

1. Please comment on the individual instructors with regard to effectiveness and attitude toward students:

Strengths

- very informative during lecture but still funny and easy to follow
- The lectures were excellent. They were very thorough and progressed in a very logical way.
- The material in this class was very challenging for me, but Professor Abramitzky always did his best to reach out to every type of learner. He is very accommodating, friendly, and demonstrates genuine concern for his students.
- Ran is very in touch with his students.
- Prof. Abramitzky clearly cared about the students and was always well prepared for class. I liked his style of presentation by explaining things mathematically, with intuition and through economics.
- I feel that Ran is an extremely good lecturer. His lectures are very well-designed, and he really knows the material. He is also able to convey his knowledge to students very well.
- Ran is a sweetheart.
- Professor Abramitzky is, without a doubt, my favorite professor at Stanford so far. He covers the necessary material at an appropriate pace in various ways to cater to all students' different learning preferences. He is also just a genuinely kind person who really cares about his students, and I have truly enjoyed being a student in his class.
- Great enthusiasm. Used many different methods to try to explain hard concepts.
- Was very enthusiastic about students' learning the material. Ran was great at catering to different strengths—more mathy types vs intuitive types. As difficult as it is to find a balance, I think he did a good job to find some sort of middle ground, leaving the students to supplement the material according to their needs. Ran tried to engage students and show why topics were important beyond the class. Was also very funny.
- I enjoyed coming to lecture because you taught the material in a way that was not boring and which I could follow easily. Your passion was evident and that made me a lot more interested.
- very effective and positive towards students and their learning. clearly explained both conceptual & math behind the things we learned
- Ran was great. He really seemed to care that we understood what was going on. He was an effective teacher and lecturer.
- Ran is a very nice man who seemed to care deeply about his students. He was very good at responding and adapting to student feedback and trying to work with the students.
- Ran is one of the best professors I have ever had and it is a model for me in terms of how to be a good teacher. He is great at explaining, human, funny, knows how to communicate the same concept in different ways. He makes it interesting, he is passionate and transmits his passion
- He knew a lot about what he was talking about.
- Very engaging Tries very hard to make students excited and learn
- The instructors seem very dedicated to their study, and so were very helpful in our learning conceptually.
- Ran presented the material in an easily accessible way. In addition he really seemed to care whether or not the class was understanding the material he presented in lecture. His excitement for economics made me excited about economics.
- I was very impressed with Ran's ability to teach this course. He is compassionate towards students and cares that his students are learning. He was also very effective at always asking for feedback and for anyone who didn't understand something to tell him immediately.
- Very engaging
- He is very personable and funny. It is clear he is an expert on the material. It is so helpful that he puts up slides before lecture and after.
- Great attitude toward students, effective as lecturer
- The professor is very responsible and he knows the material very well.
- Good lecturer in terms of pacing, humor, etc.
- So nice! And cute! And always trying his best to be helpful.
- He was very enthusiastic about teaching us and getting us to understand the material rather than simply memorizing the theorems.
- Funny and very effective teacher. Great use of lecture slides/writing in class and going through example problems.
- Ran went out of his way to make sure that he was doing the best of his abilities. I was impressed that he took the time and effort in the middle of the quarter to seek evaluations, and that he addressed the main issues that came up; even if he couldn't change something he acknowledged that it was less than ideal. He taught at an

appropriate pace, and is very respectful.

