CBM003 ADD/CHANGE FORM

☒ Undergraduate Council ☐ New Course ☒ Course Change Core Category: WID Effective Fall 2014	or	Graduate/Professional Studies Council ☐ New Course ☐ Course Change Effective Fall 2013

1. Department: ECON   College: CLASS

2. Faculty Contact Person: Ruxandra Boul   Telephone: 33836   Email: rprodan@uh.edu

3. Course Information on New/Revised course:
   - Instructional Area / Course Number / Long Course Title:
     ECON / 3334 / Intermediate Macroeconomics

     RECEIVED OCT 12 2012

   - Instructional Area / Course Number / Short Course Title (30 characters max.)
     ECON / 3334 / INTERMEDIATE MACROECONOMICS

   - SCH: 3.00   Level: JR   CIP Code: 45.0601   Lect Hrs: 3   Lab Hrs: 0

4. Justification for adding/changing course: **To meet core curriculum requirements**

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:
     _____ / _____ / _____
   - Course ID: _____   Effective Date (currently active row): _____

6. Authorized Degree Program(s): _____
   - 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
   - Can the course be repeated for credit?   ☐ Yes ☒ No (if yes, include in course description)

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 / 3334 / Intermed Macroeconomics
   - Course ID: 19250   Effective Date (currently active row): 01/14/2008

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
   Cr: 3. (3-0). Prerequisites: General quantitative training, which can be ECON 2305, or consent of instructor.   Description (30 words max.): Rigorous introduction to the determination of aggregate output, employment, the price level and income. Includes effects of inflation, causes of business cycles determination of economic growth, impacts of monetary policy and effects of government taxation, spending and the national debt.

10. Dean's Signature: _____   Date: 10/11/12

    Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Department of Economics

Person Making Request: Ruxandra Boul   Telephone: 8326385936

Email: rprodan@uh.edu

Dean's Signature: _____   Date: 09/07/2012

Course Number and Title: Econ 3334 Intermediate Macroeconomics

Please attach in separate documents:

> X Completed CBM003 Add/Change Form with Catalog Description
>
> X Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

The broad objective of this course is to understand and intelligently discuss how the international economy works and see the reasons for macroeconomic policy proposals. Understanding this will help you judge what policies you, as an informed member of society and participant in the economy, will or will not support.

Successful completion of this course means that you will be able to:

- understand the basic macroeconomics concepts and be introduced to the long-run determination of aggregate output, employment and price level

-understand business cycles and formulate your own views on how monetary and fiscal policies will affect different economic sectors in both, the short and long run

-understand the role of government in the economy and the importance of trade and foreign exchange markets

Component Area for which the course is being proposed (check one):

☐ Communication	☐ American History
☐ Mathematics	☐ Government/Political Science
☐ Language, Philosophy, & Culture	X Social & Behavioral Science
☐ Creative Arts	X Component Area Option
☐ Life & Physical Sciences	

v.5/10/12

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

X Critical Thinking   ☐ Teamwork

X Communication Skills   X Social Responsibility

X Empirical & Quantitative Skills   ☐ Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will read an assigned article and will write a 1000 -1200 word paper about the assigned article. For this assignment, students will have to summarize the author's main points in their own words, identify and explain one or two relevant economic concepts from the text and/or lecture that they find in the article, present their personal evaluation/reaction to the article and use the relevant economic theory discussed in class to analyze the main points of the article.

In order to evaluate the critical thinking competency we will measure the following:

1. The student's ability to compare the evidence found in the article with predictions made by economic theory
2. The student's ability to use critical analysis skills to come up with various possible explanations as why the theory holds or fails

Rubric:

Weak	1	2	3	4	5	Strong

Objective 1:

Strong: Identifies the appropriate economic principles and/or theories and discusses (or describes) how they apply to the main points of the article.

Weak: Does not identify the appropriate economic principles and/or theories relevant to the main points of the article.

Objective 2:

Strong: Uses critical analysis skills to come up with various possible explanations as why the theory holds or fails .

Weak: Does not identify possible explanations of why the theory holds or fail.

