ECO 120: Global Macroeconomics
Instructor: James Murray, Ph.D.
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Instructor Information

James Murray, Ph.D.
Office: 403T Wimberly Hall
Phone: 608-406-4068
Email: jmurray@uwlax.edu

Course Description

Introduction to the functioning of the world economy. Applications of economic principals to domestic and international problems with an introduction to economic systems, economic thought, and economic history around the world. General topics include the economics of international exchange rates, global macroeconomics, international monetary systems, and economic development.

Course Goals

The major purpose of this course is to provide students with an analytical framework for life-long independent thinking about global economic issues. Additional objectives include: cultivating students' understanding and appreciation of the historical development of economic ideas and economic systems around the world, introducing students to the tool of macroeconomic analysis and their application to achieving stability and growth in the world economy, and promoting student awareness of the interdependence of national economies and the consequent necessity for global cooperation in coordinating macroeconomic policy.

Learning Objectives

For successful learning, it is important that you understand why we do the reading, lectures, assignments, etc, we do. Everything we do in this class is meant to achieve the learning objectives below. It would be useful for you to pay careful attention to what learning objectives the lectures and assignments are meant to achieve.

1. Apply the model of the production possibilities curve to illustrate the concepts of scarcity, choice, opportunity cost, and economic growth.

2. Apply the supply and demand model to predict quantity and price outcomes of a number of different markets, including markets for currencies, labor, and loanable funds.

3. Define, compute, and explain limitations to measures of the macroeconomy, including gross domestic product, inflation, and unemployment.

4. Compare the US and other countries when discussing measures of unemployment, inflation, output, cyclical fluctuations, and economic growth.

5. Use the model of aggregate demand and supply to evaluate the short-run and long-run impacts of fiscal and monetary policy on production, employment, and the price level.

6. Describe factors that may influence economic growth and use these to explain international differences in growth and development.

General Education Student Learning Outcomes

1. Students will be able to use mathematical and logical methods to solve problems.

2. Students will be able to construct and use models to analyze, explain, or predict phenomena.

Time Requirement for a Winter Session Online Course

Be advised that a three credit winter online course is very time consuming for students. As a short-session course, we have to push through material that is usually covered in 14 weeks over a regular semester in only 4 weeks. In a normal face-to-face three credit class taken over a regular semester session, we would normally meet 3 hours per week and you would have about 3-4 hours of homework per week. This is a workload you are probably used to. In a face-to-face class taken over the winter session we would meet for *4 hours per day*, 5 days per week, and you would get about *3-4 hours of homework each day*. This comes to about *8 hours of work per day* for a normal face-to-face winter-session course. This takes a significant amount of time for three weeks, but it is made easier by the enforcement mechanism of actually having to show up to class everyday. For a winter-session online course, a similar workload is required and possibly more because it takes more time to discuss issues and ask questions by typing in discussion boards than it does to simply talk. Moreover, you *must have the discipline to dedicate enough time from your schedule every day for this class*. There will be no one looking over your shoulder everyday to make sure you are putting an adequate amount of time and effort into this class. *Expect to spend about 40 hours per week for this class.* It is a lot of work, but completing a whole semester course in only 3 weeks without the face-to-face interaction with your teacher is certainly a full time job.

Contact Methods

In face-to-face classes, typical ways you contact your instructor include face-to-face during class, face-to-face during office hours, and messages over e-mail or phone. In an online class, not only are some of these methods not possible, different methods may be appropriate depending on what you need to discuss. Try your best to follow these guidelines:

- Contact me through the discussion forums in D2L.

    - This is my preferred mode of correspondence when it comes to questions about the material in the course.

    - If you have a question about course material and/or clarifications on assignments it is likely others do to, and the discussions between us might also be useful to others in the class.

    - Rule of thumb: If your question is something you would feel comfortable asking during class in a face-to-face class, this is where you should ask the question in an online class.

    - See the information below that provides more details about the online discussion forums.

- Contact me by e-mail at jmurray@uwlax.edu.

    - I prefer this mode of contact over telephone.

    - I respond to e-mails at the latest by the following day (Monday through Friday) at 4:00pm.

    - Questions over e-mail should concern personal matters such as concerns or questions about your grade.

    - Questions via e-mail would include questions you would be uncomfortable discussing in front of other people during a face-to-face class, but you would instead prefer to talk to me one-on-one outside of class.

    - I prefer questions concerning course content be handled in the discussion forums, but if you prefer our correspondence not be public information, you are welcome to contact me via e-mail.

- Contact me by phone at (608)406-4068

    - This is my least preferred option.

    - You should contact me this way if you have an emergency that I can address right away.

