university regarding your responsibilities as a student:

http://www.umsl.edu/studentlife/dsa/student_planner/policies/index.html

These policies outline the codes of conduct expected regarding cheating, plagiarism, attendance, and other matters of academic honesty.
Syllabus
Economics 6900 – Fall 2004
Advanced Topics in Economic Analysis:
Seminar in Public Choice

Instructor: Professor Kosnik     Course Time: TTR 6:55-8:10 p.m.
Office: 409 Tower, Phone: x5564     Course Place: SSB 328
Email: kosnikl@umsl.edu     Office Hours: MT 4:00-5:15 p.m.

Synopsis:
Is there a better way to elect the president? What sort of public institutions and rules encourage
economic growth? Is government trustworthy? Public choice theory, an analysis of the public
sphere through application of economic logic, is a branch of economics that evolved into a distinct
discipline relatively recently. It assumes the same principles that economists use to analyze actions
in the marketplace – essentially, that people are primarily driven by self-interest – and applies them
to actions made in collective decision-making. Use of this approach has allowed economists to
comment on many exciting contemporary public policy debates, previously considered outside the
economist’s domain. A spattering of some of the topics we will cover in this course include:
• democracy – is it or is it not efficient?
• voting methods – is majority rule the most efficient way to judge an election?
• legislators, bureaucrats, lobbyists – what’s in it for them?
• political competition – is it possible to construct our institutions and rules so that
  competition is encouraged in the public sphere, much as it is in the private marketplace?
Active analysis of current events, alongside understanding of the theoretical material, will be expected.

Grades will be based on homework assignments, exams, in-class participation, and a final paper project.

Texts:
Shughart, William F. and Razzolini, Laura, eds. The Elgar Companion to Public Choice, Edward

Tullock, Gordon, Seldon, Arthur and Brady, Gordon L. Government Failure: A Primer in Public

Grading:
midterm exam: 25%
project (20% paper, 5% presentation & participation): 25%
homeworks: 10%
in-class participation: 5%
final exam: 35%

Note: The final exam, scheduled for December 9 is a one-time event. If you cannot take the final exam at
the scheduled time and date, you should not take this class. Homework assignments will be handed out
periodically in class (a good reason to be sure to attend lecture), and will be graded on a +/- scale, any late
homeworks automatically earning a -. The class project is due on the last day of class, Thursday December
2. All late projects lose 1 letter grade per day, including weekends and holidays. You can certainly turn in
an assignment early, but you should not turn one in late. In a similar vein, there are no makeup exams, no
makeup homeworks and no makeup projects, for any reason.
### Tentative Course Outline

This schedule will be followed as closely as possible, but, as may happen, we may at points in the course find ourselves a little ahead, or a little behind of schedule. To keep abreast of what will be required of you in the exams your best bet is to come to class. You are expected to read all required material BEFORE coming to lecture – believe me, this is in your best interest as it will aid in your understanding of the material, and also help you to participate in what I hope will be an active and lively classroom discussion.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Tullock: ix-16 &amp; Elgar: xxi-xlii</td>
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<tr>
<td>2</td>
<td>Traditional arguments for government involvement</td>
<td>Elgar: ch2 + handouts</td>
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<tr>
<td>3</td>
<td>Applications</td>
<td>Elgar: ch27, Tullock: ch11, ch9</td>
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<tr>
<td>4</td>
<td>Voting paradoxes</td>
<td>Tullock: ch2, Elgar: ch9</td>
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<td>5</td>
<td>Logrolling/Legislature</td>
<td>Tullock: ch3, Elgar: ch10</td>
</tr>
<tr>
<td>6</td>
<td>Rent seeking</td>
<td>Tullock: ch4, Elgar: ch17 +</td>
</tr>
<tr>
<td>7</td>
<td>Application: hydroelectric dams</td>
<td>Handouts</td>
</tr>
<tr>
<td>8*</td>
<td>Midterm Exam</td>
<td>Tuesday, October 4</td>
</tr>
<tr>
<td>9</td>
<td>Bureaucracy</td>
<td>Tullock: ch5, Elgar: ch11, ch12</td>
</tr>
<tr>
<td>10</td>
<td>Constitutional choice</td>
<td>Elgar: ch5, ch6, ch7</td>
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<tr>
<td>11</td>
<td>Federalism &amp; government growth</td>
<td>Tullock: ch7, Elgar: ch22</td>
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<tr>
<td>12</td>
<td>Taxes</td>
<td>Tullock: ch6, Elgar: ch19 +</td>
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<td></td>
<td>handouts</td>
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<tr>
<td>13</td>
<td>Economic growth &amp; trust in gov.</td>
<td>Elgar: ch29, ch23</td>
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<tr>
<td>14</td>
<td>Student Presentations</td>
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<tr>
<td>15</td>
<td>Student Presentations</td>
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<tr>
<td>16</td>
<td>Student Presentations</td>
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**Final Exam: Thursday, December 9**  
7:45-9:45 p.m.

