

COURSE TITLE: Principles of Macro Economics

RECEIVED

TEXT: Stephen Slavin, Macroeconomics, 4th ed., 1996

JUN 29 1998

SUPPLEMENTARY READINGS: Jeremy Rifkin, "A Civil Society," Honolulu Weekly, July , ; "Impasse of Economics" from Fritjof Capra, The Turning Point; Cobb, Halstead, & Rowe, "If the GDP is Up, Why is America Down?," Atlantic Monthly, October 1995; Laurence Seidman, Economic Parables & Policies: Saving For America's Economic Future, Chs. 1 & 2, M.E. Sharpe, 1998; U.S. Congressman Billy Tauzin, "Taxing Consumption Instead of Income," Freedom.

I. COURSE DESCRIPTION: This course analyzes the structure and operation of the American economy as a whole. Specific topics analyzed include the determination of the level of aggregate output, employment, and price levels; business fluctuations; the monetary and fiscal systems; effects of monetary and fiscal policies on economic stability and growth; international trade and finance effects on macroeconomy.

II. COURSE OBJECTIVES: Unemployment, inflation, recession, interest rates, deficits, and so on, are recurring headlines in our daily newspapers and magazines. This introductory course in macroeconomics is designed to provide the foundation of economic knowledge that every person should have to understand the economic issues that confront us in our daily lives. Specifically, the objectives are:

1. To introduce the student to the nature of economic problems and goals.
2. To familiarize the student with the economic concepts and analysis required to deal with economic issues.
3. To familiarize the student with economic philosophies and theories that shape our economic thinking.
4. To introduce the student to major economic institutions and to examine how these institutions affect our economy.
5. To analyze policy options to achieve our macro-economic goals of price level stability, sustainable & steady growth of 2½-3% in GDP annually, full employment, ecological balance, fair income distribution, and maintenance of economic freedom. Discuss whether current policies are adequate to achieve our economic goals.

Upon successful completion of Econ 201 the student should have developed the capacity to apply economic concepts to current public policy questions by demonstrating competence in the following topic areas central to a study of macroeconomics: a) economic resources, scarcity, opportunity cost, production possibilities, macroeconomic goals, models of economic institutional arrangements, productivity/unit costs and effects on global competitiveness; b) supply, demand, the market model; c) public/private sectors, income/wealth distribution criteria, market failure, taxation theories; d) national income accounting, gross domestic product, price indexing, business fluctuations, unemployment, inflation, fiscal policy, budget deficits/surpluses, national debt; e) money concept, Federal Reserve and banking system, credit expansion, monetary policy; f) macroeconomic problems and controversies--Keynesian and classical interpretations, difficulties in meeting macroeconomic goals without unacceptable trade-offs; g) global economics, G-7+, theory of free trade, comparative advantage concept, protectionism, international exchange rates.

### III. MAJOR ASSIGNMENTS:

1. Students should read all chapters of Slavin textbook and pay special attention to topics that are specifically mentioned in the objectives portion of the outline above. Students will be using textbook as a resource to complete a comprehensive take-home examination in the final week of the class.

2. For supplemental articles and book excerpts the student will read the assigned materials and turn in a series of written feedback assignments with the following parameters:

a) Fifteen questions for each assignment which have been triggered in the student's mind by the content of the reading together with specific page/paragraph involved.

b) Ten economics/business related terms with accent on macro-oriented concepts. Criterion of acceptance is: Is the term in Economics dictionary found on pp. 487 to 492? The term's exact location will be cited by page and paragraph and defined using textbook glossary.

c) Substantive 2page minimum response paper written by the student is required. Paper should succinctly summarize the main content of the reading and must be in the student's own "arrangement of words." Hopefully, the student will develop his or her own spirit of "free inquiry" as all preconceived ideas, prejudices, beliefs, theories, media hypes about the range, content, substance of macroeconomics are put to the test in the light of continuously unfolding current information, knowledge, events, political/social/environmental agendas surrounding the subject matter.

d) Finally, the student will select a significant paragraph from the reading, cite its exact location by page and paragraph and write it out verbatim. This provides the instructor of some idea of what the student thinks is important.

e) All feedback papers must be turned in by Saturday, Sept. 5 which is the day that the final exam will be released. Re-writes of feedback papers permitted up to 9-5 and late papers will be graded more rigorously. Failure to complete feedback assignments by 9-5 may result in lower course grade and/or inability to access final exam needed to pass course successfully.

