

**Instructor:** Miguel Delgado Hellesester

**Office:** Sage Hall 2141

**Office hours:** 1:00-2:00 PM, Wednesdays, and by appointment.

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**Textbook:** Macroeconomics, 7<sup>th</sup> edition, by Olivier Blanchard

**Software:** In addition to the book, we will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class. You will be able to follow lectures in class using your laptop, Apple or Android smartphone or tablet. You will also be able to submit answers to in-class questions using these devices, as well as via text message (SMS). The enrollment code for Top Hat is 551289.

**Course description:** This is an intermediate macroeconomics course. We will introduce the tools necessary to study the economy at the aggregate level. Macroeconomics is concerned with issues that affect large collections of economic agents (such as regions or nations). Macroeconomists create aggregate measures of the economy to study the impact of the behavior of all consumers, producers, and governments on the economy. Macroeconomists also develop models, fine tune them using aggregate data, and use their refined models to make predictions and study aggregate economic behavior. Macroeconomics is concerned with the issues that most non-economists think of when they hear economics: the economy as a whole, inflation, economic growth, business cycles, money and banking, among others.

**Program learning goals:**

1. Critical thinking.
2. Oral communication.
3. Written communication.
4. Collaboration.
5. Conduct (ethics).
6. Competency in discipline

**Course learning objectives:** After completion, students should have developed skills in macroeconomic analysis. These are skills required for the study of higher level courses in macroeconomics such as monetary economics, international trade, and economic development. Specifically, after completion of the course, students should be able to (associated program learning goals in parentheses):

- Distinguish macroeconomic from microeconomic themes. (6)
- Identify the components of national income and the various methods for computing national income. (6)

- Predict the effects of government policy changes on aggregate economic behavior. (1, 6)
- Describe the role of money in the economy and predict the effects of changes in the relative scarcity of money. (2, 3, 6)
- Identify the purpose and effects of fiscal and monetary policy. (1, 6)
- Develop own perspectives and discuss current economic events using the tools learned in the class. (1, 2, 3, 5, 6)

**Important dates:**

First lecture .....	August 28 <sup>th</sup>
First midterm exam .....	October 11 <sup>th</sup>
Second midterm exam .....	November 8 <sup>th</sup>
Final exam .....	December 13 <sup>th</sup> , 7:00 PM - 9:00 PM

**Grading:** There will be regular problem sets (10%), a participation grade through Top Hat (10%) a group project (15%), two midterm exams (40%) and one final exam (25%). While the participation component is small, I believe that attending lectures and actively participating with both questions and contributions to discussions is beneficial for both your own understanding of the material and that of your peers. I therefore strongly encourage not only attending lectures, but also showing up prepared and ready to discuss the material.

All homework must be turned in on time. Homework turned in late will not be graded. There will be no make-up exams. If you miss a midterm, the weight of that exam will be put onto the final exam. Please note this is a risky proposition since the final will become a very large portion of your grade, not to mention that truly, the best way to prepare for the final exam, is to do all required work regularly, including taking the midterm exams.

Letter grades for this class will be determined based on the total points in all assignments/exams as follows:

- A- to A+** 90% to 100%
- B- to B+** 80% to 89.99%
- C- to C+** 70% to 79.99%
- D- to D+** 60% to 69.99%
- F** 0% to 59.99%

Exams and the whole class may be curved, at my discretion. This will be done in order to adjust for difficulty of the class.

**Credit Hour** As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the “credit hour” is defined as

“the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

**Content coverage:** Our primary goal for the semester will be to cover what the book refers to as the “core” (Chapters 1 through 13). This will give us an understanding of fiscal and monetary policy within the context of a closed economy (an economy that does not trade with other countries).

Having covered the core material, we will move on to additional topics such as the open economy, as well as the role of expectations in macroeconomics.

#### **Academic honesty:**

1. *Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.*
2. *Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.*
3. *Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student’s academic performance or the academic integrity in a course, the student’s grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.*
4. *The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.*

5. *Student may appeal any actions taken on charges of academic dishonesty to the “Academic Appeals Board.”*
6. *The Academic Appeals Board shall consist of faculty and at least one student.*
7. *Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.*
8. *The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.*

**Disability accommodations:** *Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.*

**Disclaimer:** This syllabus is subject to changes. Any changes will be made in lecture and/or Canvas with at least one week of notice, except under extraordinary circumstances.