*In an exam week, the exam will fall on the Tuesday of that week, and on the Thursday afterwards we will review it.

If there is extra time at the end of the term (i.e. during student presentation weeks) it will be used to review for the final exam.
Prof. Kosnik’s end-of-semester teaching evaluations, mid-semester evaluations, and student letters attest to her excellent teaching abilities. (Summaries of final class evaluations and students’ letters are included in the dossier). On her mid-semester evaluations, Prof. Kosnik consistently received scores of 4 out of 5 on areas including clarity and organization. Most importantly, as noted in several of the students’ letters, she solicited and responded to student feedback.

Regarding end-of-semester evaluations, Prof. Kosnik received scores of 7 (out of 7) in "knowledge", "enjoys teaching" and virtually every other category in her graduate elective on Public Choice (Econ 6900). In her undergraduate elective (Cost Benefit, Econ 4900), she received a mean score of 6.82 in "knowledge" and a score of 6.91 for "enjoys teaching." As noted earlier, Prof. Kosnik also taught Economics 1000 (Introduction to the American Economy), the economics course for nonmajors. Despite the inherent difficulty of “connecting” with nonmajors, she received a mean score of 5.63 (out of 7) for "knowledge" and a 6.2 (out of 7) for "enjoys teaching." I consulted with Prof. Robert Sorensen, Director of Undergraduate Studies in for the Department of Economics, and he indicates that these are excellent scores for this course. These scores reflect Prof. Kosnik’s innovative approach to teaching the course: focusing on applied topics to capture students’ interest.

Her scores in Econ 1001 (Principles of Microeconomics) and PPA 6080/Econ 5010 (Microeconomics for Policy Analysis) fell in between the scores for Econ 1000 and the elective courses already cited. Again, these high scores are impressive in light of the fact that the majority of students in Econ 1001 are nonmajors, as are all MPPA students.
The comments received from students and alumni are consistent with these high numerical scores. Most telling, Prof. Kosnik received extremely favorable reviews from nonmajors and majors, alike. Taken together, the letters describe a teacher who engages her students, takes their comments and feedback seriously, and who encourages them to reach their potential.

Dave Bardgett (MPPA student in PPA 6080) tells how Prof. Kosnik integrates economic theory with real-world examples:

I was impressed with the level of enthusiasm she brought to the study of economics and her innovative style of teaching the course. For example, she blended many contemporary and modern day-to-day examples into the curriculum which can, at times, be a little bland. This method of teaching allowed students to better understand how applications and theories of microeconomics are applied in everyday society.

Jeff Breuer (MPPA student) shared a very similar experience in his letter. Erica Felder (MPPA student) goes on to describe the positive and engaging classroom environment that Prof. Kosnik created:

On many occasions after she would engage the class, students who hardly spoke in class began to participate. Lea brought a sense of comfort to the classroom. Let’s face it, economics is not a class on everyone’s favorite list.

Ms. Felder also points to Prof. Kosnik’s efforts to improve the quality of her teaching:

Kosnik asked the class to send her an e-mail offering recommendations for what she could do better to improve the class…. Professors do not ask for their students’ thoughts very often, and I know this because out of my 7 years in college she was the first…

It is precisely this enthusiasm that promotes student retention, as well as entry into the major. Undergraduate (and nonmajor) Linda Atieno observes:

Professor Kosnik is a mentor and a role model. Her enthusiasm in teaching economics and dedication in research … almost convinced me to consider economics as an alternative. It is because of this that the number of class drops was low and attendance frequent.
Students majoring in economics were equally enthusiastic about Prof. Kosnik’s abilities to engage students, as well as appreciative of her depth of knowledge. Majana Burazovic and Lauren Fitterman, both joint B.S./M.A. students, took two courses with Prof. Kosnik. Ms. Fitterman writes:

Her passion for Economics is what made her so interesting because she demonstrated how students can use economic theory and critical thinking to solve problems… I believe that the things I have learned in her class have made me a better citizen and more educated voter for life.

Like Ms. Felder, she also explicitly notes Prof. Kosnik’s willingness to solicit students’ feedback and make changes accordingly:

She constantly asked for feedback both in class and in her office hours. In both courses the entire class was emailed an anonymous survey… what I really respected is that from one semester to the next, she applied our comments to her classes.

