



Syllabus

ECO-213: Macroeconomics

Written by:

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Course Description

ECO-213 is an introductory survey of macroeconomic theory emphasizing how the U.S. economy works as well as the role and influence of the U.S. economy in global markets. Topics include national income accounting, circular flow, short-run and long-run models of the economy, labor productivity and economic growth, inflation and unemployment, money, monetary and fiscal policy, and competing theories of the business cycle.

Credit Hours: 3

Prerequisite Courses: None

Course Outcomes

Upon completion of this course, you should be able to:

1. Explain why it is important to study economics.
2. Define market prices and the role of supply and demand in determining prices and quantities of goods and services.
3. Distinguish between the arguments against and in favor of free international trade and globalization.
4. Define gross domestic product and explain the behavior of real GDP over the business cycle.
5. Explain the costs and consequences of unemployment and inflation.
6. Identify the causes of long-run economic growth.
7. Explain the short-run behavior of expenditure and output using the multiplier model and identify the weaknesses in this model.
8. Explain the components of the Aggregate Supply–Aggregate Demand model and their relationship to the business cycle and to long-run economic growth.
9. Identify and explain competing macroeconomic theories and policy challenges: Keynesian, monetarist, and neoclassical.
10. Explain the nature of money and the role of the banking system in the macroeconomy.
11. Explain the structure and role of the Federal Reserve Board and System.
12. Define monetary policy and explain the effects of both expansionary and contractionary monetary policy.
13. Define fiscal policy and explain the effects of both expansionary and contractionary fiscal policy.
14. Explain the short-run tradeoffs between inflation and unemployment using the AS–AD and Phillips Curve models.
15. Identify the benefits of free markets in promoting and enhancing global living standards.

Course Textbook

Hubbard, R. G., & O'Brien, A. P. (2017). *Macroeconomics* (6th ed.). Boston, MA: Pearson Education.

Grading Scale

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Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A-	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3.0	85%–88.9%	850–889
B-	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789
C-	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	0.0	0%–64.9%	0–649

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the IWU Catalog.

Letter Grade Equivalencies

Grade	Description of Work
A	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example “A” work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The “A” cohort member is, in fact, an example for others to follow.
B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course

	requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example “B” work indicates good quality of performance and is given in recognition for solid work; a “B” should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
C	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below-acceptable levels.
F	Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

Course Summary

Workshop	Discussion*	Dropbox*	Quiz*	Devotional*	End-of-Course Survey	Total Points
Workshop One	1/30	2/100	0/0	1/5		135
Workshop Two	0/0	2/80	1/100	1/5		185
Workshop Three	1/30	2/100	0/0	1/5		135
Workshop Four	1/30	1/50	1/100	1/5		185
Workshop Five	1/30	2/125	0/0	1/5		160
Workshop Six	1/30	1/65	1/100	1/5	10 (Extra Credit)	200
Course Totals	5/150	10/520	3/300	6/30	10 (Extra Credit)	1000

* Number of Activities/Sum Point Totals

Course Assignments

Workshop One Outline

Title	Due Dates	Time*	Points
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1.1 Discussion: Devotional - Leadership	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	30 minutes	5
1.2 Discussion: Economic Problems Every Society Must Face: Marginal Analysis	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	5 hours	30
1.3 Assignment: Slopes of Functions (Lines) and Graphs	Due by the end of the workshop.	6 hours	50
1.4 Assignment: Absolute and Comparative Advantage	Due by the end of the workshop.	6 hours	50
Totals		17:30 hours*	135

*These times are only estimates. Actual assignment completion times will vary.

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Discussion: Devotional - Relationship with God	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	30 minutes	5
2.2 Assignment: The Determinants of Demand	Due by the end of the workshop.	6 hours	30
2.3 Assignment: Market Prices and the Role of Supply and Demand	Due by the end of the workshop.	6 hours	50
2.4 Quiz 1	Due by the end of the workshop.	2 hours	100
Totals		14:30 hours*	185

*These times are only estimates. Actual assignment completion times will vary.

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Discussion: Devotional - God and Money	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	30 minutes	5
3.2 Discussion: GDP Measures	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	5 hours	30
3.3 Assignment: GDP, Unemployment, and Inflation	Due by the end of the workshop.	6 hours	50
3.4 Assignment: Global Comparisons of Real GDP in Per-Capita and Per-Capita PPP Terms	Due by the end of the workshop.	6 hours	50
Totals		17:30 hours*	135

*These times are only estimates. Actual assignment completion times will vary.

