

**Economics 576.01W-02W**  
**Macroeconomics for Managers**  
**Spring 2019**  
**Syllabus--Preliminary**

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**Campus/Commerce Office Hours:** Tues & W 9:30 – 11:30 and by appointment

**ABOUT THE COURSE** - GENERAL FOCUS: Macroeconomics deals with the **aggregate** level of economic activity. Macroeconomic Theory and Policy focuses on several central questions:

- 1) What can we (reasonably) expect of the macroeconomy? (U.S. national economic objectives)
- 2) How do we evaluate performance on the macro level? (metrics, measuring and assessing)
- 3) What makes the economy tick (or fail to tick)? (theory of income determination)
- 4) What happens when the macroeconomy fails to perform up to par? (business cycle)
- 5) Can we/how can we make the economy tick more smoothly? (monetary & fiscal policy)

**REQUIRED TEXT:** There is not a required text. Required materials will be posted in DocSharing at the eCollege course website or else a link will be provided. For background and review purposes, **if needed**, I recommend a basic Macro principles text such as McConnell, McConnell-Brue, or McConnell-Brue-Flynn. (It's a McGraw-Hill text. There are now more than 20 editions of the text and the particular edition you consult is not important.) For those who like to have an intermediate level macro text for reference purposes I recommend Macroeconomics: Policy and Practice by Frederic Mishkin (and again, multiple editions)

**Nature of the Course/Material**

Keep in mind that Economics 576 is a graduate level course in aggregate economics. Macroeconomic Principles (or Econ 501) is a prerequisite for Economics 576. Please note that the concept of "prerequisite" is not about a check mark—it has to do with one's background regarding preparedness to handle the material. You should have a general familiarity with and understanding of the basic terminology and tools of macroeconomic analysis before you start this course. It is important that you not start the course already behind. In case you have not taken any economics in several years, or if your course in macroeconomics was an institutional/non-analytical course, it would serve you well to check a modern principles text to update yourself on what is included in a macro principles course. Additionally, since macroeconomics is, to a high degree, about relationships between different variables and responses to autonomous changes, shocks and/or policy changes in the economy, we will spend some time on so-called multipliers. Multipliers are about numbers. Consequently, we will use some very elementary algebra to analyze the concept. This will not be more advanced than a high school, first level course in algebra. And while you will not be required to solve complex algebra problems, **you will need to be able to follow and understand material that is low-level algebra based**. If you are uncomfortable with the idea that the course will involve some elementary algebra, I recommend that you review a bit before the course begins.

It is imperative that you do the readings, study, turn in assignments and take tests on schedule. Keep in mind that Economics 576 is a graduate level economics course, and the performance requirements will be commensurate with same.

**Webinars:** A Webinar is scheduled for each Wednesday, January 16 through May 8, 2019 from 6:30 pm to 8:30 pm, Central Time. For details concerning connectivity requirements and procedures see “Technical Stuff” below. It is strongly recommended that you participate in the webinar sessions. However, in case you are unable to participate at the scheduled time, the Webinars will be recorded and you can access it (again: access details to follow) at any time after it is completed. **In case you do miss a webinar, it is important that you access the recorded session as soon afterward as possible—sooner is preferable to later.** The purpose of the Webinars is to provide perspective relative to the material, to focus on and emphasize major topics and concepts, and to answer questions on the material.

**Assignments**—Assignments will be announced/assigned in the appropriate location (normally, Week by Week folder) of D2L. Check the appropriate folder each week for reading/study assignments as well as any assignments required to be submitted. Additionally, that is where you will find items such as suggestions for study, recommended special interest readings, and reminders of upcoming deadlines. Inasmuch as most assigned readings will relate to materials included in the Content section of D2L, you will find that checking that site each week will be the easiest and best way of making sure that you are keeping up and that you don’t miss an assignment or deadline.

#### **COURSE GRADE:**

**Components**-- There will be either three or four components (your choice) to your course grade—depending on whether you choose to write a term paper. If you submit a term paper, there are four components, otherwise three. See below for term paper requirements and treatment in course grade.

First, there will be **two exams**. Each exam will be worth 100 points, and the two exams will carry equal weight toward determination of your final course grade. Exam I, which will cover material assigned for the first half of the term, will fall at approximately half-way through term—with the exact date to be announced later--both orally in class and in the D2L. Exam II, which will be comprehensive, will be May 8-10, 2019.

