Economics 2020-90  
Principles of Macroeconomics  
Fall 2019  
Online

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Skype/IM/Canvas Conference Office Hours: By appointment (email)

About this course
This is an online course, which does not meet in-class. Please read for additional information, and visit the department’s page on online classes. This course has no prerequisites; however, a basic understanding of algebra is expected.

Required Textbook
Karl E. Case, Ray C. Fair and Sharon M. Oster, Principles of Macroeconomics, 12th edition, Pearson Prentice Hall. The textbook can be purchased from the university’s bookstore.

Complementary Materials
Various blogs, magazines and newspaper articles that focus on macroeconomic issues. As I find interesting articles for you to read I will post them on Canvas.

Course Description
This course introduces students to essential macroeconomic principles and core macroeconomic theories. The focus is on understanding the workings of three markets of a modern economy: the goods market, the money market and the labor market. The goal is to learn how to think critically about the economy using formal tools such as algebraic and statistical models. Hence, we will be making use of a fair share of our knowledge of basic algebra and calculus as well as graphs and statistical indicators. Discussions of contemporary macroeconomic policy and extensive references to current economic issues faced by the US and global economies will be one aspect of class instruction. A successful student will become, by the end of the semester, familiar with current debates on fiscal and monetary policy, fiscal deficits and the global economy. To this end, you will be asked to read articles from economic journals and newspapers such the Financial Times or the Wall Street Journal.

Course Outcomes
At the end of the course, a successful student will be able to:
1. Explain essential economic principles, main macroeconomic concerns and know how to calculate basic macroeconomic indicators.
2. Explain essential economic principles that underlie the workings of the goods market, the money market and the labor market in a modern economy.
3. Analyze the mechanism and channels through which fiscal and monetary policies affect the macroeconomy.
4. Evaluate and synthesize current economic debates on macroeconomic policy intervention.
5. Use simple macroeconomic models to analyze an economy and to derive the effects of exogenous shocks on output, employment and the price level.
6. Explain different perspectives in macroeconomics.

**Teaching and Learning Methods**
This is an online class. All requirements can be fulfilled online; we will use Instructure/Canvas (https://utah.instructure.com). Multiple choice quizzes, essays, projects and discussion assignments facilitate learning. Interaction among students and with the instructor will be fostered, in order to create a dynamic learning experience.

**Course Schedule and Outline**

<table>
<thead>
<tr>
<th>Date /Week</th>
<th>Topic/Chapters</th>
<th>Canvas Modules</th>
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</thead>
<tbody>
<tr>
<td>Aug. 19</td>
<td>Introduction to economics (chapters 1, 2 and 3)</td>
<td>Module 1</td>
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<tr>
<td>Week 1:</td>
<td>Introduction to macroeconomics (chapters 5, 6, and 7)</td>
<td>Module 2</td>
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<tr>
<td>Aug. 26</td>
<td>Aggregated expenditure and equilibrium output (chapter 8)</td>
<td>Module 3</td>
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<tr>
<td>Sep. 2 &amp; Sep. 9</td>
<td>The government and fiscal policy (chapters 8 and 9)</td>
<td>Module 4</td>
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<td>Weeks 3 &amp; 4:</td>
<td>Money, the Federal Reserve and the interest rate (Chapter 10)</td>
<td>Module 5</td>
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<tr>
<td>Sep. 16 &amp; Sep. 23</td>
<td>Midterm Exam</td>
<td>Module 6</td>
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<tr>
<td>Weeks 5 &amp; 6:</td>
<td>The AS-AD model (chapters 11 and 12)</td>
<td>Module 7</td>
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<tr>
<td>Sep. 30 &amp; Oct. 14</td>
<td>The labor market (Chapter 13)</td>
<td>Module 8</td>
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<tr>
<td>Week 13:</td>
<td>Alternative Views in Macroeconomics (Chapter 17)</td>
<td>Module 9</td>
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<tr>
<td>Nov. 25</td>
<td>Refer to Canvas</td>
<td>Module 10</td>
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</table>
Week 15: Preparing for the final exam

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

Last day to add, drop, audit, and elect CR/NC: Friday, August 30

The midterm exam will be held during the week of October 21st through October 25th. The final exam will be held during the University exam week which is scheduled for December 9 through December 13. Both exams will be held at the University testing center (https://testingcenter.utah.edu) or, if you are off-campus, at an approved testing center.

