

ECON 2630 (Honors) – Principles of Macroeconomics

Lecture: 14:00 – 15:15 TR, Room 358, DeBartolo Hall
Instructor: Dr. Ou Hu
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Office Hours (via Zoom): 13:00-14:00 and 15:30-16:00, TR; 10:00-12:00 noon, W

Course Description: This course is an introduction to Macroeconomics. Macroeconomics is the study of the behavior of the overall economy as opposed to the choices made by individuals, firms, or a particular market. Topics of interest include economic growth, unemployment, inflation, fiscal and monetary policies, and international financial markets. This course requires understanding of macroeconomic concepts and principles and analytical thinking.

Learning Outcomes: By the end of the course, students are expected to

- Correctly articulate the concepts and principles of macroeconomics;
- Illustrate macroeconomic principles using graphs;
- Solve numerical problems using formulas derived from macroeconomic principles;
- Apply macroeconomic principles to critically analyze current economic issues and policies.

Textbook: Principles of Macro Economics, 6th edition, by Robert H. Frank, Ben S. Bernanke, Kate Antonovics, and Ori Heffetz, McGraw Hill. **ISBN:** 978-0-07-351899-2. Please note that our PowerPoint notes are the main source for what's required of students to learn in this course. The textbook, however, provides more details, illustrations, and practice problems for students who need more clarification of macroeconomic concepts and principles.

Course Outline:

Topics	Course Work
<ul style="list-style-type: none">• GDP, Total Income, and Total Spending• Unemployment• Monetary System, Prices, and Inflation	Reading – textbook: Chapter 4, 5, & 6 PowerPoint Lecture Notes Practice Problems
<ul style="list-style-type: none">• The Long-Run Model• Economic Growth and Rising Living Standards• The Labor Market	Reading – textbook: Chapter 7 & 8 PowerPoint Lecture Notes Practice Problems
<ul style="list-style-type: none">• The Short-Run Macro Model	Reading – textbook: Chapter 12, 13, & 14 PowerPoint Lecture Notes

<ul style="list-style-type: none"> • Monetary Policy vs. Fiscal Policy 	Practice Problems Midterm Exam: Tuesday, March 8
<ul style="list-style-type: none"> • The Banking System and Money Supply • Money Market and Interest Rate • Financial Economics 	Reading – textbook: Chapter 9, 10, & 11 PowerPoint Lecture Notes Practice Problems
<ul style="list-style-type: none"> • Aggregate Demand and Aggregate Supply 	Reading – textbook: Chapter 15 PowerPoint Lecture Notes Practice Problems
<ul style="list-style-type: none"> • International Economics 	Reading – textbook: Chapter 17 PowerPoint Lecture Notes Practice Problems Essay, due on Thursday, April 28 Final Exam: 13:00-15:00, Thursday, May 5

Evaluation:

I. Weekly Quizzes

An in-class quiz will be given each Thursday starting from the second week. It contains multiple choices and/or problem sets.

II. Packback

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Our goals for using Packback are for us to ask questions that relate economic concepts and principles to what is happening in the real world, develop/improve critical thinking, build arguments with reasons and support of reliable evidence, and gain diverse insights and perspectives from your peers. Your participation on Packback will count towards **10%** percent of your final grade. In order to receive your points per week, you must post **1 Question and 2 Answers per week relevant to our class subject matter** per week. There will be a **Sunday 11:59 PM deadline** for submissions in your community each week.

III. Case Reports:

Students are also required to write two case reports. For each report, an article will be given along with some questions. Rather than simply answering questions one by one, students should organize and blend their answers into a complete and cohesive report, which should be 2-3 pages long. The criteria of the format for the reports are the same as those for the essay.

IV. Exams

There will be one midterm exam and one final exam. Both exams consist of multiple choices and problems sets. The final exam will **not** be cumulative and will only cover the material after the midterm exam.

V. **Essay**

To assess how well students can apply macroeconomic concepts and principles in critically analyzing what is happening in the real economy, this course requires that students write an essay to discuss a current economic issue and provide your own opinions. Students should pick a topic and find relevant articles in journals or newspapers. The paper should:

1. ***focus on ONLY ONE narrowed-down and specific topic.*** (It's advisable to discuss your topic with the instructor);
2. be based upon ***at least 3 articles***;
3. ***identify*** the economic concepts and principles in the articles. The concepts or principles do not have to be literally specified in the articles, as long as related or implied;
4. ***discuss*** the application of economic concepts and principles by comparison with their corresponding interpretations in the course;
5. ***use graphs*** to demonstrate the economic principles discussed in the articles;
6. ***incorporate discussions*** about whether the economic reality is in accordance or conflict with the economic theories;
7. ***include your own thoughts or opinions*** on the implications and the effectiveness of economic policies discussed in the articles;
8. be typed in MS Word with the format of Time New Roman style, 12-point font, double-space, 1-inch top and bottom margins, and 1.25-inch left and right margins; and give credit where appropriate (in footnotes and references, etc.; plagiarism is unacceptable and will surely result in failure in this course).
9. The essay should be written as a cohesive body (closely tying together your motivation, discussions/critics on the topic with at least three references, your own opinions with regard to effectiveness of macroeconomic policies). It is strongly recommended that the essay should NOT be organized such that your references/discussions are simply strung together as a series of annotations.