Course Resources

As with most online courses, this course is designed using a learner-centered approach. You may be more familiar with the opposite, an instructor-centered approach, in which the job of the instructor is to transmit his or her expertise through lectures and readings and provide you with the correct answers when you have a question or you incorrectly do something. A learner-centered approach still uses lectures (many short videos are provided), readings, and the instructor's expertise, but instead the instructor plays the role of a *facilitator*. The facilitator carefully chooses and creates course material (includes textbook chapters, short videos, and outside readings that can be viewed online) and provides some guidance for you, the student, on how to use these materials to build knowledge through self-discovery, or discover with your classmates. I definitely encourage you to ask questions whenever you have them and my job is to be here to help, but do not expect to be handed correct answers (remember, self-discovery is the key!). Rather, I might point you in the right direction, answer your question with a question that might aid self-discovery, tell you what content to re-examine or where to give extra attention, or give you additional content if we think that is most helpful.

For every topic in the course, you will be provided content from a number of different sources and using different delivery methods. For every week and for every topic you can expect the following at a minimum:

1. Chapter or smaller subset of reading in your textbook: Hubbard, R. Glenn and O'Brien, Anthony P. (HO) 2010. *Macroeconomics*. Third Edition. Prentice Hall.

2. Pencasts: These are short videos of me writing on notebook paper and explaining some of the most difficult concepts from the reading. Pencasts are actually more interactive than traditional videos, because you can click anywhere on the notebook page to advance to that spot in the video.

3. External reading: a link to an article elsewhere online. Readings will include articles published online whose target audience are economics students like yourselves. Readings will also include news stories when current events are related to the course material.

Assessment

Learning will be assessed through weekly quizzes, homework, and exams. The grading breakdown will be:

Quizzes: 20%

Homework assignments: 25%

Discussion forums: 15%

Exam 1: 20%

Exam 2: 20%

Grade Breakdown

93-100	A	67-76	C
89-92	AB	57-66	D
81-88	B	0-56	F
77-80	BC		

I reserve the right to scale every person's grade up by the same amount on any graded item in the event that much of the class falls short of the scale above. However, even if the grades are significantly low, there is no guarantee that I will ever do this.

Homework Assignments

For nearly every topic, there will be a homework assignment that will involve short-answer and problem solving type questions. Often, these questions will require you to draw graphs to illustrate your answer. I recommend you write your answers and draw your graphs by hand, scan them, and turn in an electronic copy. Alternatively, you can create graphs using software such as Microsoft Word or Dia (Dia is free software for making graphs) and then type your answers. I think making electronic graphs makes extremely nice looking homework assignments, but it is very time consuming, and I would rather have your time spent with this class be spent thinking about economics.

Drawing these graphs takes literally 5-10 seconds to do by hand, but can take more than 10 minutes to make with a computer. It could therefore be literally over 100 times more time consuming to create a graph with a computer than to do by hand. Therefore, I suggest you do your homework and exams by hand with a paper and pencil and scan them to a PDF and turn them in via the D2L dropbox. I therefore advise you have access to a scanner while taking this course. Many public libraries and college and university libraries have a scanner for their patrons to use. If you cannot find a scanner, you can alternatively take a close-up picture of each page of your homework assignment using a high resolution digital camera (about 5 mega-pixels is sufficient, this is typical for a digital camera and for smart-phone cameras), and upload the images.

There will be two or three homework assignments due each week that will be much easier if you can scan them. There will also be 2 exams, where half of the exam are short answer / problem solving questions which can also be done by hand and scanned.

Quizzes

For every topic there will be a quiz based on the reading and pencasts that you will be allowed to do within a specified 2-3 day time period (to allow flexibility in your schedule). You will be allowed two attempts at each quiz, and the higher of the two attempts will be scored as your grade. Once you begin the quiz you must finish within the next 60 minutes. You are allowed to use your textbook during the quiz and any of the resources posted on D2L. However, you must work independently on the quizzes, not consulting with any other persons whether part of this class or not. Moreover, you must not consult any Internet resources that are not included in the course. To be able to finish the quiz on time, it is wise to read the content given to you for the week, spend some time studying it, and ask questions about difficult concepts before you take the quiz.

Exams

There will be two exams. Like the quizzes, you will be allowed to do it anytime during a specified 2-3 day time period. The exams will have two parts worth equal weight, (1) a series of multiple choice questions (about 50 questions), and (2) short / answer problem solving questions which I recommend you do by hand, scan your answers, and turn in electronically. For the multiple choice section, you will be allowed **only one attempt** and once you begin the exam you **must finish within the next 120 minutes**. You are allowed to use your textbook during the exams and any of the resources posted on D2L, but it is **very strongly recommended to thoroughly read all resources and spend a significant amount of time studying for the exam. If you spend too much time during the exam looking up material you are not likely to finish within the allotted time which can result in a very low grade**. You must work independently on the exams, not consulting with any other persons whether part of this class or not. Moreover, you must not consult any Internet resources that are not included in the course.