Mat Reidhead presents another side of Prof. Kosnik’s teaching, pointing to her ability to help students “shift gears” and think about economics from an alternative perspective:

Public Choice Theory was quite a change of pace for most of us who had just finished graduate micro and macroeconomic theory as well as graduate econometrics to name a few… Prof. Kosnik realized that there was a bit of a barrier… so she presented us with just enough appropriate mathematics to ease our transition into terra-incognita, a sort of a math detoxification period.

Finally, Dave Sanders, M.S. student in economics, eloquently describes the impact of Prof. Kosnik’s teaching:

I concluded that being a good teacher goes beyond knowledge and intelligence, but is in truth the ability to inspire. The ability to drive an individual towards a goal that they had thought was unobtainable. Last year, I had the good fortune of having a professor who exemplified this belief, Dr. Lea-Rachel Kosnik.


Letters from Faculty Peers and Classroom Observers

This section includes three letters from faculty peers/classroom observers. Two economics faculty members observed Prof. Kosnik in the classroom. Robert Sorensen, Professor of Economics and Director of Undergraduate Studies, observed Prof. Kosnik teach her undergraduate elective course, Natural Resources Economics. Anne Winkler, Professor of Economics and Public Policy Administration, observed Prof. Kosnik teach Principles of Microeconomics. In addition, Susan Feigenbaum, Professor of Economics, provided a letter. As a former chair of the Department of Economics, Prof. Feigenbaum is well-acquainted with Prof. Kosnik’s record in research, teaching, and service.
Observation of Prof. Kosnik’s Econ 1001 class, Wed., March 22, 2006, 9:30-10:45, 133 SSB. Report by Anne E. Winkler, Professor of Economics and Public Policy Administration

Prof. Kosnik began the class by reviewing the material of the prior day to bring students “up to speed.” I found her to be open to questions, enthusiastic about teaching, and attentive as to whether students were understanding the material.

To motivate the lecture, she began with a question, which she wrote on the board: “How do we get to equilibrium?”

Teaching the concept of market equilibrium is difficult. Her approach—which I found to be effective—was to use a counter example. Suppose there was a central planner (and this approach was taken in the former Soviet Union, among other countries), how would the outcome compare? She observed that the market may not be “perfect” but outcomes are better (and she provided specifics) in a market economy vs. a centrally planned one.

She also readily pointed out situations when “standard” results from economics appear unintuitive. This approach was effective because it acknowledged students’ initial perceptions. She then went on to explain why the result, though seemingly counterintuitive, made sense. This is an approach I plan to try the next time I teach this course.

In teaching, Prof. Kosnik also presented graphs—a standard way of presenting principles of micro material. These were carefully labeled and she offered students “tips” regarding how to draw them and “reminders” about what each curve means.

Prof. Kosnik employed real-world examples: why are food prices a lot cheaper today than in 1906? What happened during the oil crisis of 1973? In addition, she alluded to a future class discussion of Walmart and its effects on market outcomes. It is precisely these topics that engage students and get conversations going.

In summary, I was very impressed by Prof. Kosnik’s classroom skills. Aside from her excellent technical knowledge, she is working hard to “connect” students with difficult material and to encourage questions and interaction.
Dear Anne,

I recently served as an observer in one of Lea Kosnik's classes and I am writing to you to report the results of my observations. My observations are based upon attending her Resource Economics class on March 8th. I'll give you more specific information later, but to begin, let me say that in general I was quite impressed with Lea's teaching style. She is certainly enthusiastic and energetic, and has a passion for her subject. Having said this, let me give you some details.

In the class I attended the subject was whether recycling is good or bad economics. That is, is recycling economically efficient or not. I think it is fair to say that most of our faculty would approach teaching this topic in a straight lecture format. Typically this would involve defining economic efficiency and analyzing the costs and benefits of recycling programs in this context. Lea, however, choose to take a different approach. She opted for a much more interactive approach in which students were encouraged to answer questions and to logically work through the analysis for themselves. In a short time the students were actively engaged in working through the problem. Sometimes the students would stray off course or make a faulty analysis; but when they did Lea would either redirect them back to the important issues or offer a correction to the analysis. The students did not seem intimidated at all and virtually all of them added to the discussion. Only at the end did Lea provide a synthesis and summary.