- Very clear in his methods and expectations.
- Very good lecturer. One of the best I've had at Stanford. Very clear.
- Ran had a wonderful attitude towards all students. He was always very helpful during office hours and lecture.
- Great class, one of the best lecturers/ lecture slides I've had at Stanford.
- The teacher is very enthusiastic about the subject he teaches! Great Job! He makes the students want to learn the subject due to his concern for students as well.
- He was always really excited about the material and eager for us to learn. His excitement made me excited to be in class learning.
- Ran was an amazing lecturer. He was engaging with the class and made concepts easy to understand.
- Very engaging, willing to take questions in lecture, funny and open.
- Concern toward pace of course
- Was very courteous to students and was interested in making sure that we were learning.
- really demonstrated interest in students' learning always had course notes up- very useful
- Ran was a great lecturer. He was very engaging and friendly. Lectures were informally presented, which made the content seem more approachable.
- Fantastic blend of mathematical and intuitive teaching styles. Made class interesting - great personality.
- Professor Abramitzky was amazing. His lectures were always so organized and coherent and understandable. He was also a really good lecturer. His style is so interesting, and he's a really funny guy.
- extremely approachable professor, always available for consultation after class; shows genuine concern for students' learning curve and needs
- Very receptive to feedback, midterm evals were great!
- Ran was a good teacher. He not only explained the concepts well, but also related to students well. He has a natural kind of humor that makes him very charming in lectures. A lot of teachers try to be funny, but it flops. He comes off very sincere.
- very strong lecturer, cared about students, tried to be fair with material tested
- I was blown away by Ran's concern for his students. He is a charming lecturer, and he is almost obsessed with making sure his classes help his students learn. For example, he read our midterm evaluations thoroughly and made the appropriate changes halfway through the quarter.
- Ran was a very clear lecturer. He always explained everything very thoroughly, and his lecture slides were an extremely helpful resource. I appreciate that he always wrote down the important things on his slides and that he uploaded the slides to Coursework shortly after the lecture.
- Ran is just amazing. He's dynamic and understands what to teach and how to do it. He represents the evolution of instruction where professors not only teach with their words, but with graphics downloadable from the web (eg. slides).
- Abramitsky is a gifted teacher. extremely dedicated to the craft. he made the concepts come alive. he was always 100% organized. he effectively connected the little picture to the big picture. i learned a ton. the assignments and tests were fair and appropriate. the technology he used in class made learning so much easier. it was so helpful to have the lecture slides in advance and get his slides immediately after. if every teacher at stanford were like him, if every teacher in america were like him, we would not have an education problem in this country.
- i loved your lectures
- really liked slides. very helpful and very in depth.
- Very friendly and funny. Very clear in explanations. Tried to end class early when he could. Tried to solicit class participation, even in a large lecture class.
- He showed genuine concern about whether the students were learning or not.
- He seemed to really care whether we were learning and whether we could pay attention during the whole time, he was great.
- Cared a lot about whether we were understanding the material. Explained concepts from a variety of standpoints.
- He was good at being positive throughout.
- Ran showed a lot of concern and awareness about Stanford students actually being at Stanford. He realized his was not the only class we were taking and alleviated a lot of stress that many of us could have had. The posting of his lecture notes after class helped a lot in terms of understanding the material. He presented it in a way that was comprehensible and easy to apply. It made intuitive sense and he stressed that aspect of it: that economics revolves around common sense decisions.
- Maria was a good instructor who obviously knew the accounting material very well. However, the set-up and procedure of the course left something to be desired.
- He was a very nice, very funny and approachable lecturer. He made me want to go to office hours just to talk to him. He never made students feel stupid and he showed concern for how well we understood the material.
- I thought lecture was engaging for the most part.
- Simply a great teacher. His explanations were clear and he clearly wanted us to understand the concepts more than the math itself.
- Instructor was solid overall. Easy to understand and made lecture slides accessible. Emphasized appropriate subjects within the course.

- Extremely effective teaching! Ran always made sure that we were learning and understanding, as well as set out clear objectives for what we were going to learn in that lecture and the next, as well as a review of the last, which made it extremely easy to keep track of what was going on and where in the course content we were.
- excellent lectures, balanced perspective, funny and engaging
- Thank you SO much for being extremely clear in your lectures and also showing so much concern for how we were learning. Also, I really appreciate your humor :). Thanks for being one of the most amazing professors I've had so far in my college career!
- VERY POORLY TAUGHT CLASS....DO AWAY WITH THIS CLASS!
- I thought Ran did a fabulous job and even though it was a big lecture class, I really felt he genuinely cared about everyone learning the material
- Amazing. I was very impressed about the attention put on the students.
- Fabulous at getting through the material in a timely but thorough manner.
- Very clear, fun, and interactive lecture style
- Ran is a fantastic teacher, one of the best I've had at Stanford. He is very clear, seems to love teaching, and is quite approachable. I wish more intro level courses were taught like this.
- use of power point, projector, availability of slides before and after class.
- Good pace. Very good at explaining economic concepts in a clear, understandable manner, and very good at connecting back to past Econ 1A material/concepts to explain the underpinnings of certain concepts. Professor was very attentive and showed a lot of concern about whether or not students were learning. Lecture slides and having the slides posted on coursework was very helpful.
- I really enjoyed professor Ran's teaching this quarter! He was engaging and interested in what he taught. He also demonstrated genuine concern for whether the students were learning, and answered questions clearly and to each student's satisfaction.
- Interesting Class. Loves what he teaches. Very knowledgeable
- Ran was very engaging and he made me want to learn more about econ. His enthusiasm rubbed off and was refreshing.
- The professor clearly cares about the topic and about how students are faring. When I went to ask questions after class, he was accessible and willing to answer them.
- Professor Abramitzky was great. I never thought I would like a lecturer this much. He was a great teacher and would make funny comments in class, he was very amiable.
- ability to teach on time all material.
- The professor was a great lecturer! Knowledgeable and funny.
- Professor Abramitzky was extremely concerned about whether students were learning and very open minded about how to tailor his course to the needs of his students. I could not ask for a more conscientious, approachable professor.
- Instructor was very engaging in lecture.

