

ECON 252

Intermediate Macroeconomics

Tues/Thurs 9:30-10:45am Simon Center Room 122

Professor: Erin Cottle Hunt

Email: cottlee@lafayette.edu

Office: Simon Center 202

Office Hours: Wednesdays 2:00-5:00PM and by appointment

Note, my last name is the two words "Cottle Hunt." You may refer to me as Dr. Cottle Hunt, Professor Cottle Hunt, or simply Professor.

Supplemental Instruction (SI)

SI leader: Alex Barnett

Email: barnetam@lafayette.edu

SI sessions: Tuesdays 7:00-8:00pm Simon 122; Sundays 6:00-7:00pm Simon G4

SI Drop-in hours: Mondays 7:00-9:00pm Simon 122

Course Description

Macroeconomics is the study of aggregate economic activity. The level of aggregate economic activity is assessed using variables such as inflation, unemployment, and gross domestic product that capture how the economy functions as a whole. In this course, we develop a series of macroeconomic models and use them to explain the behavior of the macroeconomy in long-run, and in the short-run. We begin with the long-run and we identify the factors that determine the trend rate of output growth. Next, we move to the short run and analyze the factors that generate the business cycle, or the tendency for output to expand and contract around its long run trend. Throughout, we analyze macroeconomic policies and the impact they have on macroeconomic performance.

Prerequisites: Econ 101, and Mathematics 141 or Mathematics 161

Learning Outcomes

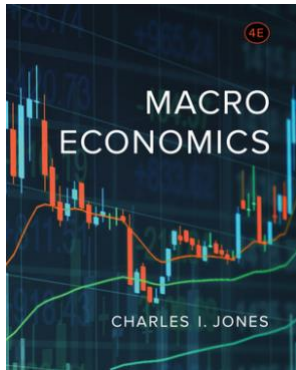
This course will provide a deepening of your understanding of macroeconomic theory and policy. After this course, you should be able to produce basic theoretical analysis of macroeconomic phenomena and evaluate macroeconomic policies. In particular, you should be able to:

1. Understand the structure of the macroeconomy.
2. Comprehend the behavioral relationships for key groups of economic agents.
3. Synthesize the important aggregate relationships into a model of the economy.
4. Analyze changes in macroeconomic conditions.
5. Evaluate economic policies using models from various schools of thought.

Course Website

We will use Moodle for this course. Announcements, assignments, and (unofficial) grades will be posted in Moodle. Your official end-of-term grades will be posted in Banner.

Textbook



Macroeconomics
4th Edition. published by Norton
Charles Jones
ISBN: 978-0-393-60248-7
Ebook available for purchase at: <https://digital.wwnorton.com/macro4>

The textbook is a key part of our class. It offers additional examples, context, and practice problems that you can use to deepen your understanding of material from lecture. The majority of our class lectures and activities will correspond to specific chapters from the text. I reviewed several possible textbooks for this course and chose the book that is the easiest to understand and offers the best intuition.

If you purchase a 3rd edition of the book, that will also be fine.

Grading

Your grade will be based your three highest exam scores and a group project as follows:

Assignment	Percentage
Exam 1, Feb 26 in class	You may drop your lowest grade and the remaining three exams will be worth 25% each in your final course grade.
Exam 2, April 4 in class	
Exam 3, May 2 in class	
Final (Comprehensive)	
Group Project	25%

Below is the grading scale that will be used for the course:

93.00 – 100% = A; 90.00 – 92.99% = A-; 87.00 – 89.99% = B+; 83.00 – 86.99% = B;
80.00 – 82.99% = B-; 77.00 – 79.99% = C+; 73.00 – 76.99% = C; 70.00 – 72.99% = C-;
67.00 – 69.99% = D+; 63.00 – 66.99% = D; 60.00 – 62.99% = D-; < 60% = F

Practice Problems

For every chapter, practice problems will be posted on Moodle. These problems are designed to help you apply the concepts discussed in class and in your textbook, and will not be graded. I strongly encourage all students to work on these problems during the week that we are going over that chapter. Waiting to do the problems right before the exam has not been a proven strategy for students in the past ([Donovan, Figlio, & Rush; 2006](#)). Some of the exam questions will be similar to those that are on the problem sets. I recommend that you work in groups for the assignments, but make sure you understand how you arrived at each answer. The problems are designed to prepare you for the exams, so it's in your best interest to completely understand the answers to the assignments. These problems are the minimum work you should do. I recommend that all students should work out additional problems at the end of the chapters.

