

# ECON490: Exploring the Economics of Global Pandemics

University of North Carolina-Chapel Hill  
Department of Economics  
Summer 2020

## Course Description

We are living through an historic time. During this course, students will explore the effects of past pandemics and use insight from past pandemics to consider potential impacts of the current COVID19 pandemic. Additionally, we will use the micro and macroeconomic theory students have learned to examine events as they unfold. We will also use our economic training to explore difficult questions such as how should we allocate scarce goods (e.g. masks)? Should states be lifting stay-at-home restrictions? How will this pandemic change our lives and the economy moving forward?

**Prerequisites:** ECON101, ECON410, and ECON400 with a grade of C or better (or a “Pass” if taken in Spring 2020)

## Course Objectives

By the end of the course, you should be able to:

- Describe the economic effects of past pandemics and make predictions about the economics effects of the COVID19 pandemic
- Track economic indicators and describe the effects of the COVID19 pandemic on the US economy
- Apply relevant economic concepts to news stories related to the pandemic.
- Explain the policy responses of other countries to the pandemic.
- Compare, contrast, and evaluate the global pandemic policy responses.
- Apply Econ400 skills to complete a data analysis activity
- Use library resources to find, read and analyze economics journal articles.
- Effectively present your ideas to a group.

## Your Instructor

**Instructor:** [Kalina Staub](#)

**Department:** Department of Economics



Office Hours: I am always available during class time on Zoom or, 15-minute office hour appointments are bookable at alternative times at: <http://calendly.com/staub>

## Course Materials

- **Sakai:** All readings and assignments will be posted on this Sakai site. Our library guide is also hosted on Sakai.
- **Zoom:** You will need Zoom to join our lectures and to access my office hours. Zoom is freely available to you and you can sign up here ([unc.zoom.us](http://unc.zoom.us)). You can access the live Zoom sessions with your phone, computer, or tablet. If you have any issues with Zoom (or Sakai), you should contact [ITS](http://its.unc.edu/) (<http://its.unc.edu/>).
- **Gradescope:** You will submit most of your graded work to Gradescope (<https://www.gradescope.com/>). I will register you for Gradescope on Thursday, May 14th, by using your official UNC email address listed on Connect Carolina. It is your responsibility to make sure your submitted assignments are clear and easy to read. This means that you should use pen or dark pencil and make sure that your ink does not bleed through to the back of the page if you are writing on both sides. When taking photographs or scanning a document, make sure the pages are properly oriented and ordered numerically, and clearly indicate where each problem appears. For more information on how to submit homework to Gradescope and other frequently asked questions, follow this link (<https://www.gradescope.com/help#help-center-section-student-workflow>).

### Other Resources:

The [UNC Libraries](#) offer support for research. Nancy Lovas, the economics librarian, is your point of contact. You can email or meet with her to talk about developing a research question, identifying databases, how to search for information, literature reviews, finding datasets, and more. Make an appointment with Nancy at <https://calendar.lib.unc.edu/appointments/business> or contact her via email at [nancy64@email.unc.edu](mailto:nancy64@email.unc.edu)

### Recommended reading/listening:

- The Economist: <https://catalog.lib.unc.edu/catalog/UNCb5824311>

- The Wall Street Journal: available through UNC libraries [here](#) or [\\$4/month](#) while you are a student
- [New York Times Academic Pass](#)- students have free access to nytimes.com or [the Washington Post](#)
- A daily news podcast (e.g. [NPR's Up First](#), [The Daily](#), or [the Economist Podcasts](#))
- [Planet Money Podcast](#)
- [The Indicator Podcast](#)

## Course Expectations and Format

Summer courses are much more condensed than normal courses. That means:

- Taking a 2 day break is the equivalent of missing over one week during the regular semester. If you cannot devote time to this course *every* day, please reconsider taking this course. We will be counting on each other to learn and synthesize this material. In addition, *it is impossible to pass this course* if you do not attend class (see the section on Grading).
- During the summer session, I expect you to spend about 20 hours a week (or about 4 hours a day) on coursework for this class.

While we will not meet on Zoom everyday (see schedule below), there will be work for you to do each day. When we do meet on Zoom, I expect that we will all either have our videos on (preferred) or that you will have a photo of yourself on your profile. Please invest in a working microphone if you do not have one already so that you can use class time productively to work in small groups.