Suggestions for Improvement

- Especially early on in the course he sometimes moved too fast.
- Probably more time for the student to absorb would be better.
- Don't teach in Cubberley.
- Some classes ended early because of student "unrest" towards the end. Maybe he could insist that we finish the material, despite students' desire to leave really early.
- I thought that a lot of time at the beginning of class was wasted with announcements that were too detailed and sometimes repetitive.
- .
- It was not possible to pay attention for the entire two hours, though. Not the most dynamic teacher I've ever had, but he was fine.
- Problem sets didn't really relate to the level of difficulty of the lecture. (harder PSETS)
- the pace at which you teach is okay, but the rate at which you speak is too fast for me to comprehend if it is new material to me.
- No suggestions for improvement.
- Maybe do not have sections teach new material? It would have been beneficial to go over things in lecture during section.
- Sometimes goes to quickly through math
- 2 hour lectures with the most complicated material at the very end made it hard to follow, and 15 mins of announcements before class every day were a waste of valuable time
- Sometimes speaks too fast (can be difficult to understand).
- None.
- Write a bit nicer.
- I'd say that looking back, the "weakest" area of the course would be profit maximization/the end of producer theory. I thought consumer theory was covered very effectively and coherently, but when teaching producer theory, Ran maybe assumed that we knew more than we really did in terms of making connections between the

two... I did not think that producer theory was covered quite so coherently. And even now...I still don't really know how I would approach a profit maximization problem differently from a cost minimization problem. Other than that, everything was great!

- He moved a little too fast sometimes.
- n/a
- Handouts might have helped because sometimes information was scattered over several lectures. For example, a handout with common indifference curves, their MU_x , MU_y , MRS , X^* , Y^* , PPC 's and IIC 's would have been useful.
- None
- This is probably just an inevitable result of having a more math-intensive class, but I felt like there was less intuitive explanations than there were in Econ 1a.
- Maybe could have talked about how the topics we were covering related to each other. For example, what exactly are consumer and producer theory and how do they relate to each other?
- Nothing really comes to mind.
- Some food or drinks in the lobby would be nice.
- Difficult to hold students attention for long periods of time, but did a fairly good job.
- Very occasionally Ran would change slides a bit too fast when I thought he could transition to the next subject while letting the last graph sink in.
- None!
- the class may include more theoretical real world applications
- VERY POORLY TAUGHT CLASS....DO AWAY WITH THIS CLASS!
- Could definitely go faster and cover more material
- Nothing comes to mind.
- I honestly found lectures to be drawn out and generally lacking in clarity. There were so many slides and often I found it difficult to follow or really grasp the ideas. Maybe some more solid examples would be great.
- The structure of the course feels a little haphazard. While it may be very clear to the instructor how it is organized, to students, it sometimes feels like we are wandering from topic to topic and rushing through some material, and it can be very nerve-wracking and confusing and make you want to tear your hair out. Please be *very* systematic and go through topics in a step-by-step manner. A complete list of topics, laying out each subcategory or variation we cover, would be welcome. Please also make sure to cover everything on the slides in the next lecture if you skip it in an earlier lecture.
- the classes are too long.
- The only complaint I have at all about this class is that fact that th professor insisted that he does not ask trick questions on the exam and that we have already seen all of it before but there was a maximum equation for one of the problems on the midterm which we had never seen so he shouldn't tell students that he doesn't ask trick questions. Other than that the course was well taught and very interesting.

2. Please comment on the strengths and weaknesses, if any, of the textbook(s) and reading(s). What materials were most and least valuable? Why?

