Contact Information
Instructor: Vladimir Dashkeev
Email: dashkeev (at) …
Office Hours: Pigott 508, MW, 1 pm – 2 pm, or by appointment. To make an appointment, please email me at least one day in advance.

Course Meetings
MWF, 2:05 am – 3:30 pm, Pigott 204.

Course Website
Announcements, lecture notes, assignments, etc. will be posted on Canvas at seattleu.instructure.com/courses.
Canvas works best with Chrome and Firefox browsers, but has compatibility issues with Safari.

Textbook
Gregory N. Mankiw, Macroeconomics, 9th edition. Older editions, 5th through 8th, are acceptable.

Course Summary and Objectives
Macroeconomics studies aggregate economic activity, which affects decisions of households, businesses, and policymakers. This course analyzes domestic and international economic events through the lens of macroeconomic theory. Special attention is paid to the differences between short-run and long-run analyses.
The course objective is to create informed decision makers who are able to use analytical tools to understand the current macroeconomic developments and foresee their implications for private and public sectors. The course features include economic modeling, analysis of data, and critical evaluation of policy. It serves as an intermediate macroeconomics course for economics majors and minors.

The course consists of four modules:
1. Language
   a. Review of general ideas applicable to macroeconomic analysis.
   b. Review of macroeconomic definitions and data that serve as building blocks for macroeconomic models.
2. Short Run: Business Cycles
   a. Study of selected macroeconomic models, with a focus on business fluctuations and government policies.
   b. Application of ideas and models studied earlier in the course to macroeconomic problems the United States has faced in the past and/or is challenged with presently.
3. Long Run: Economic Growth
4. Open Economy Macroeconomics
   a. Review of the terminology and data of the open economy.
   b. Extension of the models studied earlier in the course to the open economy.
   c. Application of the open economy models to global economic events.
Grading
Performance in this class is measured by the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam: short essay and problem solving exercises</td>
<td>38</td>
</tr>
<tr>
<td>Final Exam (non-comprehensive): short essay and problem solving exercises</td>
<td>38</td>
</tr>
<tr>
<td>4 Problem Sets: problem solving exercises</td>
<td>24</td>
</tr>
</tbody>
</table>

I reserve the right to assign participation points. To meet the Albers School of Business and Economics requirements, grades will be curved.

Note: to succeed in this course, I expect you to do the readings indicated in the schedule before the class meetings.

Tutoring Services
I suggest attending tutoring services regularly, for example to work on the current material and/or to review your exam performance. You can schedule the initial (formal) screening and, next, the actual tutoring sessions at https://www.seattleu.edu/learning-assistance/tutoring-services. Do not procrastinate, as the appointment slots fill up fast. The information about your attendance of these services is sent to me directly and I take it into account when calculating your final grade.

Academic Integrity
Since group work is an important part of your learning experience, I strongly encourage you to review the course material with your classmates and work on problem sets in study groups. However, each of you should write and submit your own answers. Copy-pasting will give you no credit. Cheating on the exams will result in failure.

Use of electronic devices
Electronic devices, such as laptops or tablets, will be allowed in class for educational purposes. You are welcome to follow my lectures using course slides and/or take notes on your device. However, I reserve the right to ask you to put your device away if I feel this privilege is abused. Please refrain from using cell phones, graphing calculators, laptops, or tablets on exams. Four-function and scientific calculators are fine.

Support for students with disabilities
If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.
Nondiscrimination Policy
Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit https://www.seattleu.edu/equity. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (oie@seattleu.edu; (206) 296-2824).

Academic Resources
- Academic Integrity Tutorial
  https://www.seattleu.edu/academicintegrity
- Library and Learning Commons (Includes Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
  http://www.seattleu.edu/learningcommons

Academic policies on Registrar website
- Academic Integrity Policy
- Academic Grading Grievance Policy
  https://www.seattleu.edu/registrar/academics/performance
<table>
<thead>
<tr>
<th>Schedule (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting the class. Overview of the course.</td>
</tr>
<tr>
<td><strong>Module 1. Language</strong></td>
</tr>
<tr>
<td>1. Week of Apr 1</td>
</tr>
<tr>
<td>2. Week of Apr 8</td>
</tr>
<tr>
<td>3. Week of Apr 15</td>
</tr>
<tr>
<td>4. Week of Apr 22</td>
</tr>
<tr>
<td>5. Week of Apr 29</td>
</tr>
<tr>
<td>6. Week of May 6</td>
</tr>
<tr>
<td>8. Week of May 20</td>
</tr>
<tr>
<td>9. Week of May 27</td>
</tr>
<tr>
<td>10. Week of June 3</td>
</tr>
<tr>
<td>11. Week of June 10</td>
</tr>
</tbody>
</table>