Syllabus

Institution:	Seattle University
Term:	Spring 2017
Course Name:	Principles of Economics - Macro
Course Code:	ECON 2130-01
Prerequisites:	Prior completion of 30 academic credits
Academic Credits:	5 credits
Instructor:	Rory Mullen
Email:	rmmullen@uw.edu
Office Hours:	Monday and Wednesday, 3:30pm-4:00pm, Pigott 509
Lectures:	MWF, 2:05-3:30pm, Pigott 203
Website:	tbd
Textbook:	Mankiw, N. (2014). *Principles of macroeconomics* (7th ed.). Cengage Learning
Homework Due:	Mondays, 2:00pm, submit via Canvas
Peer Review Due:	Wednesdays, 2:00pm, submit via Canvas
Midterm:	Apr 26, 2:05pm-3:30pm, Pigott 203
Final:	Jun 2, 2:05pm-3:30pm, Pigott 203

Introduction and Overview

Welcome to ECON 2130-01, Principles of Economics - Macro! We're going to cover a huge range of topics in macroeconomics this term, so this should be an exciting course—the idea is to introduce you to as much of the subject as possible in one term. But with so many topics, it's easy to lose the forest for the trees, so you might find it helpful, at the start, to know that almost all of macroeconomics can be organized into just two main areas: long-run economic growth, and short-run economic fluctuations. I hope to convince you that both areas are interesting, and both important to solving two rather large human problems. The first is that many economies have never experienced sustained high rates of economic growth, so their living standards lag behind those of richer countries. The second is that all countries, rich and poor, face occasional painful periods in which income and employment fall temporarily, and sometimes dramatically. We'll use economic theory to think about these problems, and about how policymakers should respond to them.

In parallel to the theory we develop, we'll also analyze current macroeconomic events as reported in the news, in op-eds, in blog posts, and in podcasts. Our goal here will be to apply the theory when we can, and to critique the theory when it fails to explain current events.

Our textbook is Mankiw, N. (2014). *Principles of macroeconomics* (7th ed.). Cengage Learning.[1] No textbook is perfect, but this one is well regarded, it's easy to read, and it's important that you read it. We begin in chapter 10, which explains measurement of a nation's output. Chapter 11 explains how the price level is measured. We cover long-run economic growth and related topics in chapters 12–15. We introduce the monetary system and inflation in chapters 16 and 17. Finally, we

[1] Here's an early review from *The Economist* of Mankiw's *Principles* series.

turn to short-run economic fluctuations in chapters 20 and 21.

We have a few learning goals for this course. The first set of goals relates to your stock of economic knowledge. By the end of the term, you should know the standard macroeconomic terminology, and have in your mind a simple model of the economy at the aggregate level. This requires that you learn how several key macroeconomic variables are related. You will also learn to interpret macroeconomic data and charts. The second set of goals relates to your ability to apply this economic knowledge. This means analyzing news and current economic developments and forming opinions that you can support with theory or data. It also means evaluating economic policy measures proposed by government officials. You should be able to explain to friends how specific policy proposals will likely affect a nation's growth prospects or business cycle.

Policies and Procedures

Here you'll find information about attending (or not attending) lectures, about assignments and due dates, what to do if you're confused, about the exams you'll take, about your grades and how they're curved, about make-ups, late work, extra credit—in short, you'll find everything you need to succeed in this class. Please read this section carefully, and return to it often.

Attending Lectures. I strongly recommend that you attend lectures. In my experience, students who regularly miss lectures do poorly on exams, and exams make up the majority of your grade. If you do miss class, you're responsible for the material you miss and should make every effort to get notes from a fellow student.

Reading the Textbook. Students typically only retain 30%–40% of ideas presented in lectures, so it is important that you reinforce the material covered in class by reading the textbook. Read each chapter before it's discussed in class if you can, but don't worry too much if you can't.

Office Hours. Please come to office hours Monday and Wednesday, 3:30pm-4:00pm, in Pigott 509. Come if you have questions about the course, if you're confused by a particular topic, or if you have any other questions that you think I can help with. My hope is that you'll have studied the reading and lecture notes before coming, but don't worry if you haven't. You can also write me an email. Email is better than Canvas messages, which I rarely check.

Work Load. Typically, 1 credit represents a total student time commitment of 3 hours each week in a 10-week quarter. This course has 5 credits, so expect to spend about 3×5 hours per week on this course, including time spent in class, on reading or other study, on problem solving, writing, or other class-related activities.

Homework and Peer Review. You'll have weekly homework assignments on Canvas, and you'll be responsible for anonymously peer-reviewing the homework submitted by fellow students. Your homework is due Mondays, 2:00pm, submit via Canvas, and your peer review is due Wednesdays, 2:00pm, submit via Canvas. There is a peer review guide in the files section on Canvas explaining the peer review process. Solutions become available on Canvas after the homework due date. You should definitely check your own work against the solutions and restudy material that you get wrong—don't rely solely on feedback from your peers. I accept late homework without penalty up

until the final exam. But if your work is late, you won't be assigned a peer review on Canvas and will forfeit the peer review points.

Exams. There are two exams for this course: a midterm (Apr 26, 2:05pm-3:30pm, Pigott 203) and a final (Jun 2, 2:05pm-3:30pm, Pigott 203). The midterm covers all material from weeks 1–4, and the final is cumulative. Both exams are closed book and closed notes, unless otherwise indicated. You may use any non-programmable calculator, and an English-to-English dictionary. I don't give makeup exams unless you have a doctor's note signed and dated the day of the exam stating that you were medically unfit to take the exam. Please do *not* provide me with details of your medical condition.