Strengths

- The textbook was very helpful in understanding the material from a non-mathematic standpoint and was appreciated.
- The textbook was pretty clear on explaining the concepts.
- The textbook was a pretty good source. However, Ran's lectures and notes were by far the best because of the structure and the way he designed his lecture.
- Good book, good info. Good graphs.
- "Microeconomic Theory: Basic Principles and Extensions" by Nicholson, suggested by Ran for the more mathy types, was a good book.
- The textbook provided a very basic background on the material-- it provided the intuition for the concepts.
- .
- Ran's lecture notes were far and away the most valuable materials used in this course.
- Textbook is a useful resource.
- I liked the textbook although I have used it to a very limited extent.
- Lecture notes are awesome
- The book is very useful, but as Ran said in the beginning of the year, slightly lacking mathematically- which is great, since I'm not so great at the math part.
- The textbook was good with the intuition and incorporated enough math to be helpful. The explanations were clear.
- I think Ran knows the strengths and weaknesses of the textbook and readings. The readings while useful to provide background material were not always useful from a mathematics perspective. The material he had students learn in class and on coursework, on the other hand, was very helpful.
- I like the example problems.

- Textbook is pretty clear in the question sections.
- Lecture notes and B&B text pretty helpful
- Didn't use (borrowed from friends for problem sets).
- Reading was really helpful. It really complimented his lectures well.
- The textbook was fine and appropriate in regards to presenting the material.
- Textbook: good intuitive resource.
- Ran did such a great job teaching the class in lectures and with his notes that I hardly used the book at all.
- Good, not enough useful examples that help with homework.
- The homeworks were well integrated into the class and solidified understanding well
- I thought that the B&B text book was great. It definitely helped with the conceptual side of things and was a great supplement to the course.
- The problems in the textbook were really
- The textbook was well organized and helped clear up some things that were glossed over in class.
- Good pictures and graphs.
- The textbook is very good with intuition
- The economics textbook that we used was perfectly fine.
- Good intuitively - good examples, well explained.
- The textbook was really good at explaining concepts. I would refer to the textbook for information about material I didn't fully understand in lecture, and it was very helpful
- I liked the textbook, though I didn't use it much. I would have maybe liked more mathematical examples in the book.
- Solid integration with the course
- The textbook was pretty good.
- The textbook was sort of valuable. The lecture slides were very helpful and what I relied on primarily for studying.
- The text book was good at explaining things, but I really the lectures that were posted.
- The textbook was good.
- The book was really good at explaining everything.
- The textbook was somewhat valuable it was a bit lengthy in describing some topics but overall it went well with the class. Ran did a good job of condensing it.
- The problem sets were the most important in helping me understand the material. Examples in class were also helpful because otherwise, I would be at a total loss as to how to do the problem sets.
- All the materials provided were extremely helpful. Ran selected homework that reinforced my understanding of economics.
- I thought the book was good as a reference when studying or completing problem sets rather than as a full read. I thought the book was a good choice.
- Textbook was valuable for the conceptual understanding of the material. Great supplement to lectures.
- Readings were good.
- The textbook was a good resource to reinforcing what we learned in class.
- VERY POORLY TAUGHT CLASS...DO AWAY WITH THIS CLASS!
- I really appreciated having the lecture slides before and immediately after the lectures. It made studying and note taking much easier.
- I thought the textbook was pretty good at going over the main concepts.
- The text book is interesting, though I couldn't call it essential, or even necessary for this course. The class slides were the most valuable learning tools in this course.
- textbook was not really necessary in this class since the lectures covered the material differently
- The textbook and the lectures were well integrated.
- The textbook was fine, but the lectures and problem sets were most valuable for learning the materials.
- Clear material with great examples. Generally pleasant to do the reading.
- the reading was perfect. It was simple and understandable.
- Awesome textbook... but even better was the fact that the lectures were so good I didn't have to read the book to understand the material.
- The textbook was great at providing intuition, and generally clear.
- Having the power point slides available before lecture were very helpful.
- The textbook is actually OK. I didn't use it much because it doesn't have any calculus, but when I needed to look something up, it was thorough in its discussion of concepts.

Suggestions for Improvement

- I never read the textbook, I only used it for homework problems. I didn't think it really reflected the material covered in the class since it was very basic and had very little math.
- The textbook was too abstract for me. I feel I would understand better if the book went into more detail in terms of the computations it made to solve the problems.
- I did not think the book did a good job explaining how the math was related to that intuition. I often times felt that

