



# Macroeconomics 202

## (Winter 2019 5115 C)

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Office Hours: M/W 8:30-10:30 and F 8:30-9:20, or by appointment

Meeting Times: Daily (M-F), 11:30-12:20 p.m.

## Acquiring Required Books and Materials

- *The Macro Economy Today*, 15<sup>th</sup> edition, Schiller and Gebhardt
- with a *Connect* access code
- 2 green exam booklets purchased from BC Bookstore
- 2 scantrons

You can purchase the text and online access to materials from the college bookstore or directly through McGraw-Hill. It is likely cheaper to purchase directly from the publisher, McGraw-Hill. You can purchase access or input your already-purchased access code from the bookstore here: <http://connect.mheducation.com/class/c-stiehl-macro-202---w19---5115-c>. This URL is the section web address for our course.

For technical difficulties with McGraw-Hill please use the information below to contact them

### Connect Help Desk

Phone—**800-331-5094**

Online/Chat - <https://mhedu.force.com/CXG/s/ContactUsWebForm>

# Course Outcomes

After completing this class, students should be able to:

- Acquire and critique the use of primary source statistics in assessing the health of a macroeconomy.
- Explain the relationships between economic growth, unemployment, and inflation.
- Recognize the importance of the Federal Reserve's regulatory role in money and banking.
- Evaluate the pros and cons of proposed macroeconomic stabilization policy.
- Examine factors that influence long-run growth and productivity.
- Describe how the internationalization of our economy has changed the outcomes and choices of our domestic economy.
- Critically analyze the positive and negative impacts of markets as they relate to social justice and environmental issues.
- Represent and understand economic concepts and outcomes in numerical and graphical form.

## How Outcomes Will be Met

You will build mastery of outcomes by reading an interactive textbook, attending lectures, completing interactive online homework, participating in class discussions, and writing/presenting a group paper on some aspect of the Great Recession or Economic History relevant to Macroeconomics.

## Grading

Graded elements of the course will include Learn Smart online reading assignments, online assignments, online practice quizzes, a midterm, a final, and a group paper with required powerpoint presentation of 12 minutes. The relative weights are as follows.

**Connect Learn Smart readings (10%)** All chapter readings should be completed before class and associated practice questions completed for full credit. You will find all readings and the practice questions in Connect. You will be able to make as many attempts as needed to earn full credit. You should watch these [tutorials](#) to get acquainted with Learn Smart. Additionally, I will drop your two lowest scores from your overall average.

**Connect Chapter Assignments (20%)** All assignment due dates are in *Connect*. They will generally be due on Mondays after we have finished the material. These are more traditional homework sets that incorporate interactive graphing elements, calculations, multiple attempts (with 10% deductions), and quicker feedback. [The deductions are per assignment submission

and the assignment is graded upon submission.] I will always take your highest score, so please keep submitting to access more feedback. Additionally, I will drop your two lowest scores from your overall average.

**Active Participation and Attendance (10%)** Participation points will be based on random attendance checks and in-class group work. **Students will also be expected to arrive on time each day.** Attendance will be called at the beginning of class. I will select 11 days at random and grade your engaged attendance. You must not only be physically present, but also mentally engaged. If you cannot contribute to class discussion, then you may lose your points for the day. Of the 11 days I will drop one and the remainder will equal 10% of your final grade. Attendance and preparation matter to your grade!!!

**Midterm and Final (40%)** The midterm and final will require you to bring a green exam booklet and a scantron, both of which can be purchased from the bookstore. They are required. Make up exams will only be given for school excused absences, catastrophic accidents, profound personal tragedy, severe illness, or other extraordinary circumstances. Poor planning, being overloaded with work, or travel plans do not constitute valid reasons for make-up exams.

**Group Paper/Presentation (20%)** A 10 page research paper will be submitted in class by **March 8th**. Your topic must be related to the Financial Crash/Great Recession (GR) or other Macroeconomics topic. Possible topics include: banking regulation, Critical analysis of the response to the GR, too big to fail banks, failure of ratings agencies and their role in the GR, competing explanations/causes of the GR, competing explanations of the Great Depression, History of Financial Crises, the role of derivatives and securitization in the GR, and the financialization of the economy.

Your papers will be argumentative in nature and must offer a policy recommendation. You will argue for the importance of your topic in understanding Macroeconomic crisis and how this understanding will be useful in preventing future crashes. You must offer a substantive policy recommendation or defense of current policy in your paper. At this [website](#) you will find a reading list of the best books on the Financial Crisis/Great Recession. Each of these is rich with endnotes and can be mined for additional sources. These recommended books are selected from the recommendations of some very prominent journalists and academics on the eve of the 10<sup>th</sup> anniversary of the Financial Crash.

Your paper will be divided into five steps. You will first turn in a topic proposal/thesis with 7 sources by **Friday of the 4<sup>th</sup> week** of the quarter (1 of 20%). Next, you must turn in an outline detailing your thesis, how it will be substantiated, and how it is relevant for current policy discussions by the **Friday of the 6<sup>th</sup> week** (2 of 20%) of the quarter. Then a rough draft will be due by the **Friday of the 8<sup>th</sup> week** (2 of 20%) of the quarter. Next, you will submit your final

draft by the Friday of the 10<sup>th</sup> week (10 of 20%) of the quarter. Lastly, you will make 10-12 minute presentations on assigned days during week 11 (5 of 20%) Every student must participate in the writing of the paper and some element of the presentation.

At each of the five steps of the process the group will be required to submit with the required element a group evaluation score between 1-5 for all group members.

