PRINCIPLES OF MACROECONOMICS
ECON 2130– Fall 2019

INSTRUCTOR: Dr. Meenakshi Rishi
OFFICE HOURS: Tuesdays and Thursdays 1 pm till 3 pm. Additional hours available by appointment
OFFICE LOCATION: Pigott 518
TELEPHONE: 296-2078
EMAIL: rishim@seattleu.edu

COLLEGE MISSION STATEMENT
Inspired by the Jesuit traditions of academic excellence, education for justice, and service to others, we are committed to providing an integrated business education for ethical and socially responsible leadership.

COURSE CATALOG DESCRIPTION:
Organization, operation, and control of the American economy in its financial and socio-political settings; problems of inflation, unemployment, taxation, the public debt, money, and banking growth.

TEXT:
- The most affordable option for your course materials for this class is a subscription to Cengage Unlimited for $119.99
This means:
- Access to all digital homework platforms (such as MindTap) and Access to partners like Chegg, Quizlet, Kaplan, and more
- $7.99 bound-book print rentals when you are using the digital homework platform (such as MindTap)
- You can use your financial aid towards purchasing a subscription as well.

COURSE PREREQUISITE: None

COURSE OBJECTIVES:
The basic objective of this course is to develop an understanding of the macroeconomic behavior of the U.S economy. We will deal with such topics as unemployment, inflation economic growth and stability, and fiscal and monetary macro-economic policies. Most of the course will be taken up developing an analytical framework for analyzing current macroeconomic problems and evaluating alternative macro-economic policies. It is hoped that students will finish this course equipped to participate in discussions of macroeconomic policy and prepared to take higher level courses in economics.

COURSE CONTENT:
- Schedule is subject to change depending on the availability of time for each topic
- Relevant powerpoints will be posted on CANVAS. Please read them before you come to class.

1 I understand you lead very busy lives and have jobs on and off-campus. But, keep in mind that getting an education is your primary job. Please adjust your outside class commitments accordingly.
2 Email etiquette: https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay
Week 1 (09/26)  Chapters 1, 3, 4
Introduction: What is Economics?

Week 2 (10/03)  Scarcity and Choice; Demand and Supply
Chapter 5: Introduction to Macroeconomics
No Class on 10/03- Mass of Holy Spirit. Homeworks due!
Homework 1: Test Yourself Chapter 4 Problems 3, 4, 6, and 8

Week 3 (10/10)  Chapter 6: Goals of Macroeconomic Policy (growth, Unemployment)
Chapter 6: Inflation and measurement of Inflation
Homework 2: Test Yourself Chapter 6 Problems 1, 2, 3, 5

Week 4 (10/17)  Chapter 7: Economic Growth: Theory & Policy
Test 1 in Class- October 17th
Homework 3: Test Yourself Chapter 6 (Appendix) Problems 3, 4, and 5

Week 5 (10/24)  Chapter 8: Aggregate Demand and the Powerful Consumer
Chapter 9: Demand Side Equilibrium: Unemployment or Inflation
Homework 4: Test Yourself Chapter 8 Problem 2. Ch 8 Appendix – Problem 1

Week 6 (10/31)  Test 2 in Class- October 29th
Chapter 9: Demand Side Equilibrium: Unemployment or Inflation
Chapter 9: Appendix A. Algebra of Income determination
Homework 5: Test Yourself Chapter 9 (Appendix A) Problems 1-3

Week 7 (11/07)  Chapter 10: Supply-side Equilibrium: Unemployment and Inflation
Chapter 11: Managing Aggregate Demand- Fiscal Policy
Homework 6: Test Yourself Chapter 11 (Appendix B) Problems 1-2

Week 8 (11/14)  Chapter 12- Money and the Banking System
Chapter 13: Monetary Policy – Conventional and Unconventional
Homework 7: Test Yourself Chapter 12 Problems 1-2

Week 9 (11/21)  Test 3 in Class- November 19th
Homework 8: Test Yourself Chapter 13 Problems 1, 4 (a. and b.)

Thanksgiving Break: November 27th- November 30th

Week 10 (12/05)  Chapter 16: Budget Deficits in the Short and Long Run contd.

FINAL EXAMINATION:  Wednesday December 11th. 10:00 am-11:40 am

IMPORTANT: No make-up examinations will be offered without approval of the instructor prior to the scheduled examination date. I do not accept last minute voice mails/ e-mail excuses on the day of the assessment. Please note that no exams will be submitted to the Learning Center without prior written notification.
CLASSROOM ENVIRONMENT: Ultimately, we are all responsible for creating an environment in which everyone can learn and feel enriched by our time together. With this collaboration as a goal, full participation means that all of us make the effort
1. To share our own thoughts, reflections, and questions about the course topics;
2. To listen to one another and create space for others to share;
3. To speak and behave respectfully toward everyone who enters our learning environment;
4. To prepare for each class session by completing all assigned readings and other assignments;
5. To engage authentically in the activities, we do in class. **So, Cell Phones must be turned off in class.**
6. No texting is permitted. **Laptops are not allowed in class unless medically mandated.**
7. To allow our fellow learners to avail themselves of our expertise;
8. To ask for help when it is needed and encourage others to do the same; and
9. To arrive on time to class and be in attendance for each session. If you are not going to be in class please let the instructor know beforehand via e-mail. Bio Breaks can be taken during the scheduled break. It is disruptive to leave the classroom while class is in session.

I welcome your constructive feedback along the way and seek to be a flexible guide, mentor, and facilitator. And, like you, I look forward to learning much in our collective space.