- I was using formulas as plug and chug and I didn't really understand why I was using the formula I was using.
- the textbook was too conceptual, while the class was all about MATH
 - The textbook is nice for reference and, of course, some of the problem set questions reside there, but it's really quite an expensive book that really doesn't get much use.
 - I did not read the book at all...unnecessary.
 - Textbook has too much text and too little example problems.
 - Unless a better textbook that is more mathematically rigorous can be found, I have no suggestions for improvement.
 - Does not have very good math practice.
 - n/a
 - Use a less expensive one.
 - None.
 - Make some kind of handout with broad overview of course, and go over it at the beginning of each new section. What we're doing in the bigger picture all the time --> I found that while learning little details, I often forgot the broad picture. The last lecture review was amazing. Incorporate more of that strategy throughout the course.
 - Get new book that is more math-y
 - Textbook not necessary at all... should recommend for students to share books rather than all buy one
 - I never read the textbook, and I was fine. I just wish I didn't need to buy it.
 - Because lecture was based mainly on intuition, it would have been a bit more helpful if the textbook focused mainly on the mathematics behind it.
 - It would be nice if a little more reference to what is helpful in the book was made in class.
 - give suggested readings in another more mathematically rigorous book
 - Could be more mathematically rigorous.
 - concepts are a little more conceptual than mathematical
 - Not really that necessary, in my mind.
 - We really didn't need the textbook, except for practice problems.
 - None
 - Nothing really.
 - None really.
 - None really. I thought the material was great.
 - Not many. But would be beneficial to see more practical application of the course material and models.
 - None.
 - long and dense readings
 - VERY POORLY TAUGHT CLASS....DO AWAY WITH THIS CLASS!
 - Text could be better integrated into the course
 - The slides could occasionally be confusing since so much was hand drawn. It would be nice to see some other types of visual representation, such as the 3d visual aids used in the book (these help me understand demand curves better).
 - It was very confusing having to go out of order in the readings. Whenever I was behind and I had to catch up, I had no idea where to even begin. There was an outline for reading but I didn't find it clear enough.
 - A complete list of topics, laying out each subcategory or variation we cover, would be welcome. Please note things that are covered in the book, but not in class, or vice versa.
 - Optional reading about real-world applications might help motivate students. Also, the book and your lectures differed with respect to the issue of fixed vs. sunk costs. You made the simplification that all fixed costs were sunk costs, but the book didn't. I think that confused a lot of people.
 - The text book didn't relate to class too well because the class was heavily math based while the text book did not use that much math.

3. Please comment on assignments and exams (difficulty, length, frequency, usefulness, and their success at testing conceptual understanding rather than recall):

Strengths

- the assignments were really helpful through sometimes very hard. They always made me think and question myself which made me learn the material
- I thought the exams were difficult, but there was no element of surprise. He was very clear about what he would focus on.
- The midterm and problem sets were the right difficulty and length.
- The exams are very straightforward. I also feel that the problem sets are very representative of the course material.
- Sometimes exams considered different factors in their questions that we hadn't really learned in detail before..
- The exams were very straightforward and only covered what was discussed in class. No trick questions.
- Exam and problems sets were good at testing conceptual stuff and were straightforward. Psets had a "bigger picture" which I was unable to see initially, but it was rewarding once I started looking at the questions