Communication Skills:

In the same four page paper as above, students will demonstrate their ability to communicate effectively. We will measure the following:

1. The student's ability to identify and demonstrate clear understanding of the the main points of the article.
2. The student's ability to clearly organize his/her ideas in the summary and make no grammar mistakes.

Rubric:

| Weak | 1 | 2 | 3 | 4 | 5 | Strong |

Objective 1:

Strong: Identifies the main points and recognizes the nuances of the issues; demonstrates clear understanding of the main points of the article.

Weak: Does not identify the main points of the article, is confused about the issues, or represents the issues inaccurately or incompletely. Merely repeats the author's words without demonstrating understanding of the main points of the article.

Objective 2:

Strong: Moves fluidly from idea to idea and the grammar and style of the paper is formal and precise.

Weak: The paper is disorganized and the student's ability to communicate is hindered by his/her command of writing.

Empirical & Quantitative Skills:

Students will solve problems in the the final exam that will asses their empirical and quantitative skills. We will measure the followings:

1. The student's ability to analyze quantitative data using methods and tools used by economists.
2. The student's ability to learn to use and interpret graphs in order to analyse the economic data.

We will measure each one of these objectives using a question in the final exam.

Rubric:

Weak	1	2	3	4	5	Strong

Objective 1:

Strong: All requested values are provided and correct.

Weak: Many requested values are incorrect or not reported.

Objective 2

Strong: Correctly draws a graph and interprets important results of the analysis.

Weak: The graph is not correct and the interpretation is weak or non-existent.

Examples of questions from the final exam:
Objective 1:

1. Suppose we know that output in the economy is given by the production function: $Y_t = A_t K_t^{1/3} L_t^{2/3}$. If technology is growing at a rate of 2.5% per year, the capital stock by 1%, and the labor supply by 1%,
    a. Calculate total growth in output (Y).
    b. Calculate total growth in output per person (Y/L).
    c. Would increasing capital per worker growth (i.e. growth in K/L) cause a sustainable increase in output per person growth (i.e. growth in Y/L)? **Why/why not?**

2. Use the quantity equation, MV = PY, to answer the following questions.
Suppose velocity is constant, the growth rate of real GDP is 3% per year and the growth rate of money is 5% per year. Calculate the long run rate of inflation according to the quantity theory in each of the following cases:

    a. The baseline case
    b. Suppose the growth rate of money rises to 10% per year.
    c. Assume the baseline case for money growth, but suppose real GDP growth rises to 5% per year.

Objective 2:

1. Using the AD/AS model show (and **explain the full process**) what happens when a central bank permanently **raises** their long run target for inflation ($\bar{\pi}$). Assume the economy starts off producing at potential output levels.

Please note that points will be deducted if you do not use the correct labels for the graphs

2. Use the full short run model (<u>IS/MP and Philips curve</u>) to show what happens in an economy after it suffers a large positive shock to demand. Consumers become <u>optimistic</u> about the state of the economy and future productivity growth.
Please note that points will be deducted if you do not use the correct labels for the graphs.

      a. Starting off with current output equal to potential output, draw the model graphs and show what happens. Be sure to explain what happens to output, employment and inflation.
      b. If the central bank wanted to use monetary policy to address the above economic problem what should they do? Explain briefly.

Teamwork:

Click here to enter text.

Social Responsibility:

In the same four page paper students will demonstrate their social responsibility competency. We will measure the following:

1. The student's ability to see the application of economic theory in various historical contexts.
2. The student's ability to understand the factors that lead to the differences among various countries and the ways to diminish these differences.
(We will choose one objective depending on the assigned article's subject)

Rubric:

Weak	1	2	3	4	5	Strong

Objective 1

Strong: Clearly describes how economic theory can be applied in various historical contexts.

Weak: Does not understand how economic theory can be applied in various historical contexts.

Objective 2

Strong: Is able to identify the factors that lead to differences among countries and describes various ways to diminish these differences.

Weak: Does not identify the factors that lead to differences among countries and does not describe the ways to diminish these differences.

Personal Responsibility:
Click here to enter text.