We will start with an introduction to economics and macroeconomics based on chapters 1 through 7 (we will not cover chapter 4). The substance for this course is covered by chapters 8-13 in Part III of the textbook (chapters 8-14 if you are using an earlier edition) and by chapter 19 in Part V. We will spend most of the time this semester working on these core chapters. Following the core material and depending on the available time we will move on to specific topics in macroeconomics and particularly to chapter 14 and chapter 17 which is a review of main perspectives in macroeconomics.

Requirements and grading
It is your responsibility to follow emails and announcements sent through Canvas, and to stay up to date with the deadlines and course materials. The grade breakdown for this class is as follows:

1. Chapter quizzes make up 30% of your final grade.
2. Two exams -- a midterm and a final exam -- contribute another 30% of your final grade.
3. Projects add 25% to your final grade. Projects will include data work, short essays and participation into discussions threads which will be graded on substance.
4. Assignments add the remaining 15%. Keep in mind that some of these assignments earn participation credit for meaningful contributions (such as some discussion threads and selected exercises).

Late assignments and exam policy
All assignments will be administered through Instructure/Canvas (https://utah.instructure.com). The system is set up such that no answers can be submitted after the deadline. In other words, no late assignments, exams, or projects will be accepted. To pass the class you must be on top of these due dates, all of which will be posted in your class calendar. Active, regular participation is crucial for success in this class!
Grading
Grades are not curved but will follow an absolute scale according to the university's requirements:
93% and above A+, 90% - 92% A-, 86-89%B+, 82-85%B, 79-81%B-, 76-78% C+, 73-75% C,
70-72% C-, 67-69% D+, 64-66% D, 60-63% D-, <60 F

COURSE POLICIES
Canvas Notification Preferences
Please make sure your Canvas notification preferences are set so that you will receive
course announcements ASAP or Daily (click the appropriate link to set your preference on
canvas). Make sure to check in frequently throughout any given week: it is your
responsibility to be on top of deadlines! To have a positive learning experience, and to
succeed in this course, you must be constantly engaged with the material, peers, and
instructor through Canvas.

Instructor Feedback / Communication
I will be on canvas several times a week to follow up on any discussion questions. Please
allow 48 hours for turnaround time on questions, requests, or feedback. Virtual office
hours, as well as face-to-face meetings, can be arranged by appointment.

University Policies
The Americans with Disabilities Act
The University of Utah seeks to provide equal access to its programs, services, and
activities for people with disabilities. If you will need accommodations in this class,
reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin
Union Building, (801) 581-5020. CDS will work with you and the instructor to make
arrangements for accommodations. All written information in this course can be made
available in an alternative format with prior notification to the Center for Disability
Services.

University Safety Statement
The University of Utah values the safety of all campus community members. To report
suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS
(801-585-2677). You will receive important emergency alerts and safety messages
regarding campus safety via text message. For more information regarding safety and to
view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which
Includes sexual orientation and gender identity/expression) is a civil rights offense subject
to the same kinds of accountability and the same kinds of support applied to offenses
against other protected categories such as race, national origin, color, religion, age, status
as a person with a disability, veteran's status or genetic information. If you or someone you
know has been harassed or assaulted, you are encouraged to report it to the Title IX
Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building,
Faculty and Students' Responsibilities

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

Nondiscrimination and Accessibility Policy

The University of Utah does not discriminate on the basis of race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender identity/expression, genetic information or protected veteran’s status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the University’s Title IX/ADA/Section 504 Coordinator:
Director, Office of Equal Opportunity and Affirmative Action
201 South Presidents Circle, Rm.135
Salt Lake City, UT, 84112
801-581-8365 (voice/tdd)
801-585-5746 (fax)
https://oeo.utah.edu

Other University policies such as harassment, withdrawal, and the student grievance process can be found at the website of the registrar.
https://registrar.utah.edu/handbook/

Undocumented Student Support Statement

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with
and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Wellness Statement
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Center
If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center
The LGBT Resource Center offers Gender and Sexuality (formerly Safe Zone) trainings for faculty, staff and instructors at the U. You can also schedule one for your office or Department. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. For more information about trainings/ workshops, panels and suggesting on how to ask about personal pronouns and preferred student names please go to: http://lgbt.utah.edu/lgbtrc-programs/trainings.php. If you plan to indicate that your classroom is a safe zone, please attend one of these trainings.

Learners of English as an Additional Language
If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Students can find the full Student Code of Conduct and Accommodation Policy at:
- Student Code: http://regulations.utah.edu/academics/6-400.php
- Accommodation Policy (see Section Q): http://regulations.utah.edu/academics/6-100.php

Important to remember