



DIVISION OF ADULT LEARNING

SYLLABUS

ECON-311: Macroeconomics

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course provides a comprehensive overview of macroeconomics. It examines both long-run and short-run macroeconomic issues. Topics include economic growth, income inequality, unemployment, inflation, stabilization policy, government debt and deficits, international trade, exchange rates, and financial crises. Students will be exposed to both macroeconomic theory and contemporary macroeconomic issues. Special emphasis is placed on developing economic tools and applying those tools to understanding contemporary issues.

Required Text(s) and/or Supporting Resources:**Required Text:**

Schiller, Bradley R. *The Macro Economy Today*. 14th ed. McGraw-Hill Irwin, 2015. **(Provided as a link in the course and charged to your Lee account as "LeeU Book Bundle" fee.)**

Additional Supporting Resources:

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

Math ACT score of 20 or above OR Math SAT score of 480 or above

Course Goals and Learning Outcomes:**PURPOSE**

The general purpose of this course is to introduce students to the study of the principles of macroeconomics.

General Learning Objectives (Course Goals):

This course seeks to:

1. Develop an understanding of the systems which regulate the production, exchange, and distribution of goods and services.
2. Introduce basic concepts and understanding of macroeconomics.
3. Acquaint the students with how domestic economic events and policy can best be understood in the context of an integrated world economy.
4. Acquaint interpretative and evaluative skills for economic data and business reports, and to apply these evaluations in a way to better utilize his/her own resources in our economic system.
5. Develop knowledge of the various institutions within the society that may affect market policy decisions, including banking and special interest groups.

6. Introduce an understanding of economic factors that may determine the amount of goods and services available, factors of productions employed, and the societal standard of living.
7. Investigate an understanding of economic concepts including scarcity, opportunity cost, and trade-offs and how they affect consumers, business, and government.

Specific Behavioral Objectives (*Learning Outcomes*):

As a result of the activities and study in this course, the student should be able to:

1. Debate how the market economy deals with scarcity in a world in which change is a “given” and information is one of the scarce resources.
2. Identify the possible causes of poverty pre-test and post- test on why poverty exists.
3. Analyze the interaction of the domestic economy with the world economy.
4. Contrast the effects of the federal deficit, the strategies of monetary policy, the source of volatility in securities prices and exchange rates, and the effects of antipoverty policy.
5. Explain the role of government in our economy, particularly with respect to fiscal policy and the impact of government actions on business and the individual.
6. Debate the concepts of supply and demand and how their interactions set prices and determine markets.
7. Outline the operations and functions of the Federal Reserve System.
8. Analyze the importance of credit to the economy.
9. Compare the different economic systems in use in the world today, their historical and philosophical development, and how they make decisions about distribution and production.

Major Topics:

- A. Exchange and production
- B. Supply and demand
- C. The role of government
- D. The circular flow of income and product
- E. Unemployment, inflation, and the business cycle
- F. Theories of income determination
- G. Fiscal policy
- H. Monetary policy
- I. Price stability
- J. Factor markets
- K. Foreign exchange markets and international monetary policy
- L. The world economy

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of “a” and “b” above) and then response posts interacting to other students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that

discussion. If you have further questions on how these are evaluated, please contact your instructor.

- C. **Unit Assignments.** To improve understanding of concepts presented throughout the course, a weekly unit assignment, consisting of reflective thinking questions, will be due by the end of each unit.
- D. **Exams.** A weekly unit exam is required to apply course concepts and demonstrate student learning.

Evaluation:

A. Threaded Discussions	300
B. Unit Assignments	350
C. Exams	350

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799
C	2.0	730 - 769
C-	1.7	700 - 729
D+	1.3	670 - 699
D	1.0	600 - 669
F	.0	0 - 599

Letter Grade Equivalencies:

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 a cohort member. 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 is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.

- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

THE QUANTITY THEORY OF MONEY:

Hawtrey, "Public Expenditure and the Demand for Labour" <http://tinyurl.com/dl20090311f>

Hicks, "Mr. Keynes and the 'Classics': A Suggested Interpretation" <http://www.jstor.org/stable/pdfplus/1907242.pdf>;

THE CURRENT CRISIS: BACKGROUND:

LIQUIDITY, DURATION, RISK, AND BANK RUNS:

Douglas Diamond and Philip Dybvig (1983), "Bank Runs, Deposit Insurance, and Liquidity", *Journal of Political Economy* [h](#)

CREDIT CRUNCHES AND ECONOMIC ACTIVITY:

Ben Bernanke and Mark Gertler (1989), "Agency Costs, Net Worth, and Business Fluctuations," *American Economic Review*
Carmen Reinhart and Kenneth Rogoff (2008a), "Banking Crises: An Equal Opportunity Menace," NBER Working Paper no
Carmen Reinhart and Kenneth Rogoff (2008b), "Is the 2007 U.S. Subprime Financial Crisis so Different? An International

BUBBLES, CRISES, AND MONETARY POLICY:

Franklin Allen and Douglas Gale (2000), "Bubbles and Crises," *Economic Journal* 110:460 (Jan.) <http://www.jstor.org/stab>
Michael Bordo and Olivier Jeanne (2002), "Monetary Policy And Asset Prices: Does 'Benign Neglect' Make Sense?," Inter

THE EAST ASIAN FINANCIAL CRISIS OF A DECADE AGO:

Morris Goldstein (1998), "The Asian Financial Crisis: Causes, Cures and Systemic Implications" (Online reading only; print
Paul Krugman (1999), "Analytical Afterthoughts on the Asian Crisis" <http://www.sfu.ca/~kkasa/krugman1.pdf>
Paul Krugman (1998), "What Happened to Asia?" <http://web.mit.edu/krugman/www/DISINTER.html>

THE CURRENT CRISIS: ORIGINS AND DEVELOPMENT:**THE SUBPRIME CRISIS:**

Martin Baily, Robert Litan and Matthew Johnson (2008), "The Origins of the Financial Crisis" <http://www.brookings.edu/>
Claudio Borio (2008), "The Financial Turmoil of 2007-?" <http://www.bis.org/publ/work251.pdf?noframes=1>

THE CREDIT CRUNCH:

Markus Brunnermeier (2009), "Deciphering the Liquidity and Credit Crunch 2007-2008," *Journal of Economic Perspectives*

THE EFFECT OF LEVERAGE:

David Greenlaw, Jan Hatzius, Anil Kashyap, and Hyun Song Shin (2008), "Leveraged Losses: Lessons from the Mortgage M

THE CRISIS: CURES:**THE SCANDINAVIAN MODEL AND OTHERS:**

Lars Jonung, Jaako Kiander and Pentti Vartia, "The Great Financial Crisis in Finland and Sweden: The Dynamics of Boom,
Gauti Eggertson and Michael Woodford (2003), "The Zero Bound on Interest Rates and Optimal Monetary Policy"

THE GREAT DEPRESSION:

James Butkiewicz (1995), "The Impact of a Lender of Last Resort in the Great Depression: The Case of the Reconstruction
http://www.sciencedirect.com/science?_ob=PublicationURL&_tockey=%23TOC%236796%231995%2399967999