

Macroeconomics Syllabus

(Winter 2020)

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Office Hours: Monday and Wednesday: 12:25pm – 1:25pm
Tuesday, Thursday, Friday: 10:25am – 11:25am
or by appointment

Course Description

Presents major theories of business cycles and economic growth. Students examine economic policies aimed "at price stability" and unemployment in an industrialized capitalist nation as well as factors in international trade and monetary flows. It may also cover the development policies of underdeveloped countries.

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 & 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

This course will examine the behavior of economies at the national level, focusing on measures of income, unemployment, inflation, and inequality. The course begins by introducing the most commonly used statistics for measuring the state of the macroeconomy. Students will analyze the benefits and drawbacks of different statistical measures for assessing the state of the macroeconomy, then using these statistics to understand the policymaking process. Particular focus is given to managing the fluctuations of the business cycle, using both fiscal policy and monetary policy. Economic history will also play a critical role in developing students' understanding of how economic policy solutions have developed over time in response to new, unforeseen economic crises. The United States will be used to introduce basic macroeconomic concepts, but cross-country comparisons will be used frequently to assess the effects of different economic policies and institutions. Emphasis will be placed on collecting data from primary sources to develop students' abilities to analyze macroeconomics on their own and develop their own conclusions on the state of the economy, as well as policy solutions.

Grading

Your final grade will be calculated as a weighted average of your grades in the following categories:

| | |
|------------|----------------------|
| 100 points | Weekly quizzes |
| 120 points | In-class Exercises |
| 150 points | Writing Assignment 1 |
| 150 points | Writing Assignment 2 |
| 250 points | Midterm exam |
| 250 points | Final exam |

We will use the following grading scale in this class:

| | | | |
|---------------------|------------------|------------------|------------------|
| A 938 – 1020 points | B+ 897 – 917 pts | C+ 795 – 815 pts | D+ 693 – 713 pts |
| A- 918 – 937 pts | B 836 – 896 pts | C 734 – 794 pts | D 612 – 692 pts |
| | B- 816 – 835 pts | C- 714 – 733 pts | F 0 – 611 pts |

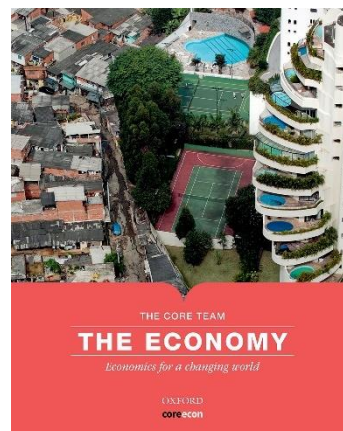
Once any grade is posted, you have one week to contact me with inquiries about your assignment grade if you feel it is unfair. Final grades will not be rounded up because a large portion of your grade comes from participation.

The College Grading Policy is explained in the current Course Catalog and can also be found at this link: [Grading Policy](#)

Books and Materials Required

The required book for this course is *The Economy*, written by the CORE team. The book is available in three formats:

1. Register for a **free** account at www.core-econ.org to read the ebook in a web browser.
2. Download the **free** app “The Economy by CORE” (produced by Fire and Lion) to read the ebook on your phone or tablet.
3. Purchase a printed copy of the text from the internet (about **\$50** for a new copy).



Regardless of how you read the book, I recommend studying the interactive figures and the unit questions in the free ebook using a web browser.

Important note: If you’re planning on taking Microeconomics in a future quarter, I will be using this same textbook in my Microeconomics courses.

Course structure

Each week you will have required readings and a weekly quiz or writing assignment. Roughly half of your grade will be determined by the midterm exam and the final exam. You will have to complete various in-class group exercises.

