

## SYLLABUS

Course: Intermediate Macroeconomics  
Office: 118 Thomas Hall (phone: 376-4630)  
Office Hours: MTWT 2:00 – 3:00pm  
Email: greg.delemeester@marietta.edu  
Course Home Page: <http://www.marietta.edu/~delemeeg/econ375>

### Prerequisite

Economics 211 and 212.

### Course Description and Objectives

This is a second course in macroeconomics. Macroeconomics is an investigation into the determinants of such broad (aggregate) economic issues as GDP, inflation, and unemployment, both in the short-run and the long-run. The economy is broken down into several major sectors in order to simplify the analysis. These include: (1) household consumption, (2) business investment, (3) government expenditures, and (4) international trade. Together with several aggregated markets such as the money and labor markets, an overall picture (i.e., model) of how our macro-economy behaves through time is developed.

The study of macroeconomics, however, is ripe with controversy regarding what the most appropriate model should be. Which model you believe to be correct will influence the appropriateness and nature of any policy prescriptions. As such, special attention is also given to the political and institutional mechanisms affecting the economy.

The mechanics of the course assume a working knowledge of two dimensional graphs and basic algebraic techniques.

With this said, upon completing this course you should be able to:

- access and interpret existing economic knowledge.
- interpret and manipulate economic data.
- demonstrate command of existing macroeconomic knowledge, including:
  - understanding the determinants of national income, inflation, unemployment, and interest rates.
  - understanding the determinants of business cycles and economic growth
  - understanding discussions involving the economy and politics.

### Text/Websites

*Macroeconomics* by Greg Mankiw (Worth, 7e) is required. Mankiw also maintains a web site for text users at this link: [www.worthpublishers.com/mankiw7](http://www.worthpublishers.com/mankiw7).



## Responsibilities

I see my primary responsibility to lead, guide, and motivate a group of committed and dedicated students in the learning process, and to determine the extent to which students have mastered the material covered in this course. I am committed to this task. By signing up for this course, you have accepted the responsibility of being an active learner and of participating in the classroom discussion. Most importantly, students are expected to be committed to learning the subject matter. If you are not open to new ideas, or are not committed, expect your grade to reflect this.

Grades are a carrot that encourages learning. While I will not hesitate to give a poor grade when your performance indicates that you have not learned the material, I want to see everyone do well. Thus, I will do my best to help you understand the topics and to do well on the exams. I realize that you have a busy schedule and often face difficulty in getting in enough time to study. This makes it all the more important to get involved while you are here. We are going to have fun but expect to work hard. In the past I have found that students in my courses experience unpleasant surprises on tests because they mistake my easy-going personality for an easy-going tester. I don't want this to happen to you, so for your sake put in the time that you need to really know the material. More than anything, this means reading the book before class and doing problems. Just coming to class (and cramming a little before the tests) is not going to work very well for you in this course.

### Econ 375 Course Schedule: Fall 2009

<b>Part I: Macro Data and Classical Theory</b> Chapter 1 Chapter 2 Chapter 3  Chapter 4 Chapter 6  Project 1: September 11, 2009 Exam 1: September 15, 2009	<b>Part III: AD/AS and Macro Policy Debates</b> Chapter 13 Chapter 14 Chapter 15  Project 3: November 10, 2009 Exam 3: November 12, 2009
<b>Part II: Business Cycle Theory</b> Chapter 9 Chapter 10 Chapter 11  Project 2: October 8, 2009 Exam 2: October 15, 2009	<b>Part IV: Growth Theory</b> Chapter 7 Chapter 8 Epilogue  Project 4: December 3, 2009 Exam 4: December 8, 2009 (Noon)

## Facebook Group Discussion Board

I've created a Facebook group for the course that will host online discussions regarding course material and current macroeconomic events. If you haven't done so already, please sign up for a Facebook account and look for an invitation to join the Econ 375 group.

Discussion questions based on outside readings/videos/podcasts/etc. will be posted throughout the semester. You are expected to reply to the postings according to the following protocols and grading rubric:

(1) Protocol for posting threads and contributing to an online discussion are as follows:

Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
Address the questions as much as possible (don't let the discussion stray).
Try to use quotes from the articles that support your postings. Include page numbers when you do that.
Build on others responses to create threads.
Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
Use proper etiquette (proper language, typing, etc.).

(2) Rubric for evaluating online discussions:

Online Discussion Rubric				
Criteria	Excellent	Good	Average	Poor
Timely discussion contributions	5-6 postings well distributed throughout the semester	4-6 postings distributed throughout the semester	3-6 postings somewhat distributed	2-6 not distributed throughout the semester
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading	very clear that readings were understood and incorporated well into responses	readings were understood and incorporated into responses	postings have questionable relationship to reading material	not evident that readings were understood and/or not incorporated into discussion
Adherence to on-line protocols	all on-line protocols followed	1 online protocol not adhered to	2-3 online protocols not adhered to	4 or more online protocols not adhered to
Points	9-10	8	6-7	5 or less

\*Thanks to Nada Dabbagh for the protocol/rubric ideas. <http://mason.gmu.edu/~ndabbagh/wblg/online-protocol.html>