Will the syllabus vary across multiple section of the course?   x Yes   ☐ No
If yes, list the assignments that will be constant across sections:

- The writing assignment will be constant or very similar across sections
- There will be similar questions in the final exam across sections that will measure the quantitative and empirical skills.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.
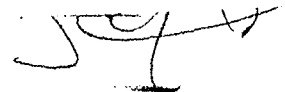
The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _Troy Bennefield for David_

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University of Houston

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ECON 3334: Intermediate Macroeconomics
Spring 2012

Class Time: MW 1:00 – 2:30 pm
Location: M 115
Office Hours: Tuesday 1:00 - 3:00 pm, or by appointment (via email)
Section: 20973

TA contact information: Michael Clark, office M242, by appointment only
Email: mwclark@uh.edu (please write your name and course number)

Course Description:

Macroeconomics studies the economy as a whole, looking beyond individual markets to examine the impact of policies and economic shocks at the national and international levels. In this course, we will build upon the foundations learned in the Principles of Macroeconomics course, exploring macroeconomic models in greater depth and mathematical rigor. The course is divided into three sections. We look at the determinants of long-run economic growth, exploring why some countries grow faster than others and we analyze the long-run trends for unemployment and inflation. We then examine short run fluctuations in the economy from both, a domestic and an international perspective. Finally we focus on a few applications related to government, trade and exchange rates.

Learning Outcomes:

The broad objective of this course is to understand and intelligently discuss how the international economy works and see the reasons for macroeconomic policy proposals. Understanding this will help you judge what policies you, as an informed member of society and participant in the economy, will or will not support. Successful completion of this course means that you will be able to:

- understand the basic macroeconomics concepts and be introduced to the long-run determination of aggregate output, employment and price level.
- understand business cycles and formulate your own views on how monetary and fiscal policies will affect different economic sectors in both, the short and long run
- understand the role of government in the economy and the importance of trade and foreign exchange markets

Course Requirements:

Prerequisite: General quantitative training, which can be ECON 2305, or consent of the instructor.

Required Text: Jones, Charles I., Macroeconomics, 2nd edition.

Information for this course is available at www.uh.edu/blackboard. You are expected to check here throughout the semester for any changes to the calendar. These changes will also be announced in class.

Exams: There will be **two midterm exams**. The exams will be closed-book, closed-notes. There is **no make-up exam unless a student has been involved in an accident (proof from the police) or has been seriously ill and shows proof from the doctor/hospital.** Unapproved absence from any exam counts as a zero. It is the professor's decision whether the student can take the exam, after showing the required proof. Contact me ASAP before/after a missed exam and we can discuss options. The **final comprehensive exam** is optional. It can replace a midterm exam (either a "0" or a low grade).
All exams and homeworks are covered by the Honesty code of the University of Houston (see Student Handbook at http://www.uh.edu/dos/publications/handbook.php).

Homeworks: 3 homeworks will be assigned during the semester. Completing the homework is an important part of the course, and will help you better understand the course material. Each homework set turned in must be a unique and original homework set consisting of only your work. **All homeworks are mandatory. They are due at the beginning of class on the due dates listed. No late assignments are accepted. Original hard copies of homeworks are required; no electronic submissions will be accepted.** Your handwriting has to be eligible; if I am not able to clearly understand what is written then you will receive no credit for the particular section(s) that are illegible. Graphs that are not properly drawn will receive no credit (clearly labeled axes and curves).

WRITING ASSIGNMENT: For this Writing in the Disciplines course, the writing assignments will teach students to use the shared writing conventions, practices and methods of citation of (this discipline). You will be required to complete one graded 1000-1200 word writing assignment for this course. This will be based on an assigned article. This assignment will be graded on the quality of writing as well as the quality of your analysis. You will have to summarize the author's main points in your own words. Please be aware that using exact sentences (without quotation marks) from the article in your paper is plagiarism. It is ok to use quotes sparingly, but you should concentrate on describing the main points of the article in your words. A helpful hint: you may want to assume you are explaining the article to a friend who has never taken any economics courses. Any information you use from outside sources must be cited in your paragraph, via footnote, or via bibliography.
1. Identify and explain two or three relevant economic concepts from our text and/or lecture that you find in the article.
2. Present your personal evaluation/reaction to the article.
3. Use the relevant economic theory (i.e. model) that we discussed in class to analyze the main points of the article.