1. **Readings:** Students must prepare for each lecture by reading the assigned units, working with interactive figures, and answering the questions embedded in the text, **before the material is discussed in lecture**. Engaging with the textbook is crucial to succeeding in this course. The readings will provide you with a foundation to understand the lectures, participate during in-class discussions and exercises, and complete the weekly quizzes.
2. **In-class Exercises:** Lectures will consist of my presentation of course material, with substantial time for in-class discussion and group exercises. In-class exercises are worth 10 points each, and you will receive either full credit, half credit, or no credit for each in-class exercise given, so your grade will be determined primarily by *how many* in-class exercises you complete. In-class exercises will not be given during each class, and they

will NOT be announced ahead of class. This means that **you should come to every class** and be ready to engage to get a full grade. You will be allowed to make up an in-class assignment if you have a school-excused absence. You must complete 12 to get full credit, but there will be 13-14 throughout the quarter. Your lowest one or two scores will be automatically dropped, so it is ok to miss one over the course of the quarter.

3. **Quizzes:** There will be six (6) quizzes this quarter, worth 20 points each. You must complete a multiple-choice quiz posted on Canvas, covering the week's material, by 11:59pm on six Sundays throughout the quarter (see the course schedule below for exceptions and weeks without quizzes). You will be allowed two attempts. These quizzes are graded automatically, and they will help reinforce your understanding of the course material and will help you prepare for the exams. I encourage you to discuss these questions with your classmates, including before and after lecture. Your lowest score will be automatically dropped.
4. **Writing Assignments:** There will be two (2) out-of-class writing assignments. They will be worth 150 points each and will be a roughly 2-3 page paper based on an article, podcast, or book chapter. *You may also select your own topic if the instructor approves your topic ahead of the assignment.* Your task will be to apply macroeconomic reasoning to the analysis of a specific issue/topic. The writing assignments will require you to write about a topic in a way that demonstrates critical thinking, nuanced interpretation, and strong supporting arguments. All papers will be submitted to a plagiarism detection program. The writing assignment due dates are listed in the course schedule. Late writing assignments will be accepted, but grades will be penalized 15 points for each day the submission is late. If you want to challenge the validity of your writing assignment grade, and you are not satisfied with the instructor's preliminary explanation, you may submit in writing the reason(s) your writing assignment deserves a different grade within **one week** of receiving the assignment grade.
5. **Exams:** Your understanding of macroeconomics will be tested in one midterm exam and one *non-cumulative* final exam. The exams will consist of both multiple choice questions and short-answer essay questions. **You will need to bring a scantron sheet for the midterm and for the final. If you fail to bring a scantron you will be penalized 15 points on that exam.** You can purchase scantron sheets at the bookstore. 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. See the schedule below for the exam dates and plan your schedule accordingly.

If you show up late for an exam, you will still be allowed to complete the exam by the same deadline as the rest of the students, as long as no other students have finished the exam yet. The deadline will not be extended for those starting the exam late.

Help with Canvas

Lecture slides are posted on Canvas *before* they are covered in class, so that students may print the slides to bring to class to take notes next to the printed slides. Writing assignments will be submitted digitally through Canvas. Weekly quizzes will be taken on Canvas. Grades for all assignments are posted on Canvas.

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

Classroom Learning Atmosphere

Instructor's Expectations

My goal is to teach you *how* to think, not *what* to think. This means that **YOUR** attendance and participation during in-class discussions and exercises is crucial to learning. The more each student participates and shares their voice in class, the more they and the other students will get out of the course. **A positive relationship also exists between class attendance and performance in this course.** Coming to class every day will have a positive effect on your overall grade and the knowledge you take away from this course. All of your assignments rely heavily on material and discussion covered in class as well as assigned readings.

Questions, comments, and active discussion are essential and will make class sessions more interesting, exciting, and educational for all, so I expect you to read the assigned reading before coming to class. Some of our discussions may touch on controversial topics on which student opinions differ strongly. I do not expect you necessarily to agree with the opinions of the instructor or any of your fellow students, rather, the discussions and group exercises are intended to help develop your critical thinking skills so that you can come to your own well-founded conclusions, while also collaborating with others to answer difficult questions. To encourage learning, fairness and open discussion, it is expected that we all treat each other with respect and patience. Respect for the instructor and, more importantly, your fellow students is an expected courtesy. If anyone enrolled in this class is bothered by any distracting

behavior of the instructor or any student(s) to the extent that it is inhibiting your learning during scheduled class meetings, please let me know immediately.