Discussion Forums

There will be four types of discussion forums:

1. *Virtual cafe:* This is an informal discussion forum where you can casually get to know each other and discuss things not related to the class. In the first week you will be required to introduce yourself in this forum. This forum will be available throughout the semester, but further use is optional.

2. *General questions forum:* This forum is for general questions about course structure, course content, expectations about the syllabus or assignments, or any other clarifying questions for the course. Questions about course content (i.e. details about what you are learning) should *not* be in this forum. Posting to this forum is not required unless you have a question.

3. *Class content questions Forum:* One or more new discussion forums will be set up every week for the one or more topics of that week. If you have trouble understanding any of the material you can ask questions (or read answers from other people's questions) here.

4. *Assigned discussion forum:* Every week I will post one or more discussion topics that will ask you specific questions about the week's material. You will be required to post original comments on this forum and responses to your classmates posts. This is where most of our discussion will occur. Your participation in this forum is graded according to the guidelines below.

Every week you will be asked to participate in one or more discussions on the *Assigned discussion forum.* For each discussion, you must provide at least three posts. One of these posts must be an original post answering the question(s) provided and the other two must be responses to others posts. All posts should be between 50-100 words. Furthermore, each post must be placed on a different day of the week. Requiring all of us to participate on multiple days allows for a natural discussion to take place, but still allows flexibility in your schedule. Each discussion assignment will have further, more specific instructions.

Each discussion (i.e. the set of three or more posts for a single discussion assignment) will be graded on a two-point scale according to the rubric below. Failure to follow the directions above concerning number, length and type of posts will result in zero points.

Your grade for the entire discussion will equal the lowest points earned from any part of the discussion. For example, suppose all posts except one earns 2 points each for content, professionalism, and active listening, but one of your posts earns a 1 for any category such as professionalism. Your grade for the entire discussion thread is equal to 1.

Discussion Forum Grading Rubric

Category	2 Points	1 Point	0 Points
Content	Discussion posts include two or more concepts from the class readings and resources from the week *and* the concepts are correctly applied and explained.	Discussion posts include less than two concepts from the class readings and resources from the week *or* the concepts are incorrectly applied or explained.	Discussion posts do not include any concepts from the class readings.
Professionalism/Etiquette	Discussion posts clearly and unambiguously respect the others' opinions and values. All posts have complete sentences, have correct spelling and grammar with very few errors, and do not make use of common Internet abbreviations.	The wording of one or more discussion posts may be taken as disrespectful, even if that is not your intent *or* there are multiple spelling and grammar errors or unnecessary use of common Internet abbreviations.	One or more discussion posts are clearly not respectful of others in the class *or* there are many spelling and grammar errors.
Active Listening	Responses to posts clearly one or more incorporate classmates' ideas evidenced in other posts *and* responses maintain discussion continuity (no abrupt changes in topic, etc).	Content in responses to posts are related to previous posts, but do not clearly and directly incorporate the ideas of other classmates.	Responses are not related to other classmates' discussion posts and abruptly change the subject.

Disabilities

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services office (165 Murphy Library, 785-6900) at the beginning of the semester. Students who are currently using the Disability Resource Services office will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Services office. It is the student's responsibility to communicate their needs with the instructor in a timely manner.

Academic Dishonesty

I follow the policy stated University Academic Handbook with regard to cheating and academic dishonesty. The student handbook can be found online at `http://www.uwlax.edu/studentlife/eagle_eye.htm`. In the event a student is caught cheating I will pursue the harshest penalty that the University will allow, regardless of how small the offense may appear.

Topics Schedule

Below is a detailed list of topics and textbook readings for this class. As we approach each week there will be further details posted on D2L concerning pencasts, additional readings, discussions, homework assignments, and quizzes.

- Module 1: Introduction to class / introduction to each other.

- Module 2: Economics, Scarcity, and Production Possibilities (Chapters 1 and 2).

- Module 3: Supply and Demand (Chapter 3).

- Module 4: Application of Supply and Demand Market for foreign exchange (Chapter 17, pp 581-588)

- Module 5: Measuring output (Chapters 7), employment, and inflation (Chapter 8).

- Module 6: Loanable Funds Market (Chapter 9, pp 279-287).

- Module 7: Economic Growth (Chapter 9 pages 272-279 and Chapter 10, pages 304-315 and 319-320).

- Module 8: Keynesian multiplier model (Chapter 11) and Short-run and Long-run Model of Aggregate Supply and Aggregate Demand (Chapter 12)

- Module 9: Monetary system (Chapter 13) and Monetary policy (Chapter 14)