1 = Well Below Average

2 = Below Average

3 = Average

4 = Above Average

5 = Well Above Average

As a group your average score cannot be above a 3 for each element. At the end of the quarter I will average individual student's participation scores together. Members with 3 or above will receive the grade earned by the paper. If you have below a 3 you will earn a maximum of 80% of the group grade for the final paper. If you have below a 2, then you earn a maximum of 60% of the group grade for the final paper. As implied, scores can be further reduced and will be at the discretion of the instructor. I will consult with group members as needed to determine if any credit should be given.

A unanimous vote of active group members (less one) to remove a group member for non-performance can be presented at any time. Requests for removal of a group member must be made in writing and provide ample evidence of 1) missed work, unusable work, missed meetings, etc. 2) communication of problems with the group member 3) and a group member's failure to respond or make meaningful improvement. The final decision to remove a student will rest with the instructor. Student's who are removed from their group will be responsible for writing their own papers on a new topic and will receive no more than 60% of the total possible points available for the paper.

Some general rules apply to the writing assignments. First, all of these assignments should be typed, double-spaced, using standard font sizes and margins. Second, your grade will be based in part on whether or not you have expressed yourself clearly. Spelling, grammar, and organization matter. **Third, if you use material from any source, you must clearly indicate your source, and if you directly quote any material, you must clearly indicate what has been quoted (along with indicating your source).** If you quote material without clearly indicating so, you will receive a 0 for the assignment. If you have any questions about this, please discuss them with me. Finally, late assignments will not receive full credit. If you know that

you are going to miss class on the day an assignment is due, please make some arrangement for getting the work to me before class. **Late work will be docked 10% a day.**

If you need help with writing, then please visit the Writing Lab. The earlier you make contact with them the better. <http://bellevuecollege.edu/asc/writing/>

Grade Scale:

A >94, A- > 90, B+ >87, B >83, B- > 82, C+ > 77, C >73, C- >70, D+ > 67, D > 60, F <60

## Instructor's Expectations

I expect students to show up to class prepared, participate in discussion, and not distract other students. If you and your personal electronics become a distraction to other students, then you will be dismissed for the day and warned. If it is a recurrent problem, then you will be referred to the Vice President of Student Services for removal from the class and any disciplinary action that office deems appropriate.

## Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

[Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (<https://www.bellevuecollege.edu/inclusion/>)

## Final Exam Schedule

Our course will meet according to the College's [Final Exam Schedule](#). In case of a school-closing emergency during finals the final exam will be offered online and due dates will be extended as school-declared emergency circumstances allow. If the school-declared emergency persists throughout the final exam period, then grades will be calculated without the final exam as a part of the grade.

# Reading Schedule

**Due dates for LearnSmart Reading and Homework are all in Connect.**

*S1 = Schiller Macro Economy Today chapter1*

*Canvas = Readings stored in Canvas>Files>Readings*

Week 1 Jan 2-4

- Syllabi
- S1, S2, (please skim these chapters as needed, no Learn Smart reading)
- Group Work, Establish Pods

Week 2: Jan 4-11

- S3: Supply and Demand
- S5: National Income Accounting
- Canvas: GDP issues

Week 3: Jan 14-18

- S6: Unemployment
- S7: Inflation
- Canvas: TBA

Week 4: Jan 22-25 (No Class on 1/21)

- S8: The Business Cycle
- S9: Aggregate Demand

Week 5: Jan 28-Feb 1

- Canvas Reading: Leading Indicators
- S10: Self Adjustment or Instability?
- S11: Fiscal Policy

Week 6: Feb 4-8 (No Class on 2/7)

- Review
- **Midterm Exam Feb 5<sup>th</sup> and 6<sup>th</sup>**

Week 7: Feb 11-15

- S12: Deficits and Debt
- Canvas: Social Security
- S13: Money and Banks

Week 8: Feb 18-22 (NO Class 2/18)

- Inside Job
- S14: The Federal Reserve System

- Canvas: Bailouts

Week 9: Feb 25-Mar 1

- S15: Monetary Policy,
- S16: Supply-Side Policy: SR
- Canvas: Supply Side

Week 10: Mar 4-8

- S17: Growth and Productivity: LR
- Canvas: 1%
- S19: International Trade

Week 11: Mar 11-15

- S20: International Finance
- Presentations
- Presentations

Week 12: Mar 18

- Review

**Final Exam Period Wednesday, 3/20 11:30-1:20 p.m.**

*This course schedule is intended to give students an idea as to the content of the course and a rough reading schedule. It is not meant to be taken as fixed, permanent, eternal, etc. If the need arises changes will be made.*

## Help with Canvas

Students can find help with Canvas by following the link here: [Student Canvas Help](#)

## Student Conduct Code and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication, and inappropriate/disruptive classroom behavior are violations of the Student Conduct Code of Bellevue College. Examples of disruptive behavior include, but are not limited to, talking out of

turn, arriving late or leaving early without a valid reason, allowing cell phones to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Conduct Code to the Manager of Student Conduct for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Conduct Code at: [Student Code](#)

## Religious Holidays

Students who expect to miss classes, examinations, or any other assignments because of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. The [Request for Accommodations for Reasons of Faith or Conscience Form](#) provides more information about and the steps to request this accommodation.

Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

[Policy 2950 Accommodations for Reasons of Faith or Conscience](#)  
(<http://www.bellevuecollege.edu/policies/id-2950p-2/>).

## Annual Notice Non-Discrimination

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

[Equal Opportunity](#) (<http://www.bellevuecollege.edu/equal/>)



## Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>).

If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).

## Important Links

[See "Important Links" page online](#) for more information about the Non-Discrimination Statement, E-mail and MyBC, Public Safety, the Academic Calendar, the Academic Success Center, and more.

## Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu). Deaf students can reach us by calling TTY: (425) 564-4110, or by Skype (account name **DRCatBC**). For more information about the services we offer, including

our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.