All in all, I was quite impressed with the manner in which Lea led the class. I also came to the realization that by conducting a class in this manner the instructor gets feedback about what the students know and don't know in real time. This makes it possible to correct immediately any erroneous or fuzzy ideas that students might have. Often in straight lecture classes we just assume that the students have understood what we have been lecturing about and only weeks later after the exams have been graded do we realize how wrong we were.

In summary, Lea appears to be doing an excellent job in this class. She is using innovative teaching techniques (at least for economics) that stimulate student interaction and learning. When I first went to the class to observe I expected to be bored. But, when I left I realized I really had learned something.

If you would like further information or more details please let me know.

Sincerely,

Robert Sorensen
Professor of Economics
March 17, 2006

TO: UM-SL Committee on Faculty Awards
FROM: Susan Feigenbaum, Professor, Department of Economics SKF
RE: Nomination of Lea-Rachel Kosnik for Gitner Teaching Award

It gives me great pleasure to write this letter in support of Professor Kosnik’s nomination for the Gitner Award. Professor Kosnik is well on her way to becoming one of the Department’s next-generation of “triple-hitters” – outstanding in research, teaching and service.

As you may be aware, the Department of Economics has long been committed to excellence in teaching, both in and outside of the classroom. We boast several Emerson, Governor’s, and Chancellor’s award winners, and represent the campus in this year’s Presidential Teaching Award competition. I say all this to emphasize that not only are we committed to excellence in teaching, but that we have successfully passed the “market test” in terms of outside recognition of our faculty’s efforts in this regard.

I was fortunate to be Chair of the Economics Department when we recruited Professor Kosnik to the campus. I was immediately struck by her energy level, her willingness to give freely of herself in terms of time and intellectual contributions, and her genuine love for teaching and her students. We were incredibly fortunate to recruit Professor Kosnik, given her strength in the job market. I believe that the most important factor that ensured our recruitment success was our emphasis on the “whole” faculty member and our aspirations to fill the Department with teacher-scholars. Our initial assessment of Professor Kosnik has been reinforced during her short time with us. For example, in her first semester with us, she proposed two new courses that reflected her research expertise in the areas of public finance/public choice and cost-benefit analysis. Since that time, she has taught both of these curriculum innovations as well as a number of other popular classes at all levels of the undergraduate and graduate curriculum. Her teaching evaluations are uniformly outstanding, irrespective of the audience.

Professor Kosnik is always looking to improve her already superior teaching skills. She sat in on my class last year to observe the use of personal interactive technology (“clickers”) and the way in which I managed a large lecture hall environment. This is one of the very few times in my 17 years at UM-SL that a colleague has taken such initiative. Professor Kosnik has also attended various programs and seminars on teaching development presented by the Center for Teaching and Learning. I know that Professor Kosnik has pursued these activities because she understands that enhancing one’s
teaching skills is an ongoing process, moreover, she lacks the ego that often holds faculty back from seeking input from wherever it may come.

I wish to emphasize that Professor Kosnik's research agenda and output have been remarkable, given her full-fledged commitment to her students. She has already published in a leading economics peer-reviewed journal and has a second paper pending at the premiere journal in law and economics. Professor Kosnik has successfully applied for grant support from the campus research awards committee, an experience that clearly demonstrated her focus and persistence as she navigated through the resubmission process. Professor Kosnik's research performance reflects the Department's philosophy that research scholarship is a critical input into outstanding teaching.

I cannot think of a person more deserving of the Gitter Award. From day one, Professor Kosnik has thrown herself into the teaching mission of our Department and campus—growing well-trained, creative, successful students who can compete for a lifetime in the marketplace, as well as have fulfilling futures filled with a lifetime of learning.

Please feel free to contact me should you have any further questions concerning Professor Kosnik.

With best regards,

[Signature]
Appendix: Student Letters

Student letters were solicited by Professors Winkler and Sorensen.
To Whom It May Concern

I am an honor’s student here at the University of Missouri—St. Louis, presently in my senior year and pursuing my bachelor’s degree. I have known Professor Kosnik for a year now. I took a microeconomics class in the Winter/Spring 2005 semester in which Professor Kosnik instructed. It is with great veracity, confidence and honor that I recommend Professor Kosnik as a recipient of the Gitner Award.

Professor Kosnik is a practical, inspiring and promising young economist. During my semester in her class, she made a point to relate theories learnt in class to an everyday work-business situation and encouraged us to apply these theories to actual situations. The course work she designed and assigned was in such a way that students did not toil, but looked forward to, and were interested in and inspired to work on.