Exams

There will be four examinations during the semester: three during the semester (as announced) and one during finals week. **You may drop your lowest exam grade.** The exams will focus on the new material as specified in the outline. The last exam will be cumulative and will be held at the date and time

determined by the college. To be fair to all of the students in the class, an excused absence (a Dean's Excuse) will result in a re-weighting of your course grade and an unexcused absence will result in a zero.

If there is a religious holiday that you wish to observe and will miss a class meeting, please let me know within the first week of the semester. If you do so and there is an exam on that day, we will arrange for a make-up at a mutually convenient time.

Exams are an opportunity for you to demonstrate your mastery of the material. Mastery of the material includes more than just reproducing the examples covered in the text and in class. It includes showing you have the ability to apply the concepts we are learning to problems you haven't seen before. You will get practice solving problems in class and on problem sets. **Remember learning is more than knowing how to use a tool, it is recognizing when to use it.**

Group Project

Students will be required to complete group project focused on a current event and relating it to recent material covered in class. This project will consist of a written report and a group presentation. Specific instructions about the project will be distributed the second week of the semester. You will need to demonstrate how current events can be analyzed using the tools and information used in this class.

Regrade Request

If you notice an arithmetic mistake in totaling the number of points on an exam, simply point this out to me as soon as possible, and the correction will be made.

For any other reconsideration of a grade on an exam, you must submit a formal re-grade request explaining why you believe your answer(s) should be given more points. This request must be made in writing and given to me no later than one week after the midterm is returned. Note that the entire exam will be subject to re-grading, so overall you may gain or lose points if you request a re-grade.

Final grades are not negotiable

Do not contact me after the final semester grades have been posted asking me to change your grade for any reason. *(Of course, if you believe your grade was posted erroneously by all means DO contact me.)* I do not round grades. Extra credit will NEVER be assigned on an individual basis.

Student Expectations

Attendance and Participation: Your participation in this class is based on you being an active participant in class (e.g., engaging in group work, diligently working on in-class assignments, etc.) and being a respectful classmate (e.g., arriving to class on time; not checking calls, texts, emails, etc.; respecting others questions and opinions, etc.). I reserve the right to adjust your final grade based on your participation and attendance in the course.

Preparation: In order to get the most out of the lectures, **I recommend reading the relevant chapters before class.** This course requires significant preparation outside of class as well as regular class attendance. You should expect to devote about 2 hours of your time for every hour of in-class time to reading, studying, practicing techniques, and solving problems. Since we build on previous topics in the class, I advise you to keep up with the material. If you encounter problems, I strongly encourage you to see me. If you cannot attend office hours, I am happy to make an appointment with you. In addition to

studying the material from the textbook and presented in class, you should plan to devote 1-2 hours per week following economic current events. This includes actions or proposed policies by the Federal Reserve, Congress, and the President. I recommend reading the Wall Street Journal, the Economist or other similar publications. Additionally, I may post specific articles, podcasts, or videos to Moodle.

Resources to help you succeed in this class

Office hours. I will be available during office hours to help answer your questions. Students of all ability levels come to my office, including some of the best students, so you don't need to worry about asking silly questions or feeling lost. To get the most out of office hours, you should come with a specific question (when possible). If you need help with an assignment or practice problem, you should try by yourself and bring me your work, so I can help you figure out where you're getting stuck.

Each other. Your fellow classmates will be an excellent resource to help you succeed in this course. I encourage you to form study groups and work together on problem sets. You will each have competitive advantages that will strengthen the group overall.

