

CBM003 ADD/CHANGE FORM

COURSE CODE: 80

Undergraduate Council  
 New Course  Course Change  
Core Category: Soc/BEN Effective Fall 2008

or

Graduate/Professional Studies Council  
 New Course  Course Change  
Effective Fall \_\_

1. Department: ECON College: CLASS
2. Person Submitting Form: Rebecca Achee Thornton Telephone: x33820
3. Course Information on New/Revised course:
  - Instructional Area / Course Number / Long Course Title:  
ECON / 2305 / Macroeconomic Principles
  - Instructional Area / Course Number / Short Course Title (30 characters max.)  
ECON / 2305 / MACROECONOMIC PRINCIPLES
  - SCH: 3.00 Level: SO CIP Code: 45.0601.00 01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To more accurately reflect course content/level
5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
If Yes, please complete:
  - Instructional Area / Course Number / Long Course Title:  
\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_
  - Content ID: \_\_\_\_\_ Start Date (yyyy3): \_\_\_\_\_
6. Authorized Degree Program(s): BS/BA Economics
  - Does this course affect major/minor requirements in the College/Department?  Yes  No
  - Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No
  - Are special fees attached to this course?  Yes  No
  - Can the course be repeated for credit?  Yes  No
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
ECON / 2305 / Macroeconomic Principles
  - Start Date (yyyy3): 20033 Content I.D.: 291250
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
Cr: 3. (3-0). Prerequisites: MATH 1310 or equivalent or consent of instructor. Description (30 words max.): Aggregate economy, inflation, recession, and economic policy. Economic growth, business cycle theory, and international trade. Economics majors/minors with at least a B+ in 2301 may petition to substitute 2301 for 2305. [Credit may not be earned in both 2301 and 2305.]

RECEIVED SEP 24 2007

APPROVED NOV 14 2007

10. Dean's Signature: \_\_\_\_\_ Date: 9/21/07

Print/Type Name: Sarah Fishman

UNIVERSITY of HOUSTON

CORE CURRICULUM COURSE REQUEST

RECEIVED OCT 19 2007

Originating Department/College: Economics / CLASS

Person making request: Rebecca Achee Thornton Telephone: 713-743-3820

Dean's signature: Date:

I. General Information:

Course number and title: ECON 2305 Macroeconomic Principles

Complete catalog description (NOT required if attached to CBM 003 form):

Category of Core for which course is being proposed (mark only one):

- Communication
Communication: Writing Intensive Experiences in the Disciplines
Mathematics
Mathematics/Reasoning (IDO)
Natural Sciences
Humanities
Visual/Performing Arts Critical
Visual/Performing Arts Experiential
x Social/Behavioral Sciences
U.S. History
American Government

II. Objectives and Evaluation (respond on one or more separate sheets):

Call 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see Guidelines). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
C. Delineate how these evaluation results will be used to improve the course?

Handwritten notes: CLASS U.S.C. 10/18/07

How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.

### **Exemplary Educational Objectives:**

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

A crucial part of this course is to instruct students in the methods and tools used by economists to test theory and look to empirical evidence for economic regularities. Students are introduced to basic research methodology including an introduction to the data used by economists to measure important economic variables. In addition, students learn to use graphs to interpret the results of basic statistical analysis of data. These techniques are used throughout the course to analyze both theory and empirics in a variety of contexts.

2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.

This course presents economic theory as an evolutionary process. Thus, a historical perspective is naturally introduced. In addition, various case studies (such as the Great Depression, OPEC oil shocks, trade agreements and the World Trade Organization) are discussed throughout the semester. In this way, students are able to see the application of economic theory in various historical, social and cultural contexts.

3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues

Alternative theories are introduced in various contexts. Appropriate application of economic theory depends on identifying the nature of particular markets. Alternative theories of the formation of expectations and alternative theories on sources of market rigidities are also explored. Students learn about alternative theories of price and wage rigidity as possible explanations for business cycles. In addition, these theories are critiqued and students learn that, in fact, reality is likely to be best represented by a hybrid model that includes many elements from competing theories.

