

**Hiram College
Macroeconomics
Spring 2013**

Class: TR 1:45 – 3:45 p.m.

Text: Gregory Mankiw and Laurence M. Ball, *Macroeconomics and the Financial System*, Worth Publisher, 2011, New York, NY.

Course description: the evolving global crisis that is ravaging parts of Europe, destroying the lives of millions, has affected the lives of people in the United States as well and it will continue affecting all of us for a number of years to come. The effect on the level of employment and economic activity has been felt by all of us and it is in the minds of workers, capitalists and the political class and the media continuously talk about it. This unfortunate state of affairs renders this course all the more important. We will talk about these issues and more and we will use some economic ideas and concepts to help us understand the causes of some of these problems and the potential policies that have been used or could be used to address them.

Objectives: in this class we will discuss economic ideas within various analytical frameworks to provide you with a set of tools to help you formulate critical and meaningful questions about the current economic events that affect your life. These questions may generate deeper and more complex questions that in turn will lead to deeper questions and so on. Within this methodological approach you will begin to understand and appreciate the deep complexities driving the dynamic relations that determine socioeconomic outcomes in a society. This should provide you with more effective instruments to evaluate the merits of policies proposed by economic advisors, consultants, media editorials, political candidates and institutions involved in political discussion.

Exams: there will be three exams. The first exam is worth 25%, the second exam is worth 30% and the third exam is worth 45% of the total grade. Each exam will consist of a set of questions based on the materials covered in class. I will discuss the specific structure and coverage of each exam during the lectures. The exams will be cumulative. Make up exams are given only under extraordinary circumstances and I will judge the merits of those circumstances on the individual basis. The dates of the exams will be announced in class.

Attendance: I will take attendance. Students who have an attendance of at least 90% of the time and who show a significant improvement over the three exams will be rewarded with a “sign” in their course grade. For example, suppose your grade turned up to be a B, the “adjusted” grade would be a B+ providing you qualify for the booster. Additionally, if you have been to class at least 90% of the time, and regardless of how you did on your exams, you have the option of writing a one-page analysis of a current news article assigned by me. The analysis must be based on the materials presented in class and it may help you add an extra boost to your final grade.

Optional assignments: occasionally, I will give you some short assignments to apply the materials covered in class and to practice for the exams. I will discuss the answers in class and you have the option to turn the assignment. If warranted by the effort, this may also contribute to improve your course grade as long as you have been to class at least 90% of the time.

Classroom behavior: you are expected to come to the classroom on time and stay for the entire duration of the class. Coming late or leaving earlier disturbs the learning environment in our classroom. You are

expected to come to each class prepared to contribute and to be an active learner. If you come to class but fail to actively and constructively participate and disappear in the back of the class that will affect your grade. Under no circumstance you are allowed to open a laptop, have a telephone or any other electronic device with you during lecture. This is disrespectful toward all the other people in the room who come prepared to learn and it does not contribute to build a learning environment. When you come to class, please turn all your electronic devices off or to silence mode. If you disrupt our learning environment I may ask you to either change your attitude or leave the classroom and that may also affect your grade at the end of the semester. Everything you do in the classroom, the way you carry yourself, that way you interact with all of us, the substance of your participations, your overall attitude and predisposition to learn will affect your final grade in the course.

Tentative topics of discussion:

1. On how economists engage in the construction of a narrative about the world.
2. The data used by economists to measure the evolution of societies, contributions and limitations.
3. On how societies divide their riches among different groups of people.
4. Money, its uses and the relationship between money and prices.
5. An examination of how money and goods flow among countries.
6. An examination of unemployment and the reasons why people cannot find jobs.
7. An examination on some of the factors that may contribute to the economic growth of a nation.
8. A discussion on why economies experience periodic expansions and contractions.
9. An examination of how monetary and fiscal policy could be used to achieve some social objectives.
10. An examination of the financial system, some of the reasons behind the current socioeconomic and financial crisis and some potential policies to address current problems and prevent future problems.
11. Other topics addressing current events relevant to the lives of people today may be covered contingent upon time.

Other important policies

Non-Discrimination Policy

Hiram College is committed to equality of opportunity and does not discriminate in its educational and admission policies, scholarship and loan programs, and athletic and other school-administered programs on the basis of race, color, national origin, religion, gender, sexual orientation, age, or disability. The College will not tolerate harassment, prejudice, abuse, or discrimination by or of any of its students, faculty, or staff.

Communication with Parents

Hiram College encourages students to speak directly with faculty regarding course content and performance. Students are also encouraged to speak with their parent(s), particularly if the student remains dependent on parent(s) for financial support. Faculty may choose to speak with parents, but generally, faculty will require a written FERPA waiver to be signed by the student before speaking with a

student's parent. FERPA waivers may be found at the Registrar's Office in Teachout-Price, or online at <http://www.hiram.edu/current/offices/registrar/ferpa2.html>.

Disability Support Services for Students with Special Needs

To arrange for support services, a student must submit appropriate, current, detailed documentation to the Director of Counseling, Health and Disability Services (CHDS) together with the completed online service request form LINK. After verification and with the student's consent, the Director of CHDS will notify the student's faculty of the appropriate accommodation services. Faculty are not permitted to make accommodations without the authorization of the Director of CHDS. Hiram College adheres to Section 504 of the Rehabilitation Act to provide requested services for disabled students as specified by the requirements contained in the Americans with Disabilities Act (ADA) policy <http://www.hiram.edu/current/offices/registrar/ferpa2.html> guidelines. The Director CHDS is located in the Julia Church Health Center (330-569-5952) P.O. Box 67, Hiram OH 44234.

Academic Dishonesty

There are many forms of academic dishonesty, including plagiarism, the giving or receiving of help in any form on an examination, the sale or purchase of papers and test materials, the abuse of computer privileges and regulations, the misuse or abuse of online or library resources, and any other action which debases the soundness of the educational process. Any student who violates the integrity of the academic process will be subject to punishment, including possible dismissal from the College.

Hiram College believes that the development of intellectual honesty is at the heart of a college education. The process of education is severely compromised if we cannot depend on the academic integrity of each member of the community. Moreover, the principles of academic honesty are aligned closely with the principles of good scholarship and research, principles of critical thinking and reasoning, and the standards of professional ethics. Thus, students who fail to practice academic honesty not only risk losing the trust of the academic community, they also fail to develop the most essential skills and abilities that characterize a college graduate.

Faculty members, librarians and staff are expected to report all instances of academic dishonesty to the Associate Dean of the College, who will provide advice on an appropriate action.

Grade Appeals

Academic performance is to be judged solely by individual faculty members. Grades are not subject to alteration based on the amount of effort exerted by, or past performance of, a student. Faculty are expected to provide performance criteria (such as attendance policies, deadlines, assignment expectations, etc.) as part of course syllabi or distributed assignments, but assessment of student performance in meeting said criteria is for the individual faculty member to determine. If a student believes that criteria were ignored, or that work submitted was not included, the student should consult the "Student Academic Responsibilities and Performance" section of the Hiram College Catalog at home.hiram.edu. Therein is provided the process for grade appeals. Please note that all grade appeals reside wholly with the professor alone until the official posting of grades by the Registrar.

Disclaimer: The information provided above does not constitute a contract and could be modified. However, if I choose to do so, I will alert you and provide you with all relevant and important information regarding the change.