To ensure that students have the best overall learning experience in this class, **use of laptops, and/or phones will NOT be permitted in class. Use of tablets will be permitted, STRICTLY FOR NOTE-TAKING ONLY.** I realize there are some drawbacks to this policy, but I believe that they are outweighed by the benefits of reducing these distractions. If you have an important phone call or absolutely have to use your laptop for some reason, it is perfectly OK to just step outside of the classroom for a moment to do so (just make sure your phone is kept on silent).

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

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/>)

Reasons of Faith and Conscience

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the

procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

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.

Reports of gender and sex-based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

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

Division Statements

Cheating, Stealing, & Plagiarizing

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College.^[1] Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

“Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source.”

This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism](#)

This 22-minute video also provides a good overview of how to avoid trouble when using sources: From the college home page select *SERVICES*, then *LIBRARY MEDIA CENTER*, then *DATABASES*, then *FILMS ON DEMAND*. At their site, search by title for *PLAGIARISM 2.0: ETHICS IN THE DIGITAL AGE*.

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, repeatedly 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](#)

Important Links

See ["Important Links" page online](#) for more information about the 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. Deaf students can reach us by calling TTY: (425) 564-6189, 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.

Final Exam Schedule

Your final exam will be Wednesday, March 18, from 1:30 p.m. – 3:20 p.m. [Final Exam Schedule](#)

In case of an emergency during finals, these are some alternative options:

1. The student's grade will be calculated based on what they have earned to date.
2. If the campus is still open, but I am not able to safely get here, I may arrange for a colleague or staff member to proctor the exam for me.

Course Calendar

| Date/Week | Readings | Topics | Coursework |
|--------------|---|--|--|
| Week of 1/6 | 1.1-1.3, 1.5, 5.12; 9.1-9.3 | Income and inequality; Wages and unemployment | Quiz 1 due Sunday 1/12 |
| Week of 1/13 | 9.4-9.10 | Labor market equilibrium | Quiz 2 on Monday 1/20 |
| Week of 1/20 | 9.11, 9.13; 13.1-13.5 | Labor market policies; Measuring GDP | Writing assignment 1 due Sunday, Jan. 26 No quiz |
| Week of 1/27 | 13.6-13.7, 13.9; 14.1-14.5 | Economic fluctuations; The multiplier model | Quiz 3 on Sunday 2/2 |
| Week of 2/3 | 14.6-14.11 | Fiscal policy | Midterm Exam on Tues./Wed., Feb. 4/5 No quiz |
| Week of 2/10 | 13.8; 15.1-15.6 | Inflation | Quiz 4 on Monday 2/17 |
| Week of 2/17 | 15.7-15.11, 15.13 | Monetary policy | Quiz 5 on Sunday 2/23 |
| Week of 2/24 | 16.1-16.10, 16.12-16.13; 17.1-17.3 | Long-run technological progress and unemployment; The Great Depression | Writing assignment 2 due Sunday, March 1 No quiz |
| Week of 3/2 | 17.4-17.8, 17.10-17.13 | The Golden Age, Neoliberalism, and the Global Financial Crisis | Quiz 6 on Sunday 3/8 |
| Week of 3/9 | TBA | <i>The Big Short</i> | No quiz |
| Week of 3/16 | Final Exam: Wednesday, March 18, from 1:30 p.m. – 3:20 p.m. | | |

Additional Information

A note about accessing Canvas from the People's Republic of China: some users have reported that they do not have full access to all Canvas functionality from within the People's Republic of China. This appears to be due to Canvas' parent company, Instructure, not fully committing to Chinese government requirements regarding internet operations within the country. The Chinese government does not inform foreign entities of their policy updates; therefore, Bellevue College cannot anticipate access to Canvas.

If you will be in China during the quarter, you should prepare for intermittent and uncertain access to Canvas.



Source: [Access to Canvas in China](https://support.canvas.fsu.edu/kb/article/1157-access-to-canvas-in-china/) (https://support.canvas.fsu.edu/kb/article/1157-access-to-canvas-in-china/)