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Discussion: Devotional - Generously Giving	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	30 minutes	5
4.2 Discussion: Economic Growth	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	5 hours	30
4.3 Assignment: Determinants of Long-Run Economic Growth	Due by the end of the workshop.	6 hours	50
4.4 Quiz 2	Due by the end of the workshop.	1:30 hours	100
Totals		13 hours*	185

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*These times are only estimates. Actual assignment completion times will vary.

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Discussion: Devotional - Life's Uncertainty	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	30 minutes	5
5.2 Discussion: The Federal Reserve Bank ("Fed") and Monetary Policy	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	5 hours	30
5.3 Assignment: What Money Is (and Is Not), the Role of the Federal Reserve Bank, and Monetary Policy	Due by the end of the workshop.	6 hours	50
5.4 Assignment: The "Fed's" Role in the Economy	Due by the end of the workshop.	6 hours	75
Totals		17:30 hours*	160

*These times are only estimates. Actual assignment completion times will vary.

Workshop Six Outline

Title	Due Dates	Time	Points
6.1 Discussion: Devotional - With God, Small Acts of Service Can Be World Changing	Initial post due by the end of the fourth day of the workshop, two responses due by the end of the workshop.	30 minutes	5
6.2 Discussion: Fiscal Policy Multiplier	Initial post due by the end of the fourth day of the workshop, two responses due by the end of the workshop.	5 hours	30
6.3 Assignment: Fiscal and Monetary Policy	Due by the end of the workshop.	6 hours	65
6.4 Quiz 3	Due by the end of the workshop.	4 hours	100

End-of-Course Survey	Due by the end of the workshop.	30 minutes	10 Extra Credit
Totals		16 hours*	200

*These times are only estimates. Actual assignment completion times will vary.

Course Development Resources

Belsie, L. (2016, November). Fed strategies in the Great Depression and the Great Recession. The NBER Digest.

Retrieved from <http://www.nber.org/digest/nov16/w22581.html>

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Blaug, M. (1986). *Great economists before Keynes*. Cambridge, England: Press Syndicate of the University of Cambridge.

Central Intelligence Agency. (n.d.). *The World Factbook: Country comparison – GDP (purchasing power parity)*.

Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2001rank.html>

Cunningham, S. (2015). How will P2P lending perform during a national recession? *Lending Memo*. Retrieved from <http://www.lendingmemo.com/p2p-lending-recession-performance/>

Economics Online. (2017). *The Phillips curve*. Retrieved from

http://www.economicsonline.co.uk/Global_economics/Phillips_curve.html

Hubbard, R. G., & O'Brien, A. P. (2017). *Macroeconomics* (6th ed.). Boston, MA: Pearson Education.

Hubbard, R. G., & O'Brien, A. P. (2017). *Test bank: Economics 2017*. Boston, MA: Pearson Education.

Kerin, P. (2007, June 12). Beware the multiplier mantra. *Australian Financial Review*. Retrieved from <http://0-www.lexisnexis.com.oak.indwes.edu/lnacui2api/api/version1/getDocCui?lni=55BM-8NP1-F0J6-J0CM&csi=270944,270077,11059,8411 &hl=t&hv=t&hnsd=f&hns=t&hgn=t&oc=00240&perma=true>

Keynes, J. M. (1936). *The general theory of employment, interest and money*. London, England: Macmillan.

Kuznets, S. (1934, June). National income, 1929-1932. *National Bureau of Economic Research Bulletin*.

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<http://www.nber.org/chapters/c2258.pdf>