Second, there will be two required projects in the course. Each project will be worth 50 points and your percentage score on these projects will carry the same weight as one exam relative to determining your semester grade. These will involve individually researched and written papers or problems regarding different topics/aspects of the course. You will have approximately one week’s notice before each of these papers is due.

Third, there will be the opportunity and option of writing a **term paper** in the course. Generally, term papers must relate to macroeconomic theory and policy (You may wish to consult list of possible topics), should be approximately 10-15 pages in length, and should be well organized, written, edited, and documented. **Term papers are due by midnight, Saturday, April 27, 2019.** For specifics, including topic suggestions, requirements and expectations, see About Term Papers.

Finally, there may be a **bonus** problem or short paper or two during the term. If and when these bonus opportunities are presented, they will be relatively quick turn-around assignments—due within a week. If you miss a class, be sure and check assignments (again, see eCollege Course Home column), as makeups

will not be provided for any bonus assignments. Points earned on bonus assignments will be added to exam scores.

**Requirements** -- To make an "A" in the course, you must average at least 90% on the two exams and 90% on the projects, and turn in an acceptable term paper. Note: You cannot make an A in the course without writing a term paper, and that paper must be submitted no later than April 27, 2019.

To make a "B" in the course, **either** (1) you must average at least 75% on the exams and on the projects (and you need not write a term paper), **or** (2) you may turn in a term paper, which will carry equal weight with the exams and the projects. Under this second option, the four grades (the two tests, the project percentage grade, and the term paper) must average at least 75%.

To make a "C" in the course, **either** (1) you must average at least 60% on the exams and the projects (and you need not write a term paper), **or** (2) you may write a term paper. Under alternative (2) the exam scores, the projects percentage, and the term paper must average at least 60%.

**My "Negative" Notes:** I do not like to hear graduate students whine. (It makes me crazy.) I prefer to see my students perform. "Need" is not a factor in determining course grades, so please do not call or e-mail me telling me how much you need to make a certain grade. Grades are to be earned, not gifted.

Re: Late work – All assignments (including projects and term paper) and exams must be submitted no later than the date specified in the syllabus, assignment document and/or D2L. Mark assignments and exam dates on your calendar as soon as they are announced. Unless extenuating circumstances arise, late work will not be accepted. Please note that "extenuating circumstances" do NOT cover forgetting, being "confused" about the deadline, having technical difficulties, needing "extra" time because of assignments/exams in other classes, or otherwise "running out of time." The evaluation of extenuating circumstance is judged on a case-by-case basis. Document must be provided in a timely manner. Your failure to plan does not constitute an extenuating circumstance.

#### **Suggestions for submitting written assignments:**

1. Written assignments are intended to be learning exercises. Put the assignment in your own words—DO NOT SEND ME ANY CUT AND PASTE PAPERS. I do not care to read National Bureau of Economic Research generated material about the NBER (relative, for example, to an assignment regarding business cycles). Tell me what **you** have to offer—but stick to facts and analysis, not unsupported opinion.
2. Put the assignment in your own words—DO NOT SEND ME A PAPER THAT IS IDENTICAL TO THAT SUBMITTED BY YOUR FELLOW CLASSMATE. The assignments are not group projects.
3. Treat each submission as a university, graduate level assignment—not a text message to a pal. Keep in mind that in a formal setting:
  - a) grammar and spelling matter (and may be held against you);
  - b) 2 and 4 are Arabic numerals, not prepositions;
  - c) U and R are letters of the alphabet, not pronouns, verbs or contractions;
  - d) "there" and "their" are not interchangeable words;
4. In general, ask yourself if your submission is of a quality and maturity that you would submit to an employer—assuming that you would like to keep your job and advance with the company.

#### **HINTS FOR MAKING A GOOD GRADE IN THIS COURSE**

1. Note the prerequisite requirements. If you do not have the background for the course you are unlikely to do well. If you are a "I don't do well in economics" student, and don't have an adequate

background in macro, you should be prepared to put in lots of time getting up to speed—and then mastering the required material.

2. Check D2L weekly assignments schedule regularly to make sure that you are staying abreast of assigned readings and required work.
3. Attend class/webinars regularly—come prepared, ask questions if you do not understand the material and/or assignments, stay alert and take good notes. It helps neither of us for you to do poorly on an exam and then tell me that you didn't understand the material.
4. When you don't understand material, ASK QUESTIONS—either by email, phone, or even make an appointment to come by my office. As soon as you realize that you are having problems in the course, contact me then.
5. Take advantage of any and all bonus opportunities.
6. Read and study materials when assigned. Falling behind in this class can be fatal (grade-wise, of course). Additionally, class lessons/lectures make more sense if you come to class prepared.
7. Turn in all projects and take exams on time—and in proper form.
8. All assignments--tests and projects--are individual (not group) assignments. Make sure that the materials you submit reflect your (exclusive) work.
9. **Never** send me an e-mail beginning with "I know you don't like to hear graduate students whine, but....."

