### Course Information

**Instructor:** Dr. Jessica Madariaga  
**Class Times:** TR 1:40-2:55 pm  
**Classroom:** Beatty 214  
**Office:** Beatty Center, Room 333  
**Office Hours:** 3:00-4:00 pm (Tuesday) and 9:00 am – 12:00 pm (Friday) or by appointment  
**Telephone:** 843-953-1992  
**E-mail:** madariagajf@cofc.edu (Please note I stop checking email after 9PM)

### Course Learning Outcome

This course in macroeconomics is designed to provide students with a unified framework that can be used to analyze macroeconomic issues such as productivity, inflation, unemployment, labor markets, wages, business cycles, money, interest rates, monetary and fiscal policy. The course is a mixture of macro theory and real-world applications. Students will gain knowledge of the market economy, develop critical thinking and analytical skills through understanding the following economic models and concepts:

1. Measures of GDP, price indices, and unemployment  
2. Production functions, the labor market, and the problem of labor market frictions  
3. Keynesian Model vs. Permanent Income Hypothesis  
4. Banking and the Federal Reserve  
5. Tools of the Federal Reserve/Taylor Rule  
6. AD-AS-LRAS Model  
7. How economic stability and growth are influenced by fiscal and monetary policy

### School of Business Learning Outcome: Quantitative Fluency:

Students will demonstrate competency in logical reasoning and data analysis skills.

### School of Business Learning Outcome: Global and Civic Responsibility:

Students identify and define social, ethical, environmental and economic challenges at local, national, and international levels. Students integrate knowledge and skills in addressing these issues.

### General Education Learning Outcome

The study of economics is a social science. As such, economics courses at the College of Charleston satisfy the College’s General Education social science requirement. The General Education Student Learning Outcome for the social science is: Students apply social science concepts, models, and theories to explain human behavior, social interactions, and social institutions. The learning outcome will be accessed on a mid-term exam.

### Prerequisites

ECON 200

### Catalog Description

The foundation of aggregate economic analysis is presented, including identification of basic social goals, money, credit systems and theories of national income, employment and economic growth, how economic stability and growth is influenced by fiscal and monetary policy and international interdependence.
Additionally, there will be a large number of articles and book chapters posted on OAKS that I expect you to read before class. The class reading schedule is located on the last page of the syllabus and can be assessed on OAKS. You can access OAKS through My Charleston https://my.cofc.edu/ or directly at https://lms.cofc.edu/

As you will soon realize, the readings from the textbook are only a subset of the material covered in class. This means that only reading the book is an imperfect substitute for understanding all the topics covered in lectures.

Attendance  Students are expected to attend all classes and examinations in accordance with the general College requirements. Students are expected to arrive on time and to remain for the entire class period. If you miss more than six classes, I will decrease your overall class score by a full letter grade. When in class students should turn cell phones off or to vibrate. Do not answer your cell phone during class. If it is an emergency, please excuse yourself from class.

If I find that a certain student is disrupting the class, he/she will be issued one warning, failing which, he/she will be asked to leave the classroom. If I ask you to leave the lecture, I will take five points from your final grade for each incidence.

Participation  Participation is not graded. However, participation is highly valued and to encourage participation I adopt the following policy. I will increase your exam score if you have been active in class discussions, usually one-half to a full point for all correctly answered questions during lecture or insightful questions asked. I will never decrease your grade if you do not talk or if your comments were totally off. Such grade increases due to participation are not negotiable. Historically, this policy has helped around 30-35% of students to move up to a higher grade relative to their grade in the absence of the policy.

Computers  I expect that you will not play with your laptop during lectures. Playing with your laptop pretty much guarantees that you lose any benefits identified in the “Class Participation” section above as well as incurring a permanent ban from bringing your laptop to further lectures. In general, it is very easy for me to infer whether you use your laptop during class to produce (e.g. to take notes or follow the slides) or to consume (e.g. watch movies/surf the web).
**Grading**

Final grades will be determined by performance on homework assignments, exams, and a comprehensive final exam. Specifically, final grades are calculated as the best grade based on the below four methods under a 10-point grading scale. Method 5 will be allowed this spring semester under the following conditions: if your grade is calculated as method 5, you will not be allowed any drop exams, no drops for homework or in-class assignments, and the class must achieve at least 75% participation at the end of the semester instructor evaluation found on OAKS.

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<thead>
<tr>
<th>Method 1</th>
<th>Method 2</th>
<th>Method 3</th>
<th>Method 4</th>
<th>Method 5</th>
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<td>Exam III: 15%</td>
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**Exams**

Four exams and a final will be given during the term. Exams will consist primarily of short discussion questions, graphs, and mathematical problems. The emphasis on the tests in this course is on problem solving and critical thinking.

The “take four, drop one” format is designed to allow students to miss class periods if needed, for any reason. *Their purpose is not to help you get a better grade, but rather to allow you to manage any scheduling conflicts that may arise during the course of the semester.* Make-up tests cannot be given.

The only exception is for College of Charleston sanctioned activities, and the student must bring me a request from the appropriate College official. If you fall in this category, you may be allowed to take a test early, before the scheduled date & time, if necessary, and if arrangements can be made to do so.

According to the College handbook, students are required to submit documentation of their College representation related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor.