- Landefeld, J. S. (2000). GDP: One of the great inventions of the 20th century. Retrieved from https://www.bea.gov/scb/account_articles/general/0100od/maintext.htm
- Lipsey, R. G. (1960). The relation between unemployment and the rate of change of money wage rates in the United Kingdom, 1861-1957: A further analysis. *Economica*, 27(105), 1-31.
- Margo, R. (1993). Employment and unemployment in the 1930s. *Journal of Economic Perspectives*, 7(2), 41-59.
- Miller, T., & Kim, A. (2015). *2015 index of economic freedom: Promoting economic opportunity and prosperity*. Washington, DC: The Heritage Foundation. Retrieved from http://www.heritage.org/index/pdf/2015/book/index_2015.pdf
- Mosedale, M. (2010, June 21). Minneapolis makes another play for the DNC – but the odds are long and the benefits debatable. *The Legal Ledger*. Retrieved from <http://0-www.lexisnexis.com.oak.indwes.edu/lnacui2api/api/version1/getDocCui?lni=801W-16Y1-2RJ9-1153&csi=270944,270077,11059,8411&hl=t&hv=t&hnsd=f&hns=t&hgn=t&oc=00240&perma=true>
- National Public Radio (Producer). (2017, March 15). *Episode 522: The invention of “the economy”* [audio podcast]. Retrieved from <http://www.npr.org/sections/money/2017/03/15/520294083/episode-522-the-invention-of-the-economy>
- Phelps, E. (1967). Phillips curves, expectations of inflation and optimal unemployment over time. *Economica, New Series*, 34(135), 254-281.
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- United Nations Development Programme: Human Development Reports. (2016). *Table 1: Human development index and its components*. Retrieved from <http://hdr.undp.org/en/composite/HDI>
- Yu, L. (2007). What you see affects what you get. *MIT Sloan Management Review*, 48(4), 6. Retrieved from <http://0-search.proquest.com.oak.indwes.edu/docview/224962245?accountid=6363>



Expectations, Policies, and Important Student Information

Expectations

Instructor Expectations of Students

- Submit assignments on time. If there are circumstances beyond your control, discuss possible options for completion with your instructor.
- Accomplish work on your own unless otherwise instructed (i.e., do not cheat or plagiarize).
- Contribute substantively to discussions according to assignment guidelines provided.
- Contribute to discussions throughout each workshop rather than waiting until the end of the workshop.
- Contribute substantively to group assignments (if required in course).
- After spending a reasonable amount of time on it, ask your instructor if you do not understand content or instructions. Ask for help early while there is time to fix problems.
- Treat other students courteously and respectfully.
- Every time you enter your course, read and abide by postings made in the Announcements and Faculty Forum. These postings are critical.

Students' Expectations of Instructor

- Set a friendly, open, and encouraging learning environment.
- Guide discussions as needed.
- Set clear rules, standards, and expectations.
- Provide workshop grades and feedback within seven days of assignment due date.
- Provide final grades and feedback within seven days after the last day of class.
- Ensure students treat each other respectfully.
- Respond to student inquiries within 48 hours.

Policies

Late Policy

- No credit is available for postings of any kind made in the discussion forums after a given workshop ends.
- If your instructor approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the end of the fifth day, late assignments will not be accepted. An assignment is a paper, a project, a team presentation, etc., but not a discussion or quiz/test.
- No late assignments will be accepted after the close of the final workshop.

Attendance Policy

Onsite:

Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length, or four and one-half hours or more of classes that are six hours in length.

Online:

Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

Withdrawal Policy

Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

University Policies

- CAPS Catalog - <http://indwes.smartcatalogiq.com/en/2017-2018/Catalog>
- College of Adult and Professional Studies Policies - <http://indwes.smartcatalogiq.com/en/2015-2016/Catalog/College-of-Adult-and-Professional-Studies-Policies>

DeVoe School of Business

- DeVoe School of Business Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/DeVoe-School-of-Business>
- Undergraduate Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/DeVoe-School-of-Business/Undergraduate-Business-Programs>
- Graduate Studies in Business Division Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/DeVoe-School-of-Business/Graduate-Studies-in-Business>
 - Graduate Studies in Business Student Handbook - <https://docs.google.com/file/d/0BxZahqXFkWtsVnMtbXRZbk9jS0k/edit?pli=1>
- Attendance Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Attendance-Policy-CAPS>
- Computer Requirements - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Computer-Requirements-CAPS>
- Honesty, Cheating, Plagiarism, and Forgery Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/Indiana-Wesleyan-University-at-a-Glance/Honesty-Cheating-Plagiarism-and-Forgery>
- Student Address/Email Information - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/General-Information-CAPS/Student-AddressEmail-Information>