SI and Academic Resource Hub. The college has many services available for students, including tutors, in the academic resource hub. Your SI is a great resource; attendance at SI sessions is correlated with higher exam scores.

The textbook. The textbook includes examples and practice problems that will help strengthen your intuition and answer your questions. I selected this text because it uses non-technical language and focuses on examples and explanations.

Classroom Policies

Fail repeated and productively: most academic progress is preceded by some academic failure. Failure is as important to the process of learning economics as the final success. We learn more from experimenting and failing than from blindly memorizing formulas and tables. You are encouraged to share ideas or answers during class even if you feel they may be incorrect.

Technology: Cellphones, computers, and other devices are NOT allowed during class. Research by the economist Susan Dynarski has shown that student outcomes are better when they are not allowed to use personal devices in the classroom. In other words, you will learn and remember more because you put away your phone and laptop.

Calculators: You will not need a calculator in this class; however if you *want* a calculator, you should bring one that is not your cellphone. I will provide simple calculators during exams that you may borrow.

Diversity: Lafayette College is committed to creating a diverse community: one that is inclusive and responsive, and is supportive of each and all of its faculty, students, and staff. The College seeks to promote diversity in its many manifestation. These include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability, and place of origin

This class will work to create a supportive environment embracing diversity as stated above. I would also like to emphasize, given the political nature of many of the topics we will consider in this class, the

importance of creating an environment where a diverse set of opinions and ideas can be expressed in the classroom. I welcome your contributions and ideas, provided they are expressed in a respectful manner, no matter whether they lean towards conservative or liberal positions in economic and social issues.

Accessibility and Accommodations: In compliance with Lafayette College policy and equal access laws, I am available to discuss appropriate academic accommodations that you require as a student with a disability. Except in unusual circumstances, requests for academic accommodations need to be made during the first two weeks of the semester so that arrangements can be made. Students must register with the Office of the Dean of the College for verification and for determination of reasonable academic accommodations.

Course Updates: It is possible that I will need to contact you all with updated information regarding the course. This will come through your college email. It is your responsibility to regularly check your Lafayette registered email account. Note that grades may not be distributed by email.

Closing or Delayed Opening: While our expectation is to hold class despite the weather, there may be circumstances where the college deems it necessary to close and cancel classes. Information about a canceled class and make up dates and times will be posted in the Announcements section on Moodle.

Academic Integrity: We will follow the Lafayette Student Code of conduct for this class.

<https://conduct.lafayette.edu/wp-content/uploads/sites/93/2018/08/StudentHandbook-2018-19.pdf>

Federal Credit Hour Requirement: The student work in this course is in full compliance with the federal policy, practice, and implementation related to the credit hour provisions in the higher education opportunity act of 2008. This means that I may require you to attend events outside the class hours (e.g. discussion sessions, workshops, final examinations, etc.) Please see the Lafayette College Compliance webpage on the Registrar's site for the full policy and practice statement.

<http://registrar.lafayette.edu/additional-resources/cep-course-proposal/>

Tentative Class Schedule

Subject to change. Any changes will be announced in class and in Moodle. Readings refer to textbook chapters in *Macroeconomics* 4th edition, by Jones.

Measuring the Economy (chapters 1-2)
Intro to the Long-run (chapter 3)
Production (chapter 4)
Solow Growth Model (chapter 5)

Exam 1 Feb 26

Romer Endogenous growth model (chapter 6)
Labor markets and unemployment (chapter 7)
Inflation (chapter 8)
Intro to the Short-run (chapters 9-10)

Exam 2 April 4

Investment Savings (IS) Curve (chapter 11)
Monetary Policy (chapter 12)
Aggregate Supply and Aggregate Demand (AS/AD) (chapter 13)
Great Recession (chapter 14)

Exam 3 May 2

Extra material as determined by student vote (time permitting)

Cumulative Final Exam (date and time to be determined by the registrar)

Other important dates

No class Feb 28—professor presenting at a conference

Make-up class, Sunday March 10 7:00PM

Spring Break no class on March 19 or March 21