- holistically. Optional problems at the end were good for exam preparation.
- The problem sets were fair, and were just the right length.
 - good pace
 - The assignments and exams really strengthened/tested our economic knowledge. They were very complementary.
 - He was very helpful in scheduling the midterm to accommodate his students.
 - If you pay attention in class, and do your work I think you can do well in this exam. Problem sets are well structured and never useless or too long. I like that the math is never an obstacle.
 - Exams, so far, seem to be pretty fair.
 - Exams were of a good level
 - Tests are all-around very good, no trick questions, very conceptual and check for a real understanding of the material.
 - The tests were very good at testing the material. They were fair and balanced.
 - The assignments tested you on things you would be tested on again later, which was extremely helpful.
 - Exam is fair and no trick questions.
 - The homeworks are constructive to learning.
 - OK.
 - The practice exams seemed way harder. I always felt very prepared. I also liked the fact that you made the exams short enough for someone to finish. Often I feel rushed, and it was nice to be able to take my time and check my answer on this classes exams. It made me feel like the test was really indicative of my knowledge, rather than my speed.
 - The assignments were very comprehensive.
 - good. appropriately challenging, but not too bad.
 - I thought that Ran's exams were some of the most fair and well organized exams I have encountered in my four years at Stanford.
 - Good, tests were useful in gauging my ability to master the material.
 - I thought that both the midterm and final exam were fair.
 - Exams were of good length fair assessment of material... usually one or two curve ball questions ex. max instead of min utility question.. on each exam despite what he says.
 - The exams were fair, and Ran gave us a lot of helpful practice to make sure we were ready. The problem sets could be difficult, but every problem taught us something different.
 - The assignments were fair and covered the concepts we learned in class, which was nice because there were no surprises to the homework.
 - Nice and tricky. Pulled concepts from all corners of the course.
 - The exam seemed to test mostly conceptual understanding rather than recall, which made it difficult but effective at assessing understanding of the material.
 - Fair transition from problem sets to exams (i.e. not at all unfair or too difficult)
 - The midterm and final definitely tested important ideas from the class and made sure you understood the material.
 - .
 - The assignments and exams were of about the right difficulty.
 - The problem sets and exams were all fairly reasonable. They emphasized conceptual understanding of the concepts rather than doing complicated algebraic computations.
 - Excellent. Tests were fair.
 - I thought the exams were fair and I was very glad that we had them in class.
 - Finals were straightforward and review materials were very helpful.
 - The exams were fair, although I thought they were difficult.
 - Exams were good, but sometimes tested material on a level of depth that we hadn't really explored enough in our problem sets or during lecture.
 - I thought they were fair but then I didn't do as well on them.
 - The exams were fair and did a good job of testing our conceptual understanding of economics.
 - Exams were just as difficult as they should be.
 - Very straightforward for the most part, and well written.
 - problem sets were very valuable supplements each tweek to the material presented in class. applicable and relevant examples were used.
 - Difficult, but not too difficult. The mix of true false longer questions was extremely effective. the problem sets were also extremely worthwhile, I felt that I was learning as I was doing them.
 - The tests were a fair gauge of our understanding of the material.
 - VERY POORLY TAUGHT CLASS....DO AWAY WITH THIS CLASS!
 - Assignments were fair and a good length
 - I thought the difficulty and length of the problem sets was excellent.
 - Homework assignments are tough, which is good for learning, but bad for busy PhD students. I found them very useful for learning, but probably too time consuming in the end. Of course this is a 5-credit course, so to be expected.
 - The true/false questions were good for testing deeper conceptual understanding.

- Exams were difficult, but do-able, and similar to previous exams posted by the teacher.
- Fair exams. Not super difficult and not too crazy.
- The exams were fine -- the practice exams were helpful.
- the test were normal. No tricks. Very similar to previous year's test
- Good length.
- The assignments were generally very good and graded fairly. The exams were for the most part very fair and reflected what you had emphasized in problem sets and during lecture.
- Exam length was just perfect.
- The problem sets are good; they make you think, make their point, but only take an evening.
- Unlike 1a and 1b exams I really felt like if I had a good conceptual understanding of the material, the exams would make sense... that was nice.

Suggestions for Improvement

- the first exam seemed completely out of the blue
- I was surprised by the material on the midterm and didn't feel that it covered all the important topics covered. Also, the True/False was confusing because I wasn't sure what was expected in an explanation since we had never done problems like that before the midterm.
- More time for the exams would be good.
- I thought the exam was too long and wished I would have had a little bit more time to finish.
- the exam was WAY TOO HARD. even if we understood the material, if we didn't know the math (or even how to draw a certain formula), then we had no way of solving an entire problem. Should be more econ-based, and not too reliant on math.
- Assignments difficult without a lot of help from lecture.
- none
- None.
- Sometimes, the assignments themselves could be long. Also, I think it would be fairer if there were a single due date time for Psets on Friday (at like 3:00 PM or something in a single location if one does not hand it in in section).
- didn't always follow from the problem sets
- Rather than going over new problems in section, going through the hardest pset problems would have helped us focus rather than develop a shallow understanding of additional material. Exams surprisingly difficult, Ran's idea of "not tricky" highly questionable.
- I think the assignments could have been graded in total instead of selectively. This way I know for sure where I did wrong.
- Could be more conceptual and less plug-and-chug.
- None.
- The final T/F were pretty easy. I like being challenged on those...
- None
- I think that we oftentimes spent a lot of time in class on certain topics that did not get assessed so I felt that lectures were in some way "misleading." But I realize that midterms and finals have to be a certain length so it is not possible to test everything.
- on rare occasions, they would include some kind of question that we had never been taught how to approach, which was frustrating. they were also a bit long at times and the range of difficulty, despite their adherence to the material taught, was very wide.
- More than 1 midterm would be useful
- Not a fan of the true/false types of questions.
- It would've been helpful if the tests covered more topics. The tests had only a few questions on certain topic, and if you didn't understand that one topic, you were in trouble.
- sometimes a little too conceptually inclined--didn't test some crucial mathematical concepts
- I was not a big fan of his exams. I felt like the exams were not an accurate reflection of your knowledge of the material. The TA's tended to be stingy with the partial credit, so a couple of small mistakes led to huge deductions in your grade. The final was a good example. There were two questions that both used perfect complement examples. Not knowing how to work that one type of function, although a comparatively small part of the overall course content, led to the inability to work over a third of the test.
- I actually wish the final had been a little bit more difficult.
- I felt that sometimes the section problems sometimes involved too much algebra. It would be really hard to follow the TA's work sometimes because of all the algebra.
- None
- Problem sets were kind of long.
- Do not give a problem set during dead week.
- Sometimes the exams contained material I had never seen.
- Explore unusual cases because often exam problems had unusual twists to a common problem that we had encountered in problem sets and in lecture. If we had more exposure to different twists on the common problem,

it would have helped our understanding prior to examination.