## Course Components

Your performance in this course will be evaluated based on the following assignments. All assignments are to be completed on your own unless specifically stated.

### Readings, Assignments, and Forum Posts

Each week, you will have a certain number of reading assignments/forum posts to complete. These will be posted on Sakai and will be accompanied by a reading guide or exercise to complete that will either be submitted on Gradescope or in a forum. Directions will be specified. There will be at least 3 reading assignments each week.

### Covid-Journal

Each week you will track infection and mortality rates in the US as well as economic indicators, and every Sunday night you will need to submit a short journal entry of 1-2 pages answering the following questions: 1. Over the past week, has your assessment of the threat of the coronavirus improved, deteriorated, or not changed? 2. Over the past week, has your assessment of overall economic activity improved, deteriorated, or not changed? 3. Over the past week, has your

assessment of the labor market improved, deteriorated, or not changed? 4. Over the past week, has your assessment of the price level improved, deteriorated, or not changed? 5. Have there been any new fiscal or monetary policy actions over the last week? If so, do you believe these actions were wise? Your answers should be supported with data and economic reasoning.

### ***Learning from Past Pandemics* presentation and reflection**

For this presentation you will research a past pandemic in a small group (3-4 students) and put together a 15-minute (max) presentation that addresses the following questions: when did this pandemic occur, where did it occur, how deadly was it, who was affected, what was the policy response, and what were the short-term and long-term economic consequences. After watching the other presentations students will write a short reflection on what we should have learned from past pandemics that could help us face the current pandemic. All students will be required to ask a thoughtful question or post a thoughtful comment on 3 of their peers' presentations.

### ***COVID across the Globe* presentation and reflection**

This will be a 15-minute (max) small group presentation (2-4 students) where you will be tasked with researching the effect of the novel coronavirus on another country. You should show how infection and death rates have evolved over time and explain the public health measures taken in your country and their effects on the virus's progression. Additionally, you should focus on the economic impact of COVID19 in your country and the subsequent fiscal and monetary policy responses. All students will be required to ask a thoughtful question or post a thoughtful comment on 3 of their peers' presentations.

### ***Industry-specific effects of the pandemic* presentation**

For this presentation you will pick an industry and put together a 15-minute (max) presentation that assesses the effects of the current pandemic on this industry. You should use microeconomic theory (think market structure, production functions and cost curves, income elasticity, price-elasticity, etc.) along with evidence (both anecdotal and empirical) to think about the short-term and long-term changes we may see in the industry. You may complete this in groups of 2-3 students. All students will be required to ask a thoughtful question or post a thoughtful comment on 3 of their peers' presentations.

### ***Lesson Design project***

For this project, students can choose to put together a lesson on a topic related to pandemics that they find interesting. A complete lesson includes at least 3 readings, a 10-20 minute presentation, and an accompanying activity or discussion questions/reading guide that helps students tie the readings together.

### ***Determinants of Covid19 infection/mortality rates***

This project will require students to obtain county or state level data and use regression analysis to evaluate the factors that can contribute to higher infection and/or mortality rates. This project requires the use of Excel, Stata, or R.

## **Final Exam**

The final exam will be 5 essay questions all covering all readings and presentations in the course. 2 of the 5 questions will ask you to remember facts or explain topics from the course. 2 of the 5 questions will ask you to apply topics we have discussed in the course in new ways. 1 of the questions will ask you to synthesize and evaluate the material covered in the course. All questions will be graded on a P/F basis. The date and time of the final exam will be set by the University Registrar. The final exam will be open book and open note and take place on Sakai.

## **Grading**

Assignments in this course will not be graded in the typical “point” fashion. Instead, each assignment will be graded pass/fail. I will specify my expectations for a “passing grade” in each assignment on rubrics posted on Sakai. The number of assignments that you pass and your performance on the exams will determine your course grade. Note that “completion” implies that you have achieved a “pass” on the assignment.