**Homework**

I will assign homework over the course of the semester. Please take note of the following guidelines:

1. Homework is due at the beginning of lecture. Homework submitted after the first ten minutes of lecture are considered late.
2. Late homework will not be accepted under ANY circumstances.
3. There will be no extensions granted for individual students under any circumstances.
4. I require that all homework assignments are typed. Graphs that do not contain data may be hand drawn and is the only exception to the typing rule. The hand-drawn graph must be scanned and attached into the homework assignment. If I cannot read the scanned work, no credit will be given. *If the assignment is not typed, I will not grade the homework and you will receive a zero.*
5. Homework must be submitted in either a .pdf or .docx format and submitted through the dropbox function in OAKS.
6. You may work in groups of up to four students on the homework assignments. If you work in a group, you can turn in one assignment. In order to receive any credit, all names of the group members must be TYPED on the first page of the assignment.

7. Make sure you round all answers two decimal places, i.e. 2.087 = 2.09.

In Class Assignments

I will assign in-class assignments over the course of the semester. The purpose is to increase your practice with the application of macroeconomic problems as well as give feedback in the classroom to help you internalize the concepts presented in class.

Final

Students who cannot take the final exam at the regularly scheduled time should not take this class. The final exam is comprehensive. If a student performs better on the final exam than the remaining lowest exam score, I will replace the lowest test score with the final exam grade. Therefore, the final exam has the potential to be worth 41.667% of a student’s grade.

Grading Policy

Any disagreement with the grade given on any homework or exam can only be contested in written form. Submit in writing (not email) both the question that you believe was unfairly graded along with the economic reasoning for why your answer was correct. A written response will be given to you afterwards. Please note that if you do submit a disagreement, I will not only look at the answer in question but also the entire exam. This means all questions and partial credit will be under review. A written response will be given to you afterwards. Under no circumstances will a grade be changed by email or any other means. In addition, grades may not be discussed over email.

Disability Statement

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Center for Student Learning

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.
Honor Code

The College of Charleston Honor Code is in effect in this class. As such and as indicated in the Honor Code, all violations, when identified, are investigated. Cases of Suspected academic dishonesty must be reported to the Dean of Students and will be handled by the Honor Board.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be place on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from other’s exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook:
http://studentaffairs.cofc.edu/honorsystem/studenthandbook/index.php
ECON 201, Macroeconomics
Tentative Schedule, Spring, 2017

WEEK OF:

January
12 Introduction to the Macro-economy
17 Introduction to the Macro-economy
19 Product Expenditure vs. Income Approach
24 Nominal vs. Real GDP [Fixed Weight Approach]
26 Chain-Weighted Real GDP Approach
31 Inflation: GDP Deflator vs. CPI

February
02 Interest Rates
07 Unemployment Rate
08 Exam Review Session at Night
09 Exam #1
14 Production Function
16 Labor Demand
21 Labor Supply
23 Equilibrium in the Labor Market
28 Great Depression/Keynesian Model

March
01 Exam Review Session at Night
02 Exam #2
04-12 Spring Break
14 Keynesian Model
16 Keynesian Model/ Multipliers
21 Problems with Implementation of Fiscal Policy
22 Exam Review Session at Night
23 Exam #3
28 Definition of Money
30 Federal Reserve & Policy Tools of the Federal Reserve

April
04 Taylor Rule
06 AD Curve
11 AS Curve
13 AD-AS-LRAS Curve
18 AD-AS-LRAS Curve
19 Exam Review Session at Night
20 Exam #4
25 Last day of Class

May
02 Final Exam 12PM-3PM

***The schedule is tentative and has the potential to change over the semester***
# Reading Schedule:

<table>
<thead>
<tr>
<th>Reading Schedule</th>
<th>Olney, Macroeconomics as a Second Language</th>
<th>Williamson, Macroeconomics</th>
<th>Abel, Bernanke, and Croushore, Macroeconomics</th>
<th>Case, Fair, and Oster, Principles of Macroeconomics</th>
<th>Krugman and Wells, Macroeconomics</th>
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<tbody>
<tr>
<td><strong>Nominal vs. Real GDP [Fixed Weight Approach]</strong></td>
<td>Olney: pg. 54-56</td>
<td>CFO: Nominal vs. Real GDP [OAKS: pg. 426-429]</td>
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<td><strong>Chain-Weighted Real GDP Approach</strong></td>
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<td>[OAKS: Chain-Weighted GDP Article]</td>
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<td><strong>Inflation: GDP Deflator vs. CPI</strong></td>
<td>Olney: pg. 65-68</td>
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<td><strong>Interest Rates</strong></td>
<td>Olney: pg. 227</td>
<td>ABC: pg. 51-53 [OAKS]</td>
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<td><strong>Unemployment</strong></td>
<td>Olney: pg. 60-65</td>
<td>WMS: Unemployment [OAKS: all pgs in posted article]</td>
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<td><strong>Production Function</strong></td>
<td>Olney: pg. 74-85</td>
<td>ABC: Production Function [OAKS: pg. 60-69]</td>
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<td><strong>Labor Demand</strong></td>
<td>ABC: Labor Demand [OAKS: pg. 70-77]</td>
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<td><strong>Labor Supply</strong></td>
<td>ABC: Labor Supply [OAKS: pg. 77-83]</td>
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<td><strong>Great Depression/Keynesian Model</strong></td>
<td>Olney: pg. 89-105</td>
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<tr>
<td><strong>Keynesian Model</strong></td>
<td>pg. 113-126</td>
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<tr>
<td><strong>Keynesian Model/ Multipliers</strong></td>
<td>pg. 134-153, 158-161, 163</td>
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<tr>
<td><strong>AD Curve</strong></td>
<td>In class discussion</td>
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<tr>
<td><strong>LRAS/AS Curve</strong></td>
<td>Olney: pg. 247-257</td>
<td>pg. 268-276</td>
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<tr>
<td><strong>AD-AS-LRAS Model</strong></td>
<td>In class discussion</td>
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