

San Francisco State University

ECON 100-02, Spring 2010

Course information

Course Title: Introduction to Macroeconomic Analysis

Number of Units: 3

Course ID: Econ 100 - 02

Schedule Number: 13349

Class Location: HSS 130

Class Schedule:

- Lecture: MWF, 10:10 - 11:00
- Final: Friday May 21, 8:00 - 10:30, in class
- Furlough Days: Feb. 19, 22; Apr. 7 (no class)

Instructor's information

Instructor: Michael Bar

Office: HSS 148

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Course web page: <http://bss.sfsu.edu/mbar/ECON100.htm>

Office Phone Number: 415-338-3026

Office Hours: Monday and Wednesday, 11:30 - 12:30, or by appointment.

Course Description

I have two main objectives for this class. The first objective is to develop a few basic tools of economic reasoning, and demonstrate how they can be applied to virtually every aspect of our lives. The idea is that every decision we make in our lives can be analyzed through the lens of economic reasoning. This analysis will help us to better understand why we do the things we do and improve our choice-making process in the future.

The second objective is to use the tools developed in the beginning in order to analyze the behavior of the Macro economy. My hope is that after taking this course students will gain some basic understanding about how economists measure the economy's well being, what are some of the factors that determine unemployment, growth, and inflation in a country. My emphasis would be on developing critical thinking, instead of telling you what is right and what is wrong. The main message is that the answer to almost every question in economics is "**It Depends**". This critical thinking, combined with knowledge of basic principles, will help students to form their own educated opinion when listening to political debates.

Our study of the entire economy will involve three basic steps. The first step will be to measure the economy's performance. We will study how the government agencies measure some important magnitudes such as the total output of the economy, the unemployment and the price level. The second step will involve the study of different theories that might explain the observed data. The last step will entail the question of the optimal policies.

Notice that our approach to the economy resembles the approach of a doctor to a patient. The first step a doctor takes is to measure a patient's pulse, blood pressure, etc. This resembles our measuring of economic performance. Next, the doctor will try to make a diagnosis of the patient's situation. For this purpose the doctor will use the theory of how the human body works. Similarly, economists are using theory of how the economy works in order to make diagnosis of the state of the economy. The last step for a doctor would be to recommend a treatment. Similarly, economists are trying to recommend the best policy for a given economy.

Prerequisites

Basic algebra skills are assumed. In addition, skills with graphs are extremely helpful. The appendix to chapter 1 provides a brief review of the graphing skills that are essential for the course.

Textbook

The required textbook for this class is Foundations of Macroeconomics (with My Econ Lab) by Bade and Parkin, 4th edition, ISBN: 9780135119747. You need an access kit to register as a student at: <http://www.coursecompass.com>

Attendance

Your attendance in class is absolutely essential. The material is cumulative, so if you miss one class, it is often impossible to understand the next one. Office hours are not to be used to teach material that was covered in a class to students who missed that class. If you must miss a class session, it is your responsibility to get a copy of the class notes from another student. I expect you to attend all classes and actively participate in the discussions.

Grading

Homework	20%
Quizzes + Tests	50%
Final exam	30%

Grading Scale

92%-100%	A
90%-91%	A-
88%-89%	B+
82%-87%	B
80%-81%	B-
78%-79%	C+
72%-77%	C
70%-71%	C-
68%-69%	D+
60%-67%	D
0-59%	F

Tentative course plan

Reading	Topic
Ch. 1: Getting Started	Introduction
Ch. 2: The U.S. and Global Economy	↓
Ch. 3: The Economic Problem	
Ch. 4: Demand and Supply	
Ch. 5: GDP	Measuring the Economy
Ch. 6: The CPI and the Cost of Living	↓
Ch. 7: Jobs and Unemployment	
Ch. 8: Potential GDP	The Real Economy
Ch. 9: Economic Growth	↓
Ch. 10: Investment and Saving	
Ch. 11: The Monetary System	Money and Banking
Ch. 12: Money Creation and Control	↓
Ch. 13: AS-AD model	Business Cycles
Ch. 15: Policy Tradeoff?	Macroeconomic policy
Ch. 16: Fiscal Policy	↓
Ch. 17: Monetary Policy	
To be assigned	Economic Crisis 2007 - ?
Ch. 18: International Trade	International Macro
Ch. 19: International Finance	

School theme

“Making a Difference in a Diverse Society: Leadership for a New Millennium”.

Statement on Cheating and Plagiarism

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an un-earned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the University Catalog (‘Policies and Regulations’).

Statement on Services for Students with Disabilities

Americans with Disabilities Act (ADA) Accommodations: The University is committed to providing reasonable academic accommodations to students with disabilities. The Disability Programs and Resources Center provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual,

or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities for information regarding accommodations. Please notify your instructor so that reasonable effort can be made to accommodate you. If you expect Accommodation through the Act, you must make a formal request through Disability Programs & Resources Center in SSB 110, Telephone 338-2472.

Statement on Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Syllabus is Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.