To earn a D, students must be able to remember, understand, and apply a minimum number of concepts. This will be demonstrated by:

- Attend 8 out of 11 Zoom mandatory zoom classes and actively engage during discussions and workdays
- Completing 10 reading assignments/forum posts
- Completing 4/5 Covid-Journal assignments and actively engaging in class discussion
- Creating and recording a presentation on COVID19 in another country
- Creating and recording a presentation on a past pandemic
- Completing 1/5 questions on the final exam

To earn a C, students must be able to remember, understand, and apply more of the concepts. This will be demonstrated by:

- Attend 9 out of 11 Zoom mandatory zoom classes and actively engage during discussions and workdays
- Completing 10 reading assignments/forum posts
- Completing 4/5 Covid-Journal assignments and actively engaging in class discussion
- Creating and recording a presentation on COVID19 in another country
- Creating and recording a presentation on a past pandemic
- Completing 2/5 questions on the final exam

To earn a B, students must be able to remember, understand, apply, analyze, and evaluate the concepts. This will be demonstrated by:

- Attend 9 out of 11 Zoom mandatory zoom classes and actively engage during discussions and workdays
- Completing 11 reading assignments/forum posts
- Completing all Covid-Journal assignments and actively engaging in class discussion
- Creating and recording a presentation on COVID19 in another country
- Creating and recording a presentation on a past pandemic
- Creating and recording a presentation analyzing the effects of COVID19 on a particular industry
- Completing 3/5 questions on the final exam

To earn an A, students must be able to remember, understand, apply, analyze, and evaluate more of the concepts. This will be demonstrated by:

- Attend 9 out of 11 Zoom mandatory zoom classes and actively engage during discussions and workdays
- Completing 11 reading assignments/forum posts
- Completing all Covid-Journal assignments and actively engaging in class discussion
- Creating and recording a presentation on Covid19 in another country
- Creating and recording a presentation on a past pandemic
- Creating and recording a presentation analyzing the effects of COVID19 on a particular industry
- Completing a data analysis project looking at the state or county level determinants of COVID19 cases and or deaths OR designing a lesson on a facet of COVID19 (e.g. the impact of the quarantine on gender equality in labor markets).
- Completing 4/5 questions on the final exam

**Students must meet *all* requirements for each category to earn their grade.**

## Course Policies

### Token Policy

Each student will start with two tokens. These tokens can be used to:

- resubmit a failing assignment within 48 hours of getting your grade back. If it is a group assignment, all members of the group will need to use a token.
- Extend the due date of an individual assignment (not including the final exam or a group presentation) by 24 hours.

Any unused tokens at the end of the term can be used to bump your grade up by  $\frac{1}{2}$  a letter grade (e.g. B to B+)

### Late Work/Missed Work Policy

All due dates of assignments are firm. I have built leeway into the course by not requiring you to complete all assignments or attend all in-class sessions. In addition, you will each have two tokens each of which can be used to resubmit an assignment that was submitted but not passed. Any unused tokens may be converted to 10 points on the final exam.

If you are unable to complete the midterm exam due to severe illness, religious reasons, death in the family, or University-sponsored events, you are required to contact the professor BEFORE the exam begins (via email is fine) AND provide documentation of the absence to me or to the Office of the Dean of Students within two business days of the exam. If you are unsure of anything, please contact the instructor before the exam.

If all of the requirements described above have been met, you will be excused from the midterm and the weight will be shifted to the final exam. There are no make-up exams.

If you must miss the final exam for any excused reason, it is your responsibility to alert your instructor and Dean as soon as possible. Please see the University policy regarding final examinations ([http://www.unc.edu/ugradbulletin/procedures1.html#final\\_exams](http://www.unc.edu/ugradbulletin/procedures1.html#final_exams)).

### **Academic Integrity**

As a student of the University of North Carolina you are expected to behave in accordance with the school's honor code. Plagiarism, forgery, unauthorized collaboration and the use of unauthorized materials are only some of the behaviors that I will not tolerate in this course. If you have any uncertainties about any of your work, please approach me before an assignment's due date. I take academic integrity very seriously and will not hesitate to report any instance where I feel academic integrity has been compromised, either intentionally or unintentionally.

The Instrument of Student Judicial Government can be found here:

<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>

### **Email Policy**

Please feel free to contact me by email if you have any questions about course policies or any personal concerns. My email is listed on the first page of this syllabus. I will try to respond to emails promptly. If you haven't heard from me in 48 hours, please ask yourself if your question has already been answered in the syllabus or on Sakai. If not, please resend the email, as I may have not received your original message. Please use your UNC email, as emails from other clients will most likely be sent to my spam folder. Please indicate in the subject of your email that you are in ECON490. For example the subject of your email might read, "[ECON490] question about office hours."