Professor Kosnik is a mentor and a role model. Her enthusiasm in teaching economics and dedication in research made me question my future career and almost convinced me to consider economics an alternative. It is because of this that the number of class drop out was low and attendance frequent. Students constantly sought her advice on careers in economics and what classes to consider in future. Her hands-on disposition and willingness to work and learn even from students and receive feedback was encouraging and pace setting.

Outside class, Professor Kosnik was very accommodating and despite her busy schedule, was able to meet with students and also worked around their schedules or contacted the students to answer questions or provide one-on-one instruction.

Her international experience was instrumental in giving vivid examples of different economies.

In spite of seriousness in her work, Professor Kosnik kept the class and the course lively with her good sense of humor. If asked, Professor Kosnik is one of the best instructors in the University I have come across, and I would take another course she’s instructing.

Leaving her class, I gained transferable knowledge, which is influential in my decision-making.

Professor Kosnik is a raising economist and a resourceful addition to the economics department. Her enthusiasm best exemplifies qualities of Gitner Award recipient. I therefore highly recommend her as the 2006 Gitner Award recipient.

Sincerely,

Linda Atieno
Center of International Studies
University of Missouri - St. Louis
261 Millennium Student Center
One University Boulevard
St. Louis, Missouri 63121-4400
March 1, 2006

David M. Bardgett
21 Strawgrass Court
St. Charles, Missouri 63304

Student Number #750650

Dr. Robert Sorensen
Professor of Economics
University of Missouri-St. Louis
Department of Economics - 408 SSB Building
One University Boulevard
St. Louis, Missouri 63121-4400

Dear Dr. Sorensen:

It is with great pleasure to offer a letter of recommendation on behalf of Dr. Lea-Rachel Kosnik, Assistant Professor of Economics, in regards to her nomination for the Gitner Award. I have learned the Gitner award recognizes and honors early career faculty for outstanding and innovative teaching. Professor Kosnik is certainly deserving of this symbol of achievement.

I was a student in Professor Kosnik's Microeconomics and Policy Analysis class, MPPA 6080, during the Fall 2005 semester. I was impressed with the level of enthusiasm she brought to the study of economics and her innovative style of teaching the course. For example, she blended many contemporary and modern day-to-day examples into the curriculum which can, at times, be a little bland. This method of teaching allowed students to better understand how applications and theories of microeconomics are applied in everyday society. It is a delight to be taught by someone who really enjoys the subject matter and makes it come alive in the classroom.

Professor Kosnik comes across to her students as one who is exceptionally well read and highly intelligent about the subject she is teaching. She is very organized and her lectures proceeded at a good pace with accentuated our learning. However, at the same time, she was always willing to stop and thoroughly explain a concept if the need arose. I personally found her easily accessible, without any hint of distraction, before and after class to go over workbook problems or study notes.

Professor Kosnik is a wonderful teacher and, more importantly, an outstanding person. The University of Missouri-St. Louis is fortunate to have someone with her talents and professional values on staff. I hope U.M.S.L. is the last stop on her career journey. She is, and will continue to be, a real asset to the university, her profession and our community at large. This treasure should be recognized by the Gitner Award.

Thank you for your attention and consideration to her nomination.

Yours truly,

David M. Bardgett
March 18, 2005

Professor Anne E. Winkler
One University Boulevard
St. Louis, MO 63121-4400

Dear Professor Winkler,

I am writing this letter on behalf of Professor Kosnik. I understand Dr. Kosnik is under consideration for the Gitner Award. Professor Kosnik taught one of my classes in the Public Policy Administration Program: Microeconomics for Policy Analysis. As my professor, Dr. Kosnik advanced my academic aptitude with her willingness to explain the tools and logic behind analyzing economics. Whether in the classroom or during office hours, Professor Kosnik always found the time to support my academic performance.

I appreciate the fact Dr. Kosnik made me think critically about economic issues concerning policy, especially current events. Professor Kosnik actively engaged students with lively discussions about the latest news and how it related to our studies. The class requirement of using current news articles to complete Supply and Demand Projects was both innovative and effective in teaching the importance of economics.

While teaching, Professor Kosnik provided numerous opportunities to think about economics and its policy implications in practical terms. Dr. Kosnik was open to listening and responding to several economic questions and explanations posed by students. In my opinion, Professor Kosnik's flexibility in economic discussions instantly improved her teaching ability to the level of outstanding. Such flexibility acted as a natural strategy which helped students learn and retain more economic information. I know it did for me.

I believe that Dr. Kosnik is committed to the success of her students and the teaching institution. As a result, I feel Professor Kosnik is a solid candidate for the Gitner Award.