Format your article summary as follows:
- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible 12 pt. font like Times New Roman or Courier.
- Set the margins of your document to 1 inch on all sides. Indent the first line of a paragraph one half-inch (five spaces or press tab once) from the left margin.
- I will provide a grading rubric. Attach the grading rubric to the front of your article summary. At the top right hand corner of the rubric, write your name and "Article Summary #x" where x is the article summary number.

This class satisfies the core curriculum writing in the disciplines requirement. This means that I am required to grade ALL of your assignments partly based on grammar and composition. Part of this will be done through short answer/essay/problem sections on exams and problem sets. You should consider ALL correspondences in this class as part of this requirement and all communication (including email) is

expected to be formal and grammatically correct. I will not respond to email communications that are written in sentence fragments with no punctuation.

In class quizzes: You will take 8 short in class quizzes. **They are not announced** and there are **no make-ups** for the in-class quizzes, under any circumstances. For each quiz, you can earn a maximum of 10 points that you can add to the homework score.

Grades will be calculated as follows:

Midterm Exam 1   – 30%
Midterm Exam 2   – 30%
3 Assignments   – 30%
Writing assignment –10%
8 in-class quizzes (bonus points)

If you choose to take the optional comprehensive final exam, I will calculate grades as follows:

Highest Midterm Score – 30%
Final Exam   – 30%
3 Assignments   – 30%
Writing assignment   – 10%
8 in-class quizzes (bonus points)

I follow the standard grade scale (93-100 is A, 90-92 is A-, 87-89 is B+ and so on). However, there may be adjustment (curve) of the grade distribution at the end of the semester. Do not ask me to curve individual homeworks or exams.

Course Calendar: All due dates are listed on the WebCT course calendar. These dates are subject to change, so be sure to check the course web page regularly.

Important Class Information

- I will hand back graded exams and post solutions on WebCT as soon as possible. If you do not bother to read these solution or attend class then do not come to me for the answers, how to determine your grade, or any other exam related questions.
- If you miss a class, you are expected to get material from another student in the course. If you work and your job is such that you are unable to attend lectures, then you should not be enrolled in this course. I will not give any information over the phone or email that you would have known had you attended class or read the web page or syllabus information.
- GRADES ARE NOT NEGOTIABLE. Do not contact me after the final semester grades have been posted asking me to change your grade for any reason. [Of course, if you believe your grade was posted erroneously by all means DO contact me.] THERE IS NO INDIVIDUALLY ASSIGNED EXTRA CREDIT FOR THIS CLASS.

Study Suggestions: This course is likely to be more difficult than many of your other classes. It generally requires more studying than most, and you must strive for a solid understanding of the material. The course is, by nature, comprehensive, and poor performance early on will lead to poor performance throughout the semester. It is a good idea to study in pairs or groups. Make new friends and exchange phone numbers and names early in the semester. I encourage all students to visit the UH Writing Center for assistance in developing your writing skills. This is an important part of your career development, and

the Center is able to assist students in a variety of ways. Visit them at http://www.uh.edu/writecen/ to learn more. The most useful study skill for me in graduate school was re-writing my notes. After lecture, go home and go through your notes; re-write them in your own words so that you will understand them when you go back to study. If there are things you don't understand you should FIRST look to the textbook for clarification. If you still have questions, write them down in the margin of your notes and bring them to class, office hours or appointment to ask me. Please do NOT come to me for help without a set of specific questions. "I don't understand anything at all" is not a specific question, especially if you have not bothered to read the textbook or study class notes beforehand.

Course Outline

Introduction
Measuring the Macroeconomy
An Overview of Long-Run Economic Growth
A Model of Production
The Labor Market, Wages, and Unemployment
Inflation
Midterm Exam 1 (chapters 1, 2, 3, 4, 7 and 8)
An Overview of the Short Run
The IS Curve
Monetary Policy and the Phillips Curve
Stabilization Policy and the AS/AD Framework
The Global Financial Crisis and the short run model: overview
The Government and the Macroeconomy
Exchange Rates and International Finance
Midterm Exam 2 (chapters 9, 10, 11, 12, 13, 14, 17 and 19)
Comprehensive Exam (Optional)