Assessment:
- There three tests and one non-comprehensive Final. **I will drop your lowest grade on the tests including the Final.** All tests and the Final are 100 minutes long. These will constitute 75% of your grade
- **Homework Assignments** (HW) will constitute 15% of your grade. These consist of exercises and problems from the Test Yourself portions of the text. HW will be graded for completeness and not correctness. All HW problems are due when announced in class. You can collaborate on HW, but make extra copies of the homework for your own records because collected homework will not be returned. HW will be graded for completeness and not correctness. **Late or incomplete homework will NOT be accepted, and deficient homework will cost you HW points.**
- All class power points will be loaded on CANVAS. Please read the chapter assigned for the week before you come to class.
- You will be expected to participate actively in discussions based on the assigned chapters and readings. 10% of your grade comes from participation.
- **More than ONE unexcused absence will result in grade penalties.** 2 or more unexcused absences will result in a minimum loss of 50% of your participation points.
- **If you are not going to be in class, please let the instructor know beforehand via e-mail. Tardiness will also cost you participation points.**
- Attendance will be taken time to time. Class attendance is necessary but not enough for full credit.

GRADING: Your course grade will be determined by your relative performance in class as follows

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**Academic Resources:**

- Library and Learning Commons (http://www.seattleu.edu/learningcommons/) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

**Academic Policies on Registrar website** (https://www.seattleu.edu/redhawk-axis/academic-policies/)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

**Notice for students concerning 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.

**Notice Regarding Religious Accommodations:**

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF).

**Office of Institutional Equity:** 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 (email: oie@seattleu.edu; phone: 206.296.2824) University Resources and Policies.
Dear College Student,

If your professor has sent you a link to this page, two things are likely true. First, you probably sent an email that does not represent you in a way you would like to be represented. Second, while others might have scolded you, mocked you or despaired over the future of the planet because of your email, you sent it to someone who wants to help you represent yourself better.

In part, because only a click or swipe or two separate emails from Facebook, Twitter, Instagram and texting, the lines between professional emails and more informal modes of writing have become blurred, and many students find the conventions of professional emails murky. We think we can help sort things out.

In the age of social media, many students approach emailing similar to texting and other forms of digital communication, where the crucial conventions are brevity and informality. But most college teachers consider emails closer to letters than to text messages. This style of writing calls for more formality, more thoroughness and more faithful adherence (sometimes bordering on religious adherence) to the conventions of Edited Standard Written English -- that is, spelling, punctuation, capitalization and syntax.

These different ways of writing are just that -- different ways of writing. The letter approach to emails is not always and forever better (or worse) than the texting approach. Knowing how and when to use one or the other -- based on why you are writing and whom you are writing to -- makes all the difference. So, if you use emojis, acronyms, abbreviations, etc., when texting your friends, you are actually demonstrating legitimate, useful writing skills. But you aren’t if you do the same thing when emailing professors who view emails as letters.
Effective writing requires shaping your words according to your audience, purpose and genre (or type of writing, e.g., an academic email). Together these are sometimes called the rhetorical situation. Some of the key conventions for the rhetorical situation of emailing a professor are as follows:

1. **Use a clear subject line.** The subject “Rhetorical Analysis Essay” would work a bit better than “heeeeelp!” (and much better than the unforgivable blank subject line).

2. **Use a salutation and signature.** Instead of jumping right into your message or saying “hey,” begin with a greeting like “Hello” or “Good afternoon,” and then address your professor by appropriate title and last name, such as “Prof. Xavier” or “Dr. Octavius.” (Though this can be tricky, depending on your teacher’s gender, rank and level of education, “Professor” is usually a safe bet for addressing a college teacher.) Similarly, instead of concluding with “Sent from my iPhone” or nothing at all, include a signature, such as “Best” or “Sincerely,” followed by your name.

3. **Use standard punctuation, capitalization, spelling and grammar.** Instead of writing “idk what 2 rite about in my paper can you help??” try something more like, “I am writing to ask about the topics you suggested in class yesterday.”

4. **Do your part in solving what you need to solve.** If you email to ask something you could look up yourself, you risk presenting yourself as less resourceful than you ought to be. But if you mention that you’ve already checked the syllabus, asked classmates and looked through old emails from the professor, then you present yourself as responsible and taking initiative. So, instead of asking, “What’s our homework for tonight?” you might write, “I looked through the syllabus and course website for this weekend’s assigned homework, but unfortunately I am unable to locate it.”

5. **Be aware of concerns about entitlement.** Rightly or wrongly, many professors feel that students “these days” have too strong a sense of entitlement. If you appear to demand help, shrug off absences or assume late work will be accepted without penalty because you have a good reason, your professors may see you as irresponsible or presumptuous. Even if it is true that “the printer wasn’t printing” and you “really need an A in this class,” your email will be more effective if you to take responsibility: “I didn’t plan ahead well enough, and I accept whatever policies you have for late work.”
6. Add a touch of humanity. Some of the most effective emails are not strictly business -- not strictly about the syllabus, the grade, the absence or the assignment. While avoiding obvious flattery, you might comment on something said in class, share information regarding an event the professor might want to know about or pass on an article from your news feed that is relevant to the course. These sorts of flourishes, woven in gracefully, put a relational touch to the email, recognizing that professors are not just point keepers but people.

We hope that these rules (or these and these) help you understand what most professors want or expect from academic emails. Which brings us back to the larger point: writing effectively does not simply mean following all the rules. Writing effectively means writing as an act of human communication -- shaping your words in light of whom you are writing to and why.

Of course, you won't actually secure the future of the planet by writing emails with a subject line and some punctuation. But you will help your professors worry about it just a little less.

With wishes for all the best emails in the future,

PTC and CHM