Sincerely,

Jeff Breuer
3/21/2006

Dear Dr. Winkler,

I was delighted to hear that Dr. Kosnik was nominated for the Kitner Award. She certainly deserves it for all the hard work and energy she brings to the Economics department.

I received both my undergraduate and master’s degrees in Economics from the University of Missouri-St. Louis in August 2005, and I believe Dr. Kosnik had a great impact on my studies and my career.

Although I studied with her for only a short period of time, I found Dr. Kosnik to be an excellent professor. Her passion for Economics is what made her so interesting because she demonstrated how students can use Economic theory and critical thinking to solve problems. I recall her one time recounting to the class how she constructed a regression to see if she received a good deal on the house she bought when she moved. The regression looked at the price of houses as a factor of different variables such as square footage and number of bedrooms. Thanks to the analysis she was assured that the price was right when she made her purchase, and she showed us how Economics can be applied to everyday decisions.

I remember once someone said “If you know and understand Economics, one can not lie to you.” I believe that this is exactly what Dr. Kosnik tried to teach each one of her students. My first class with Dr. Kosnik was Public Choice which uses Economics to study decision making behavior of voters, politicians, and government. This class was especially intriguing because it happened to fall at the same time as the 2004 Presidential Election. We would discuss current issues and policies that were being proposed during the election. This type of class environment raised intelligent and healthy debate among students. She encouraged us to raise questions in order to better understand the incentives behind policy making. I believe that the things I have learned in her class have made me a better citizen and more educated voter for life.

Another class I took taught by Dr. Kosnik was Cost Benefit Analysis. This class came to great use to me in my current profession, transfer pricing, which tries to establish an arm’s length price between two related entities. Transfer pricing and cost benefit analysis are similar in a way that both types of analysis incorporate the facts, circumstances, and risk assumed to determine appropriate pricing for things. I believe the basic principles of Cost Benefit Analysis have prepared me for my current career.
Dr. Kosnik and I also became friends throughout the year. I would often stop by her office to chat about how my day was and how difficult it was to find the right job. It was comforting to talk to her because she understood my job frustrations. Being such a young professor, she had only recently discovered that teaching Economics was right for her.

I believe that Dr. Kosnik is an excellent choice for this award. There are only a few teachers that truly influence a student’s life, and those teachers are exceptional and should be recognized. Dr. Kosnik is definitely one of those teachers.

Thank you for letting me take part in Dr. Kosnik’s nomination. It was truly an honor.

Sincerely,

Majana Burazovic
Dear Professor Ann Winkler,

I am happy to send a letter regarding Lea Kosnik and her abilities as the new economics’ professor. I was in the first class that Lea had taught on UM-St. Louis’s campus and she displayed great engagement and teaching abilities. Lea was calm and collective with the class, offering funny stories that pertained to her but relating to the class. This ability or action caught the attention of many students that may otherwise would have not participated in class. On many occasions after she would engage the class, students who hardly spoke in class began to participate. Lea brought a sense of comfort to the class room. Let’s face it economics is not a class on everyone’s favorite list.

In addition to her abilities to engage the class Lea Kosnik also carried a sense of empathy for her classes. Kosnik made it clear that she was available for the students at anytime as long as they made appointments. She also created a review day before a test, which proved to be extremely vital in regard to test scores. She understood that this was not an easy class for many students, so she made the time to help those students. Kosnik stated in class after many of the tests that the ones who participated in the review sessions were the ones that ended up with the best grades. This gave incentive for those that were not coming to attend.

Last, Kosnik asked the class to send her an email offering recommendations for what she could do better to improve the class. She also stated that the email could and should be left anonymous. Professors do not ask for their students’ thoughts very often and I know this because out of my 7 years in college she was the first professor to ever ask that question. In addition to asking he was also willing to take into consideration the students’ recommendation. Too many professors new or old forget that we are here to learn and our learning abilities may not be what our teachers think our learning abilities are.

Kosnik deserves this award for her excellent ability to reach out to the students and try to apply what the students request into the curriculum. I would like to recommend Lea Kosnik for the Gitner Award.

Thank you,

Erica Fendler
UMSL Masters Student
Lauren S. Fitterman
2400 16th Street, N.W.
Apartment 504
Washington, DC 20009

March 13, 2006

Recommendation for Professor Kosnik

I feel delighted and honored to recommend Professor Kosnik for the Gitner Award. Professor Kosnik was my teacher for two courses at the University of Missouri-St. Louis: Public Choice and Cost-Benefit Analysis. Both courses involved exams, a research paper, and multiple homework assignments and readings. A detailed syllabus was provided on the first day of class in both courses, which were not only thorough but were also followed throughout the semester. Often time’s teachers do not follow a course outline and provide a syllabus that is vague and not structured. However, by following her syllabus, Professor Kosnik really mapped each course, which allowed me as a student to be more organized in not only her class, but in all my classes. I knew each week what topics were to be covered, how much reading correlated with the topic, and when homework assignments were due.