5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

Economic theories are evaluated in a variety of contexts, including various political and social structures. The influence of culture, institutions, and globalization on the economy is addressed in various contexts (eg. the behavior of the economy under fixed versus floating exchange rate systems, the analysis of alternative tax systems, gold standards versus fiat currency, The Great Depression)

6. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.

Historical evidence is frequently examined and compared with predictions made by economic theory. In cases where predictions fail to be supported by evidence, students are encouraged to use critical thinking skills to come up with various possible explanations as to why the theory fails. In some cases, new theory evolves as a result of this critical analysis. Students are then able to see how theory evolves as empirical regularities are revealed.

7. To analyze, critically assess, and develop creative solutions to public policy problems.

Policy solutions to economic problems are discussed throughout this course. Alternative tax system design, fixed versus floating exchange rates (including discussion of gold standards in historical context; Bretton Woods), trade policy, etc are all presented and critiqued. Students learn how to use economic theory to assess such policy and evaluate the costs and benefits that result. The macroeconomic influences of monetary, fiscal and trade policies are all thoroughly examined.

8. To identify and understand differences and commonalities within diverse cultures.

When applicable, case studies from various cultures are utilized to demonstrate basic economic principles as well as various policy solutions to economic problems.

*Specify the processes and procedures for evaluating course effectiveness in regard to its goals and delineate how these evaluation results will be used to improve the course?*

Each section of this course provides students with online math and graphing tutorials to help them learn the tools necessary to analyze economic models. Pre and post tests are structured around the tutorials in order to ensure students have the necessary understanding of the tools. Each test examines students understanding of how graphs are used to present information, knowledge of basic mathematics, knowledge of basic statistical measures and knowledge of basic methods used in behavioral sciences. The results of these tests are collected and tracked by individual instructors and the undergraduate director of the program. Deficiencies will be identified by reviewing these scores each semester. Once identified, problems will be addressed by improving the online tutorials as well as supplemental instruction in the classroom, if needed.

In addition, the department requires that each section administer a departmental final exam. This exam is designed by a committee of current instructors of the course. Once reviewed and approved by all instructors and the undergraduate director, the exam is administered to every section of the course. The exam is designed to assess learning in the context of the specific course objectives. The results of the exam are collected and tracked each semester by the undergraduate director. Results are provided to the department chair as well as the instructors of the course. A meeting will be held to discuss the overall results of the exam. Changes to the course will be devised to address any deficiencies identified during this discussion.

As a result of past discussions, we have already made substantive changes to this course. Specifically, each section of this course now includes standardized online practice and graded problem sets for each topic covered. These questions utilize math, graphing and critical thinking skills to test student understanding of each topic covered. After this change, there has been a noted improvement in departmental exam scores.

Basic department outline for ECON 2305 Macroeconomic Principles (individual instructors will provide more detailed syllabi per section)

### Principles of Macroeconomics: Learning Outcomes

- Students will understand basic macroeconomic terms, concepts and methodology and use them to analyze the determination of important macroeconomic variables, including income level, employment, inflation and interest rates
- Students will be able to assess the likelihood that various policy options would improve economic growth and efficiency
- Students will be able to apply economic reasoning to better understand real world policy issues (using fiscal and monetary policy options), such as unemployment, inflation and international trade

Text: N. Gregory Mankiw, Principles of Macroeconomics (4th ed) integrated with Aplia. This is an online integrated product available at [www.aplia.com](http://www.aplia.com).

RECOMMENDED: The Study Guide prepared by David R. Hakes, 4<sup>th</sup> edition.

### Topics covered in each section (and on the departmental final exam):

1. Ten Principles of Economics; Thinking like an Economist  
\*\*Reading Assignment: Appendix : graphing review\*\*
2. Interdependence & the Gains from Trade
3. The Market Forces of Supply & Demand
4. Measuring a Nation's Income
5. Measuring the Cost of Living
6. Production & Growth
7. Saving, Investment, & the Financial System
8. Unemployment & Its Natural Rate
9. The Monetary System
10. Money Growth and Inflation
11. Open-Economy Macroeconomics: Basic Concepts
12. A Macroeconomic Theory of the Open Economy
13. Aggregate Demand & Aggregate Supply
14. The Influence of Monetary and Fiscal Policy on Aggregate Demand