School of Service and Leadership

- School of Service and Leadership Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Copy-of-School-of-Service-and-Leadership>
- Graduate Studies in Leadership Division Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Copy-of-School-of-Service-and-Leadership/Graduate-Studies-in-Leadership-Division>
- Attendance Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Attendance-Policy-CAPS>
- Computer Requirements - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Computer-Requirements-CAPS>
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Division of Liberal Arts

- School of Service and Leadership Policies - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Division-of-Liberal-Arts>
- Attendance Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Attendance-Policy-CAPS>
- Computer Requirements - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/Academic-Information-CAPS/Computer-Requirements-CAPS>
- Honesty, Cheating, Plagiarism, and Forgery Policy - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/Indiana-Wesleyan-University-at-a-Glance/Honesty-Cheating-Plagiarism-and-Forgery>
- Student Address/Email Information - <http://indwes.smartcatalogiq.com/en/2014-2015/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/General-Information-CAPS/Student-AddressEmail-Information>

Important Student Information

Off Campus Library Services

As an IWU student, you have library privileges through Off Campus Library Services. Go to <http://www.indwes.edu/ocls/> to learn more about the library. These are your privileges. Services provided include:

- Access to books (print and e-books), article databases, services and web resources.
- Access to many full text articles.
- Document delivery, which includes mailing print books, scanning PDF articles (that are only available in paper in the IWU library), providing a service of interlibrary loan whereby items not owned by IWU are obtained on your behalf from other libraries that own the item.
- Consultation with APA writing style. The librarians are not editors, but they are extremely knowledgeable about APA and are glad to answer your specific questions regarding correct ways to use APA.
- Provision of customized research guides for your particular topic that will walk you through the steps to locate appropriate articles/books on your topic.
- A general go-to source for helping you find information for your research projects.

In order to use many of the library databases, you either need your MyIWU credentials OR the Library Access Number sent to

you via email from OCLS. It will be needed to get into the proprietary subscription-based databases; to check out print books and for some classes you will be asked to access specific articles as additional reading. Links directly to these articles will be provided.

If you need help, contact OCLS; 800-521-1848 or <http://www2.indwes.edu/forms/request.aspx>.

APA Writing Style

APA (American Psychological Association) writing style, based on the *Publication Manual of the American Psychological Association*, 6th ed., is the foundation for all academic writing in for non-residential students. All students will be required to adhere to the formatting, citing and documentation of all sources used in a research paper per the guidelines of APA. Resources for learning APA and resources for using APA are provided as follows:

- Some programs purchase the *Publication Manual of the American Psychological Association*, 6th ed.
- *APA 6e Guide*, available at <http://www2.indwes.edu/APA/APA6eGuide.pdf>. This resource also includes some specific references entries for IWU specific resources, e.g. catalog, IWU library databases, etc.
- OCLS APA Resource page, that includes a Word template; APA checklist; APA focused videos, etc., at: http://www2.indwes.edu/style_guide.html
- APA Style CENTRAL, includes a personalized learning system for APA and an interactive APA template for writing and saving papers.
- Off Campus Library Services librarians, <http://www2.indwes.edu/forms/request.aspx> or 800.521.1848.

Special Needs

If you need accommodations for your course, you can email ADARrequest@indwes.edu with your request, and you will be forwarded forms to fill out and return. Once all forms are received and reviewed, a determination is made on reasonable accommodations and you will receive an Academics Adjustment Notification. You will be required to give this notification to your instructor before the beginning of each of your courses.

Smarthinking

Access to both live and online tutoring can be found through your course under *Content>>Course Dashboard>>IWU Resources*.

Netiquette

In the online classroom, people cannot see your face, they cannot hear the tone or inflection of your voice, and they cannot observe your body language to determine your intention. Therefore, when responding to another student's post, or even in creating your own, it is very important to write your thoughts out and take a few minutes away from them. Then reread what you wrote and make sure it answers the question(s) and is worded in a way that is not likely to offend others.

- It is okay to disagree, but do so in a manner that is constructive rather than destructive, encouraging rather than denigrating.
- It is very easy to say the right words but for them to be "heard" incorrectly. Take the time to review what you type. This is one of the benefits of online education; you have the ability to wait and rethink what you will say before you say it.
- USING ALL CAPITAL LETTERS IS THE SAME AS SHOUTING!!!!!! Use capitals only to emphasize a point; do not type full posts in capital letters.
- Respect others' opinions as you would have yours respected.
- This is a Christian school; please respect the religious beliefs of those around you.