Grading. I use the following weights to calculate final grades: homework 10%, peer reviews 10%, midterm 40%, final 40%. Here's my procedure for curving scores: Let S be a set of student scores, and $s_i \in S$ the score of student i. I calculate student i's curved percentage, p_i, as $p_i = \frac{s_i + \alpha(s_{max} - s_i)}{s_{max}}$, where I choose α so that the median curved percentage lies between 70% and 75%, and where $s_{max} \in S$ is the maximal element in S. At the end of the term, I calculate for each student i a weighted-average curved percentage according to the formula $\overline{p}_i = 0.1p_{i,homework} + 0.1p_{i,peer\ review} + 0.4p_{i,midterm} + 0.4p_{i,final}$. I use the table below to convert weighted-average curved percentages to final grades on the 4.0 grading scale. Here is some information on interpreting grades on the 4.0 grading scale.

Percentage Scale	4.0 Scale	Letter Grade
$97.5 < \overline{p}_i \leq 100.0$	4.0	A
$95.0 < \overline{p}_i \leq 97.5$	3.9	A
$92.5 < \overline{p}_i \leq 95.0$	3.8	A-
$90.0 < \overline{p}_i \leq 92.5$	3.7	A-
$87.5 < \overline{p}_i \leq 90.0$	3.6	A-
$85.0 < \overline{p}_i \leq 87.5$	3.5	A-
$82.5 < \overline{p}_i \leq 85.0$	3.4	B+
$80.0 < \overline{p}_i \leq 82.5$	3.3	B+
$77.5 < \overline{p}_i \leq 80.0$	3.2	B+
$75.0 < \overline{p}_i \leq 77.5$	3.1	B
$72.5 < \overline{p}_i \leq 75.0$	3.0	B
$70.0 < \overline{p}_i \leq 72.5$	2.9	B
$67.5 < \overline{p}_i \leq 70.0$	2.8	B-
$65.0 < \overline{p}_i \leq 67.5$	2.7	B-
$62.5 < \overline{p}_i \leq 65.0$	2.6	B-
$60.0 < \overline{p}_i \leq 62.5$	2.5	B-
$57.5 < \overline{p}_i \leq 60.0$	2.4	C+

Percentage Scale	4.0 Scale	Letter Grade
$55.0 < \overline{p}_i \leq 57.5$	2.3	C+
$52.5 < \overline{p}_i \leq 55.0$	2.2	C+
$50.0 < \overline{p}_i \leq 52.5$	2.1	C
$47.5 < \overline{p}_i \leq 50.0$	2.0	C
$45.0 < \overline{p}_i \leq 47.5$	1.9	C
$42.5 < \overline{p}_i \leq 45.0$	1.8	C-
$40.0 < \overline{p}_i \leq 42.5$	1.7	C-
$37.5 < \overline{p}_i \leq 40.0$	1.6	C-
$35.0 < \overline{p}_i \leq 37.5$	1.5	C-
$32.5 < \overline{p}_i \leq 35.0$	1.4	D+
$30.0 < \overline{p}_i \leq 32.5$	1.3	D+
$27.5 < \overline{p}_i \leq 30.0$	1.2	D+
$25.0 < \overline{p}_i \leq 27.5$	1.1	D
$22.5 < \overline{p}_i \leq 25.0$	1.0	D
$20.0 < \overline{p}_i \leq 22.5$	0.9	D
$17.5 < \overline{p}_i \leq 20.0$	0.8	D-
$15.0 < \overline{p}_i \leq 17.5$	0.7	D-

Extra Credit. I don't offer extra credit, which devalues high scores on assignments and exams.

Course Evaluations. You'll have the opportunity to evaluate this course toward the end of term, and I encourage you to give me your feedback. I'll use your feedback improve my teaching and the design of the course. The evaluations are anonymous, and they only takes five or ten minutes to complete. If the class response rate exceeds 90%, I'll let you to use a handwritten 3×5 note card on the final exam.

University Holidays. We don't have class on the following university holidays: May 29, Memorial Day. If you have a religious observance that overlaps with scheduled classes or exams, please contact me in the first week of class.

Disabilities. If you have, or think you may have, a disability (including an invisible disability such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, I encourage you to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyloa 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranges only through this process.

Misconduct. Seattle University asserts that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty or fraud will be addressed according to the Academic Integrity Policy. You can find details here.

University Mission. Seattle University is dedicated to educating the whole person, to professional formation, to empowering leaders for a just and humane world.

Schedule of Topics

This table gives you an overview of the topics we plan to cover. I hope that we can keep to this schedule, but we won't feel bad if we fall behind. It is your job to keep track of where we are. The best way to do that is by coming to class and reading Canvas announcements. I'll update the optional reading section as we go.

Week	Dates	Required Reading	Remarks
1	Mar 27–Apr 2	Chapter 10 National Income	
2	Apr 3–Apr 9	Chapter 11 Cost of living	
3	Apr 10–Apr 16	Chapter 12 Production and Growth	
4	Apr 17–Apr 23	Chapter 13 Saving and Investment	
5	Apr 24–Apr 30	Chapter 15 Unemployment	MIDTERM: Apr 26, 2:05pm-3:30pm, Pigott 203
6	May 1–May 7	Chapter 16 The Monetary System	
7	May 8–May 14	Chapter 17 Money and Inflation	
8	May 15–May 21	Chapter 20 Aggregate Demand and Supply	
9	May 22–May 28	Chapter 21 Monetary and Fiscal policy	
10	May 29–Jun 4	Catch-up and review	No class May 29: Memorial Day
11	Jun 5–Jun 11	Finals Week	FINAL: Jun 2, 2:05pm-3:30pm, Pigott 203