3. The student will complete to the best of his or her ability a comprehensive take-home exam. The test will consist of short essay questions, graphic displays of economic theories and models, and conceptual numerical problems based on contemporary economic theories. Students will prepare for the final exam by doing feedback assignments, studying textbook chapters, attending class regularly, taking good notes and participating in classroom "dry-run" sample question exercises, as well as interacting with the teacher on a one-to-one basis and interacting with other students in the class. Mastering the subject matter and developing teamwork skills needed in today's workplace are the anticipated outcomes of this exercise. Students are expected to become basically "graph-literate" by demonstrating an ability to read, to analyze, and to construct graphic displays of various economic scenarios. Students should bring graph paper to class as well as a calculator so they will be able to actively participate in classroom exercises designed to facilitate completion of final exam.

4. As part of the final exam, the student will select five articles from the world of newspapers, magazines, periodicals, computer networks, etc. that are datelined within the timeframe of this class and pertain to the macro topics mentioned in the course objectives above. The student will write a half-page

synopsis of each article. Finally, the student will include a copy of the article showing date and source and with at least three economics/business related terms underlined.

GRADING:

Feedback Assignment #1/Rifkin's "A Civil Society" due 7-18.....	15pts
Feedback Assignment #2/Capra's "Impasse of Econ." due 8-01.....	15pts
Feedback Assignment #3/ <u>Atlantic Mo.</u> "GDP Critique" due 8-15.....	15pts
Feedback Assignment #4/Seidman's <u>Econ. Parables &amp; Pol.</u> & "Taxing Consumption instead of Income" due 9-5..	15pts
Take home final exam released 9-5 .....	due 9-12 30pts
Current news articles/commentary .....	due 9-12 10pts

A=93+	B=85-92	C=77-84	D=65-76	F=64 and below
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APPROXIMATE SYLLABUS                      ECON 201                      July 11 thru Sept. 12, 1998

- 7-11      Introduction to ECON 201/Review of entire outline for the class. Origin of word economics; distinctions between macro and micro; Fundamental concept of scarcity--virtually unlimited human needs and wants bumping up against "limited" resources; exponential population growth and implications for future economy; Maslow's hierarchy of needs; Fromm's perspective on basic human needs arising out of evolutionary context and implications for economics.  
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- 7-18      Discussion of economic modeling in general and specifically the production function, i.e., the relationship between inputs and outputs; variable and fixed inputs; law of diminishing returns; total product, average product, marginal product; implications for costs of production, prices, and global competitiveness; importance of productivity.  
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- 7-25      Third Wave Video: Agricultural Wave, Industrial Wave, Information Wave: Is there a paradigm shift taking place in the macro economy? Circular Flow of Economic Activity; profile of household sector by wealth/income; profile of business sector by proprietorships, partnerships, corporations; profile of government (public) sector by taxes and spending priorities.  
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- 8-1      Market **System Basics: Supply, Demand**, Equilibrium Price, basics of elasticity in demand and supply; implications of price ceilings and price floors; drug war critique using economic principles.  
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- 8-8      National Income Modeling: GDP, NDP, NI, PI, DPI, PS; Price Indexing, calculation of budget deficit/surplus using recent data; mapping out the circular flow in national income accounting terms.  
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- 8-15      Business Fluctuations; Unemployment; Inflation; Long-term trend for real GDP; Keynesian model; classical model; household consumption and saving; business investing; government taxing and spending; equilibrium GDP using Keynesian AE/AO approach and using classical AD/AS approach  
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- 8-22      Multiplier concept; Inflationary gaps, Output gaps; Fiscal Policy approaches to offset gaps; budget deficits and national debt;

8-22 continued Macro History 1920's to 1965 (video) Mini-lectures to **ex-plain details of video,**

8-29 Concept of money, Banking system, Federal Reserve, expansion of credit; Monetary Policy; Macro History 1965 to 1986; Mini-lectures to explain details of actual history of fiscal and monetary policy initiatives in the past.

9-5 Fiscal/Monetary Policy 1986 to present; Global Economy; International Trade: Exports and Imports; International Finance; implications for fiscal and monetary policy initiatives; Video: "Jobs: Not What They Used To Be" (1996); FINAL EXAM RELEASED

9-12 Critique of Economic Growth concept; Video: Living On Islands (1997) Students turn in final exam including news articles. PAU!