- I hate the true and false questions. they are nit-picky and I'd rather have the test be completely like the problems sets.
- None.
- None, except be more specific with the TA's on how to grade and what partial credit should be awarded.
- There was one question on the final where I started getting ridiculous fractions, but that was probably my mistakes...
- none.
- a little bit mathy
- VERY POORLY TAUGHT CLASS....DO AWAY WITH THIS CLASS!
- My only complaint about the course is the lack of partial credit. In most classes, small mistakes on an exam hurt, in this class, they are enough to ruin a whole exam.
- It would have been nice if the entire problem set was graded, but I understand that there are time constraints.
- It would be nice to be able to learn these topics in a more efficient way(for students like myself, who only need a basic understanding for their research). If there is not a 2-3 credit course that fits this description, I would suggest offering one.
- true/false questions very confusing and time consuming
- Maybe suggest what sections should have been read by exam times (related to my previous suggestion)
- I thought that the midterm was very hard so I studied a ton for the final which turned out to be disappointingly easy.
- I did not like the true/false format questions.
- The true-false questions sometimes addressed small, sort of nit-picky conceptual things that weren't emphasized in class. For instance, whether a subsidy should be treated as a decrease in MC. Some of the problem sets were kind of long.
- ridiculous midterm, didn't cover what we learnt
- Exams were a little unexpected; Doing well on the problem sets doesn't necessarily indicate doing well on the exams.

4. Do you have any additional comments on the course over-all?

Strengths

- Excellent. Very interesting course.
- Great class because of the instructor.
- I really enjoyed this course because of the well-chosen material and the very informative lectures.
- lovely class.
- Great class - thanks Ran!
- Funny, enthusiastic.
- As someone who is not an econ major, I really enjoyed this course and was able to see how some of the stuff I learned in my MS&E classes overlapped with the material we learned.
- no
- It was a good econ course. I would recommend it.
- It is a great course, congratulations to Ran. He is inspiring and dedicated. He is very organized, the TAs sections are well coordinated with class.
- Awesome course
- none
- I did not just randomly check "Excellent" on the above multiple choice evaluation. Ran is actually one of THE best instructors I have had, and he has made me very interested in economics. I hope he teaches 51 in the winter, he was so good!
- I really enjoyed this course and I hope to take more classes from Ran Abramitzky.
- Well taught, great course. I thoroughly enjoyed it.
- even though lectures get long and are inevitably boring after the first hour, everything we learned was really cool. i really loved the content.
- Interesting and thorough.
- No
- Good course. A little confusing at times - a lot of material.
- AMAZINGGGGG! I loved it.
- Thank you Ran!!
- Fantastic course.
- Ran is one of the best instructors I have had at Stanford so far. In a class as big as ours, he really tried his best to accommodate everyone in terms of how the material was taught (i.e. more mathematically or more conceptually). He really cared about how we were doing in class and whether or not we were learning the material. He put a lot of emphasis on the mid-quarter evaluations which just goes to show how much he cares. The way he taught and organized the course really rewarded those who worked hard, and he always tried to

have us keep the "bigger picture" in mind. I felt that he genuinely cared about our learning, and even gave us study tips that I felt were very effective and helpful. He really understood what it is like being a student here and having to juggle so many classes, and he did his best to keep that in mind as well. He was even entertaining and funny during lectures. Just a great guy overall I think!

