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Teaching Arms-Race Concepts in Intermediate Microeconomics.. Taylor & Francis Ltd, Spring90.

Abstract :

This article focuses on teaching of arms-race concepts in intermediate microeconomics. An arms race is a competitive increase in the quantity or quality of armaments by two or more states or coalition of states resulting from conflicting purposes or mutual fears. Since an arms race is necessarily a matter of degree, differences of opinion will exist as to whether any given relationship constitutes an arms race. Today, new arms races are emerging between some of the medium and smaller powers of the world, and non-national arms races are emerging between inner-city gangs and between organized crime groups. Thus, the arms-race phenomenon is not a special case phenomenon applying only to the U.S. and the Soviet Union; it is a general phenomenon applying to many nations and groups today and throughout history. Clearly, many complex factors influence the course of an arms race and its outcome whether that arms race results in war or in peace. It is important to study not only the context-specific aspects of different arms races but also the common elements. The basic economic model of the arms race presented below can be used in a standard intermediate microeconomics course to identify and study some common elements in arms races.

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Anderton, Charles H.; Carter, John R.

Applying Intermediate Microeconomics to Terrorism.. Taylor & Francis Ltd, Fall2006.

Abstract :

The authors show how microeconomic concepts and principles are applicable to the study of terrorism. The utility maximization model provides insights into both terrorist resource allocation choices and government counterterrorism efforts, and basic game theory helps characterize the strategic interdependencies among terrorists and governments. [ABSTRACT FROM AUTHOR] Copyright of Journal of Economic Education is the property of Taylor & Francis Ltd and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Buschena, David; Watts, Myles

(How) Do Prerequisites Matter? Analysis of Intermediate Microeconomics and Agricultural Economics Grades.. Wiley-Blackwell, Spring/Summer2001.

Abstract :

Success in intermediate economics and agricultural economics classes with respect to course prerequisites was evaluated. Prerequisites were statistically important for both intermediate microeconomics and in two of the three agricultural economics courses evaluated. The primary finding was that-for three of the four courses evaluated-the higher the proportion of students who completed the listed prerequisite, ceteris paribus, the lower the grade for any given student. Results also indicate that students with higher ex ante GPAs and to some extent higher math equivalent SAT scores, received higher grades.

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Chalkley, Martin

Intermediate Microeconomics: A Perspective on Price Theory.. Oxford University Press / USA, May98.

Abstract :

Reviews the book "Intermediate Microeconomics: A Perspective on Price Theory," by Frederick G. Hay, Christine Oughton and Andrew S. Skinner.

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Goolsbee, Austan

What should we teach in intermediate microeconomics?. Taylor & Francis Ltd, Jul-Sep2019.

Abstract :

The article offers information on the directive of teaching the intermediate microeconomics. Topics discussed include information on the research on mechanism design, labor economics and the tax policy; discussions on the intermediate microeconomics teacher dealing with the heterogeneity of the students in the class; and the information on the boosting the fellow economists.

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Graddy, Duane B.

Applications in Intermediate Microeconomics (Book Review).. Wiley-Blackwell, Mar1983.

Abstract :

Reviews the book 'Applications in Intermediate Microeconomics,' by Ronald Shone.

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Green, GarethP.; Bean, JohnC.; Peterson, DeanJ.

Deep Learning in Intermediate Microeconomics: Using Scaffolding Assignments to Teach Theory and Promote Transfer.. Taylor & Francis Ltd, Apr2013.

Abstract :

Intermediate microeconomics is typically viewed as a theory and tools course that relies on algorithmic problems to help students learn and apply economic theory. However, the authors' assessment research suggests that algorithmic problems by themselves do not encourage students to think about where the theory comes from, why the theory is relevant, or under what conditions different theories and tools should be applied. In this article, the authors draw upon current learning theory to develop a sequence of scaffolding assignments that move students from well-structured algorithmic problems to ill-structured applied problems which encourage more elaborate and robust processing of course concepts. Their assessment data suggest that these assignments promote deep learning of economic theory as well as enhanced ability to transfer learning to later courses.

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Nechyba, Thomas J.

What should students learn in intermediate microeconomics? To think conceptually from the fundamentals of the discipline.. Taylor & Francis Ltd, Jul-Sep2019.

Abstract :

The article offers information on the aspects of students' learning the intermediate microeconomics. Topics discussed include information on the building conceptual thinking skills among students to connect the ideas; discussions on the developing fundamental intuitions for solving real-world applications; and the information on the need to prepare students for elective courses.

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Norman, Stephen; Schlaudraff, Jonathan; White, Karianne; Wills, Douglas

Deriving the Dividend Discount Model in the Intermediate Microeconomics Class.. Taylor & Francis Ltd, Jan2013.

Abstract :

In this article, the authors show that the dividend discount model can be derived using the basic intertemporal consumption model that is introduced in a typical intermediate microeconomics course. This result will be of use to instructors who teach microeconomics to finance students in that it demonstrates the value of utility maximization in obtaining one of the first stock valuation models used in basic finance. [ABSTRACT FROM AUTHOR] Copyright of Journal of Economic Education is the property of Taylor & Francis Ltd and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Von Allmen, Peter

The effect of quantitative prerequisites on performance in intermediate microeconomics.. Taylor & Francis Ltd, Sep/Oct96.

Abstract :

Tests the relationship between performance in calculus courses and performance in intermediate microeconomics at the Moravian College's Department of Mathematics using individual-level data. Effect of quantitative training in advance of economic theory courses; Link between performance in calculus courses and performance in intermediate microeconomics.

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von Allmen, Peter; Brower, George

Calculus and the Teaching of Intermediate Microeconomics: Results from a Survey.. Taylor & Francis Ltd, Summer98.

Abstract :

Reports that the undergraduate economics major in the U.S. requires students to learn economic theory and the models implicit in the study of theory through the intermediate level. Information about the level of mathematical sophistication required to pursue a graduate degree in economics; Details of the methodology adopted in this study; Attempt to fill the gap in people's knowledge of the role of quantitative methods in undergraduate economics.

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Wilkins, Allen J.

Facilitating the Transition from Graphical to Algebraic Models: A Teaching Challenge for Intermediate Microeconomics.. Taylor & Francis Ltd, Fall92.

Abstract :

The article focuses on the use of graphical and algebraic models in the teaching of intermediate microeconomics. The methodology of economics depends on analytic methods, both to define variables and units of measurement and to illustrate and test hypotheses about economic relationships. Graphical models--used extensively in principles courses--provide the beginning student with a powerful tool for analytical reasoning. Algebraic models, however, provide the continuing student with an even more valuable tool for at least two reasons: algebraic equations allow models to be linked together in ways that cannot easily be accomplished using graphs; and econometric tests of theory must be based on algebraic models. Although calculus is not a prerequisite for most intermediate courses, additional avenues open if the concept of the derivative is introduced. To avoid confusion when making the transition from demand curve to equation, instructors should remind the students that the demand curve is typically graphed with quantity plotted on the horizontal axis.

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