Not only were her course outlines detailed, but timely and descriptive outlines were provided for each course’s research paper. We were expected to work on these research papers throughout the semester. To make sure we were on task, Professor Kosnik set multiple times during the class where something was due for the paper. Whether we were just discussing our topic, turning in a thesis, or giving her a works cited list, making the paper part of the entire class allowed for development. By the end of each semester I had turned in a very well drafted and thought out research paper.

One thing I truly enjoyed about her courses was how comfortable I felt as a student. Professor Kosnik has a very approachable teaching style. In both classes we had open discussions that were not only structured, but also allowed a natural digression. During many discussions, Professor Kosnik often became part of the class asking her questions of us. As a student I felt like this not only encouraged my own thought, but also allowed me to express my thoughts in a comfortable environment. She did not just reiterate notes to us, but actively engaged all of her students to participate.
One thing I greatly respected about Professor Kosnik is that she genuinely cared about her teaching. She wanted to know what we as students responded to and what provoked us to learn and really grasp the material. She constantly asked for feedback both in class and in her office hours. In both courses the entire class was emailed an anonymous survey. However, not only did she seek out to know what we as students liked and disliked, what I really respected is that from one semester to the next, she applied our comments to her classes. For example, in public choice which I had in the fall, we were not required to turn in a draft of our research paper. Although it was heavily encouraged, some students did not and found the paper to be more challenging. We suggested that she require a draft paper and in my spring course, cost-benefit analysis, her syllabus reflected this change. She truly cares about improving her teaching style to better serve her students.

The most compelling reason I can offer for recommending Professor Kosnik for the Gitner Award is her hardworking attitude. She is constantly striving to improve herself in order to better help her students. I always felt that she ultimately cared about our education and well-being. I feel very lucky to have had her not only as a Professor, but also as a role-model.

Sincerely,

Lauren S. Fitterman
March 4, 2006

Robert Sorensen
Professor of Economics
University of Missouri-St. Louis
Department of Economics
408 Social Science & Business Building
One University Boulevard
St. Louis, Missouri 63121-4400
phone: (314) 516-5562
dial: (314) 516-5582
email: sorensen@umsl.edu

Dear Dr. Sorensen,

I am writing on behalf of Professor Kosnik with respect to her nomination for the Gitner Award for outstanding and innovative teaching.

I took a graduate level special topics class on Public Choice Theory with Professor Kosnik during her first semester at U.M. St. Louis. It was my experience that she capitates just that— excellence and innovativeness. For example, she quickly develops a mutual rapport with students, by the end of the first session she knows each of her students by name; I always appreciate this quality in a professor. She also addresses every student’s questions and comments with respect and high quality explanations even when the initial question or comment lacks sustenance. What’s most important, however, is her natural ability to present material in a very clear and concrete fashion. Public Choice Theory was quite the change of pace for most of us who had just finished graduate micro and macroeconomic theory as well as graduate econometrics to name a few. The logic was almost opposite, in lieu of math, the emphasis was on the close examination of motives and incentive structures within bureaucratic agencies and government. Professor Kosnik realized that there was a bit of a barrier between most of our right and left hemispheres so she presented us with just enough appropriate mathematics to ease our transition into terra incognita, a sort of a math detoxification period. Her lectures and notes were well-presented and concise, the texts and journal articles were meaningful and enjoyable to read, the exams were not too hard while not too easy, and with the term paper she really allowed us a lot of creative independence. There was also a required presentation on each student’s paper topic. The ability to speak in front of a group is an important skill that Professor Kosnik facilitates.

I am very happy that I took her class; the analytical evaluation of incentives is a very powerful tool that I use daily. Having a Professor like Dr. Kosnik to help hone such a tool is a considerable perk that reinforces and speeds the process.

Thank you for this opportunity. Excellence should be rewarded and I feel that Professor Kosnik is a very worthy candidate for this award.

Sincerely,

Mat Reighan
March 21, 2006

I would like to take this opportunity to recognize an outstanding teacher whose ability and enthusiasm promote a superior learning environment, Doctor Lea-Rachel Kosnik.