- Great class. Thanks, Ran!
- I really enjoyed this class! Thank you!
- Great course.
- Really great experience
- I enjoyed this course very much!
- This class was really good, and I learned so much from it.
- very interesting material, especially with the real life applications
- This course was pretty good. I understand that it's a core course that you sort of just have to get through, but Ran made it about as bearable as it could be.
- I can't emphasize what a fantastic lecturer Ran has been. I had heard awful things about Econ 50 that made me reconsider whether I wanted to be an Econ major, but none of the rumors turned out to be true. Students often complain that Econ 50 is too "theoretical." I disagree. Econ 50 explains the theory behind the "number crunching formulas." Without understanding the theory, students have no idea why they are applying the formulas they've been told to learn. And besides, if students want hands-on experience, they should seek that sort of knowledge in an internship over the summer.
- If I were Obama, Ran would be on my economic team.
- I feel well prepared for the rest of the econ series and I appreciate Ran's help.
- It was great.
- Great course with interesting material.
- The course was one of my favorites in retrospect and Ran was the reason why. Posting up lecture notes after the lecture helped me a lot in studying for the exams. Also, he is considerate of Stanford students and it showed. He's an above average instructor.
- Excellent course. I would take it again for sure, or another class from Ran. His slides and method of explaining (and demonstrating!) concepts was exceptional and really helped me to gain understanding of the course content and economics as a whole.
- Very good instructor
- VERY POORLY TAUGHT CLASS....DO AWAY WITH THIS CLASS!
- I very much enjoyed this economics class, particularly the lectures, in how they combined the more mathematical aspects with the economics.
- Section was very well integrated
- This course is very organized. It provided exactly what I was looking for: a thorough overview of economic analysis.
- I was very satisfied with the organization of the course and the lectures.
- Wonderful lectures professor Ran!
- Keep up the great teaching!
- I love Ran.
- Coming through this course, I not only appreciated the subject of microeconomics, but I want to continue my study of economics.
- It was great!
- Well organized and interesting.
- Over all a good class. People might benefit from providing real-life examples.
- Ran kicked ass. He explained things clearly and designed a fair and informative class.
- 50 was the first time econ made sense... I feel like this would've made a MUCH better intro course than 1a, it's so much easier to understand and so much more intuitive with the mathematical basis. I had almost decided to give up econ until now, but this course may have changed my mind. Is it possible at all for you to change 1a/50 and maybe combine them into one course, or at least make 1a much more 50-like? It seems like 50 covered the same material anyway, with more depth and more sensibly.

Suggestions for Improvement

- I think it was a lot of important material to cover in a short course and the class period was very long and hard to concentrate for nearly 2 hours.
- The time, Maybe everyday for an hour/50 minutes might be better for me. :)
- I just thought the pace was a bit too fast, especially the second half of the course. We spent half a lecture on monopoly and very little time on perfect competition.
- no.
- I thought I would enjoy this course more than I did. Ran's teaching was fine, but the course content was less than desirable and was just a less-conceptual repeat of 1A.
- Organize TA sessions in a way that they are more useful. Regardless of the TA, I haven't found them very valuable. We often do things that we could equally do in class, the TA should explain more rather than just

running through the exercises.

- none
- None, I hope he keeps teaching.
- Slower pace? Or less cramming of essential material into the end of lectures.
- None
- N/A
- I think that it would have helped if Ran went through the very important topics more slowly. In particular, I remember the day we had lecture introducing the ideas of Cobb-Douglas, perfect substitutes, perfect complements, etc. and it was extremely rushed. I did not realize it then, but that material was extremely important for later, and I did not really begin to understand those functions until right before the midterm when I reviewed them myself.
- Sometimes it felt like a little too much time was spent emphasizing concepts. Granted, other people may need the repetition, so that is a hard thing to judge.
- Would it be possible to get lectures televised? If you can't attend lecture, it's difficult to catch up with just the notes and since class is so long, it's a substantial amount of material missed.
- It is not Ran's fault but the nature of the course itself goes at a very fast pace and it was extremely hard to understand expenditure minimization and utility maximization.
- none.
- **VERY POORLY TAUGHT CLASS....DO AWAY WITH THIS CLASS!**
- I would have liked some more real-life examples in the lectures so I can be reminding how exactly this applies to real life
- Cub Aud is a pretty awful room for learning/test taking. Can we find another?
- I think it would have been interesting to learn more about the real world applications of the economic concepts and processes we learned about. It would have been interesting to connect the things that we learned to current economic events and to somehow incorporate the current economic crisis, even if it was just a brief problem in a problem set, or in section.
- There should definitely be a break in between... sleep takes over after the first hour.
- 2 projector method would be helpful. Slides sometimes went fast.
- When we are speeding along, and we feel insecure about the material, it can be frustrating for students. If it's not possible to reduce the class time (that's a long time to keep introducing new material), then please make sure to be very systematic and very organized in presenting each new topic. Be sure to set it in context of larger questions.
- good course but ridiculous that they don't post the lectures online. As an athlete i couldn't attend the second half of class ever..