The due date is **Thursday, April 28**. The essay should be of 1,500 words (± 50), not counting the words on the title page, the reference page, and pages of appendix.

Below are listed some economics-related websites:

Resources for Economists on the Internet

<http://rfe.org/>

Economics-related Publications

The Economist

<http://www.economist.com>

The Wall Street Journal

<http://www.wsj.com>

The New York Times

<http://www.nytimes.com>

The Business Week

<http://www.businessweek.com>

You may also use other highly recognized business publications, but try to avoid direct reference to Wikipedia.

Grading Policy:

Your performance in this course will be evaluated as follows:

	<u>Grade Weight</u>	<u>Grade Scale</u>	
Packback	10%	85~100 (%)	A
Case Studies	15%	75~84 (%)	B
Essay	15%	65~74 (%)	C
Quizzes	20%	55~64 (%)	D
Midterm	20%	<55 (%)	F
Final	20%		
Total	100%		

1. Without instructor's advance approval of written request, which should be presented to instructor at least 24 hours before the scheduled exam date, missed midterm cannot be made up. And there is NO make-up for the final exam.
2. Quizzes will be given every Thursday from the second week on and will draw material covered in the previous week. Please note that there is no make-up for any quizzes.
3. Students are responsible for all course material in the textbook and lectures. Sole dependence on lectures is not recommendable and students should read through text material before each class.
4. A grade of zero will be recorded for each missed quiz or exam AND for any type of academic misconduct.
5. Please note that the last day for withdrawing with a grade of 'W' is Wednesday, March 23, 2019.

Office Hour: I encourage students to utilize my office hours or make appointments with me at other more convenient time. If you have any questions with regard to course material, please contact me sooner rather than later.

Attendance Policy:

Regular class attendance is ***STRONGLY*** encouraged for successful completion of the course. Attendance (taken randomly) will either help or hurt marginally, either way at maximum of 2.5 percent, in the determination of final grades. *If you miss class, my lecture notes are not available for students.* Please get missed notes from your classmates.

Classroom Disciplines: Any kind of disruptive behaviors in the classroom are **strictly prohibited**, such as (*but not limited to*) being loud and using cell phones. As it is stated clearly in the YSU student codes, "...Students will be expected to respectfully listen to the voices of other individuals and share their own opinions and values in a positive, respectful manner. Students and the instructor are expected to treat each member of the class with respect and civility...". Upon demonstrating disruptive behaviors, students will be asked to leave the classroom immediately and may not return until the next scheduled class, and will also be reported of misconduct to the Office of Student Life. The disruptive students will receive a grade of zero for any work missed during class. ***There will be no exceptions.***

Academic Integrity Policy:

This course will adhere to the university's policy on academic integrity. Academic dishonesty is any violation of academic integrity and consists of, but is not limited to: Plagiarism, copying answers or work done by another student either on an exam or assignment, allowing another student to copy from you, and using unauthorized materials during an exam. The instructor reserves the right to determine appropriate sanctions and penalties for academic dishonesty, which may range from zero credit for falsified work to automatic failure in the course.

Statement for Students with Disability:

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located at 36 West Wood Street, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

Statement of Non-Discrimination:

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

General Education Requirement:

Economics 2630 counts toward the Social Science domain requirement of General Education. The goal for the Social Science domain is:

"Students will demonstrate understanding of the development, diversity, and complexity of human behavior, institutions, and culture."

ECON 2630 achieves the goal by requiring students to meet the following two learning outcomes:

Learning outcome #1: *Students will demonstrate understanding of individual and social behavior.*

Modern macroeconomic models are often constructed from micro-foundations. In other words, they are based on individual behavior. For example, models of aggregate labor markets focus on household tradeoffs between labor and leisure and models of economic growth examine household choices between saving for the future and consuming today. Students in this course will examine how individual decision making behavior can influence an economy as a whole, and how overall economic conditions will influence individuals' behavior.

Learning outcome #2: *Students will demonstrate an understanding of methodologies used in the social sciences.*

An economy, when viewed at the macro-level, is a complex system involving the interactions of many individuals and businesses. As such, an economy typically is modeled as a much simpler system that keeps the important features of the economy but simplifies it enough that it can be studied. Alternative models are compared to historical data to determine in what situations do certain models work well, and in what situations they work poorly. For instance, models based on classical theories tend to work well in the long-run, while models based on Keynesian theories tend to work better in the short-run. Students in this course are exposed to the process of modeling an economy, comparing the model to historical data, and finally using those models to analyze current economic conditions and predict the effects of economic policies.