Over the past summer myself and a fellow graduate student were involved in a discussion on what makes a great teacher. Not so unusual a conversation among individuals preparing to move into PhD program except I had never really considered all of the characteristics of what sets teachers apart. After some thought, I concluded that being a good teacher goes beyond knowledge and intelligence, but is in truth the ability to inspire. The ability to drive an individual towards a goal that they had thought was unobtainable. Last year I had the good fortune of having a professor who exemplified this belief, this belief, Doctor Lea-Rachel Kosnik.

I had Dr. Kosnik for Cost Benefit Analysis in the spring semester of 2005. As a new professor to the University of Missouri - St. Louis I had no idea of what to expect from her. I was immediately impressed with the zeal she brought into the classroom. Her understanding of the subject matter and the enthusiasm in which she taught drove everyone in the class towards success.

Through her support I learned so much; she was always available to answer my questions and was able to give me confidence when I felt bogged down. She always took the time to listen to my concerns, not only for the class I took with her, but with related issues from other classes throughout my time in grad school.

Dr. Kosnik possesses a great knowledge of economics, as well as the ability to convey that information to her students. She is caring towards her students but not coddling, she will push you but not push you away, and she approaches everyday as not only a chance to teach but also a chance to learn. Not only will she make you a better student, she will make you a better person. In short Dr. Kosnik is one of the best the science of pedagogy has seen.

Sincerely,


Dave Sanders
Graduate Student
School of Economics, University of Missouri - St. Louis
Appendix B: Summaries of Teaching Evaluations

Note: ECON 5010 and PPA 6080 are the same course (they are cross-listed).
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- MEAN: 5.83 | 5.94 | 6.17 | 5.22 | 6.17 | 6.04 | 6.44 | 6.06 | 6.67 |
- STD DEV: 0.92 | 0.80 | 1.04 | 1.83 | 0.86 | 1.00 | 1.25 | 1.06 | 1.24 |
- MEDIAN: 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 |

DEPARTMENTAL:
- RESPONSES: 719 | 720 | 721 | 720 | 721 | 720 | 706 | 720 | 719 | 719 | 720 | 719 | 718 |
- MEAN: 6.02 | 6.05 | 6.09 | 6.05 | 6.11 | 6.01 | 6.02 | 6.06 | 5.83 | 5.27 | 5.76 | 4.48 | 5.04 |
- STD DEV: 1.22 | 1.26 | 1.28 | 1.36 | 1.27 | 1.44 | 1.81 | 1.47 | 1.34 | 1.18 | 0.82 | 1.79 | 1.72 |
- MEDIAN: 6.00 | 6.00 | 6.00 | 6.00 | 7.00 | 6.00 | 6.00 | 6.00 | 6.00 | 7.00 | 7.00 | 9.00 | 6.00 |

Note: Econ 5010 is the same as PPA 6080.
### Instructors' Comments

**09 6900  Kosnik**

This class has been very informative & I think you are always well organized.

Professor Kosnik is the best.

This class was awesome!

She rocks! Give her tenure ASAP

Professor Kosnik is a great addition to the department, very refreshing, well informed, and concise as a teacher.

Dr. Kosnik is a great professor. She is one of the most organized professor’s I have had in this department and I believe she is a great asset & addition to this department.

**09 5010  Kosnik**

Very good instructor – interesting & kept my attention even when I didn’t care for the subject matter. When review sessions were scheduled, it would have been helpful to have in evening as most people work.
## ECONOMICS GEOGRAPHY COURSE EVALUATIONS FOR Winter 2005

### Instructor: A. C. Rosni

**Course:** 4800  
**# Majors:** 1  
**% Majors:** 11.1  
**# Required:** 10  
**% Required:** 100

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- **Mean:** 6.82  
- **Std Dev:** 5.92  
- **Median:** 6.00

### Departmental Responses

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- **Mean:** 6.10  
- **Std Dev:** 5.92  
- **Median:** 6.00
10 1001  Kosnik
Good Teacher Makes somewhat material easy to stomach. Give her a raise.
I really enjoyed this class because the professor is so happy about economics.
Professor Kosnik was very helpful.
I have taken class before & gotten a D your teaching method & approach was very clear & I have grasped the material really well! You made it interesting. Thanks!
The course was very well taught! Thanks!
Bravo! There has been some enlightenment taking this course.

10 4900  Kosnik
Kind of abstract material, but she is a great teacher.
Dr. Kosnik is a great teacher and a great benefit to the economics dept. She provides a great atmosphere for learning, encourages participation from everyone, and is available for help.
Doctor Kosnik is a great teacher, I have really enjoyed her class. I have learned a lot and strongly recommend her.
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