### **Accessibility Resources and Service Office**

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel: 919-962-8300 or Email: [accessibility@unc.edu](mailto:accessibility@unc.edu). A student is welcome to initiate the registration process at any time; however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester.

Please contact ARS as early in the semester as possible.

### **The Learning Center**

The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu/>

### **The Writing Center**

The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu/>

### **Medical and Counseling Services**

If you are having any mental, physical, or other personal problems that are interfering with your ability to focus on your coursework, please contact the UNC Campus Health Services (919-966-2281 or <https://campushealth.unc.edu/>) right away.

## **Tentative Course Outline**

Below is a *tentative* weekly schedule. Readings for each class will be posted on the Sakai lesson for that week. It is your responsibility to check the readings for each day. All readings will be made available in PDF format through the course Sakai site at least 48 hours before an assignment on that material is due. Please note that this schedule is subject to change.

- Unless otherwise specified, all assignments are **due by 11:55 PM EST**.
- Covid Journals are due each Sunday at 11:55pm on Sakai.
- The final exam will be made available from 11 am through 3pm on 6/17. Once you begin the exam, you must complete it within 3 hours.
- All Zoom Meetings begin at **11:30 am and run until 1:00pm**.

Join Zoom Meeting

<https://unc.zoom.us/j/93695278885>

Meeting ID: 936 9527 8885

One tap mobile

+19294362866,,93695278885# US (New York)

+13017158592,,93695278885# US (Germantown)



Dial by your location

- +1 929 436 2866 US (New York)
- +1 301 715 8592 US (Germantown)
- +1 312 626 6799 US (Chicago)
- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- 877 853 5257 US Toll-free
- 855 880 1246 US Toll-free

Meeting ID: 936 9527 8885

Find your local number: <https://unc.zoom.us/j/93695278885>

<b>Dates</b>	<b>Zoom Schedule</b>	<b>Assignments</b>
<b>Week 1</b>		
<b>13-May</b>	Intro-Meet on Zoom	
<b>14-May</b>	Zoom: Library Information Session and Group Workday	Syllabus Quiz and Academic Integrity Quiz due on Sakai
<b>15-May</b>	Zoom: Group Workday (optional)	Lesson 1 assignment due on Gradescope
<b>Week 2</b>		
<b>17-May</b>		Covid Journal 1
<b>18-May</b>	Zoom: Discussion	
<b>19-May</b>	Zoom: Group Workday (optional)	
<b>20-May</b>	Zoom: Group Workday (optional)	
<b>21-May</b>	Zoom: Group Workday	Pres 1 due
<b>22-May</b>	Zoom: Group Workday (optional)	
<b>Week 3</b>		
<b>24-May</b>		forum posts on Presentation 1 due
<b>25-May</b>	Memorial Day-No Class	Covid Journal 2
<b>26-May</b>	Zoom: Discussion	Pres 1 Reflections due
<b>27-May</b>	Zoom: Group Workday (optional)	
<b>28-May</b>	Zoom: Group Workday	Pres 2 due
<b>29-May</b>	Zoom: Group Workday (optional)	
<b>Week 4</b>		
<b>31-May</b>		Covid Journal 3
<b>1-Jun</b>	Zoom: Discussion	Pres 2 online discussion due
<b>2-Jun</b>		
<b>3-Jun</b>	Zoom: Group Workday (optional)	
<b>4-Jun</b>	Zoom: Group Workday	Pres 3 due

<b>Dates</b>	<b>Zoom Schedule</b>	<b>Assignments</b>
<b>5-Jun</b>		
<b>Week 5</b>		
<b>7-Jun</b>		Covid Journal 4
<b>8-Jun</b>	Zoom: Discussion	
<b>9-Jun</b>		Pres 3 comments due
<b>10-Jun</b>		Data Analysis Project due
<b>11-Jun</b>	Zoom: Discussion of Data Project	
<b>12-Jun</b>		
<b>Week 6</b>		
<b>14-Jun</b>		Covid Journal 5
<b>15-Jun</b>	Zoom: Discussion	
<b>16-Jun</b>	Reading Day	
<b>17-Jun</b>	Cumulative Final Exam online	