## **Macroeconomic Theory & Policy**

### **Rough Outline of Course**

- I. Introduction
  - A. What is macro? (beyond memorizing definitions)
  - B. Why macro?
  - C. Thinking macro
  - D. Rational (macroeconomic) Policy Making
  
- II. Measuring and Assessing at the Aggregate Level
  - A. What to measure at the macro level
  - B. How to measure (aggregate performance metrics—finding, interpreting and using data

Project 1—revolves around Measuring and Assessing
  
- III. Building a (Keynesian-type) Macro Model
  - A. History and perspective re: Keynes, Keynes v Classical(s)
  - B. Equilibrium at the macro level (comparative statics, dynamics later)
  - C. Demand and Supply concepts (at macro level)
  - D. Analyzing spending sectors, spending components
  - E. Models and Multipliers—building from ground up

- i. Two sector equilibrium—equilibrium conditions and adjustment forces and processes. Developing the notion of an investment multiplier)
  - ii. Three sector equilibrium
  - iii. Four sector equilibrium
  - iv. Tweaking the models—some “what ifs”
- IV. Essentials of fiscal policy—introduction—tools, formulation and implementation
- V. Essentials of monetary policy—introduction, the Fed, tools, targets, formulation and implementation
- VI. *Expanding the models—adding the financial sector (and interest rate determination)* **SUBJECT TO CHANGE ACCORDING TO TIMING**
- i. *Developing an IS-LM framework (step-by-step)*
  - ii. *Manipulating the model*
  - iii. *Breaking down the model (weaknesses and limitations)*
- VII. Consideration of some non-Keynesian models
- i. the quantity theory and monetarism
  - ii. New Keynesian economics (and economists)
  - iii. New Classical models
  - iv. New Keynesian v New Classical
- VIII. Wrapping it up—relevance of macroeconomics for the micro decision maker

**Broad Course Objectives and Expectations**

Criteria (Course Objectives)	<b>1 (Unsatisfactory)</b>	<b>2 (Marginal-Acceptable)</b>	<b>3 (Good--Acceptable)</b>	<b>4 (Exemplary)</b>
<p><b>Relative to macroeconomic performance --</b>            Demonstrate a familiarity with U.S. national economic performance objectives, be able to access and employ relevant data pertaining to economic performance, and understand the costs associated with the failure</p>	Student exhibits little or no understanding of the issues being examined	Student makes significant errors with regard to the significant issues of the question or problem being examined, but at least demonstrates knowledge of some of the major points of the issues	Student demonstrates understanding of the major points of the issues being examined but fails to demonstrate understanding of all the details of the issue	Student demonstrates a thorough knowledge of the issue being examined

to achieve stated goals.				
<b>Relative to discretionary stabilization policy--</b> Demonstrate an understanding of the nature and function of monetary and fiscal policy tools available for the pursuit of macroeconomic objectives as well as limitations of same.	Student exhibits little or no understanding of the issues being examined	Student makes significant errors with regard to the significant issues of the question or problem being examined, but at least demonstrates knowledge of some of the major points of the issues	Student demonstrates understanding of the major points of the issues being examined but fails to demonstrate understanding of all the details of the issue	Student demonstrates a thorough knowledge of the issue being examined
<b>Relative to macroeconomic theory—</b> Demonstrate an understanding of the role of macroeconomic theory and data in the policy formulation and implementation process	Student exhibits little or no understanding of the issues being examined	Student makes significant errors with regard to the significant issues of the question or problem being examined, but at least demonstrates knowledge of some of the major points of the issues	Student demonstrates understanding of the major points of the issues being examined but does not demonstrate understanding of all the details of the issue	Student demonstrates a thorough knowledge of the issue being examined

**Please note: This syllabus should be considered a guideline, NOT a contract. As such it is subject to change as circumstances warrant— at this discretion of the instructor.**

**Texas A&M System Statement re: Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the

State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>)

and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library**  
**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

## **TECHNICAL STUFF**

### **TECHNOLOGY REQUIREMENTS**

#### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

#### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

#### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other

Device	Operating System	Browser	Supported Browser Version(s)
			version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Chat** or click on the words “[click here](#)” to submit an issue via email.



#### System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.