

## INTERMEDIATE MACROECONOMICS ECON 3080-581

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UNIVERSITY OF COLORADO BOULDER

INSTRUCTOR: DR. ALPNA BHATIA

**SPRING 2020: JAN 21-MAY 15**

CLASS WEBSITE ACCESS VIA [CANVAS](#).

**Office Hours:** Tues 12:30 pm -2 pm 06A, UCB  
Wed 1-3 pm Economics 06A, UCB online office hours, use Canvas Chat or [Zoom](#)  
Or via appointment

**Email:** [alpna.bhatia@colorado.edu](mailto:alpna.bhatia@colorado.edu)

**Phone:** +1720-609-7071 Phone works well for quick text messages.

### INSTRUCTOR BIO

Dr Alpna Bhatia (Dr B) has a Ph.d in Economics from the University of Colorado at Boulder. Her areas of academic research and interest include (but are not limited too) gender issues, sustainable development, and teaching methodology. She has been learning and teaching for around twenty years. Outside of class, Dr B is the chief experimenter in her kitchen, master list maker, and occasional killer of plants.

### COURSE DESCRIPTION

*From General Catalog:* Introduces theories of aggregate economic activity including the determination of income, employment, and prices; economic growth; and fluctuations. Macroeconomic policies are explored in both closed and open economy models.

We will study models of aggregate output, unemployment, prices, interest rates, inflation, and economic growth, in the short-run, the medium-run, and long-run, with applications to the U.S. economy, monetary and fiscal policy issues. *We will* think critically, construct arguments, and solve problems using the theory and data that economists use. An important outcome of the course is the development of coherently understanding and analyzing important practical economic issues.

### COURSE OBJECTIVES

By the end of the course you should be able to:

- Apply algebraic, graphical and calculus tools to macroeconomic theory
- Apply macroeconomic principles, theories and models to critically analyze and explain economic situations encountered in the real world that involve macroeconomics.
- Distinguish between different macroeconomic terms and concepts and apply them to different macroeconomic problems.
- Synthesize the information given in each section to explain key concepts and set up and solve problems that utilize the macroeconomic principles.
- Acquire the ability to think about complex economic issues in a logical objective manner, so that you discriminate between correct solutions to macroeconomic problems, and common misconceptions.
- Evaluate different economic arguments and interpret the reasons why some are well-founded, while others are not.
- Communicate the results of macroeconomic analysis in a clear and professional way.

### **COURSE PREREQUISITE**

Requires prerequisite courses of [ECON 2020](#) (Principles of Macroeconomics) and [ECON 1088](#) or [MATH 1081](#) or [MATH 1300](#) or [MATH 1310](#) or [APPM 1350](#) (math and Calculus) (all min grade C-). Restricted to students with 22-180 units completed.

### **COURSE MATERIALS**

Textbook (required): Mankiw, N. Gregory, Macroeconomics, 10<sup>th</sup> edition with Sapling Learning. Sapling Learning is where you will read your textbook and complete some graded assignments. You will access this through our course website on Canvas.

### **COURSE WEBSITE**

[Canvas](#) is our class website. You will access your textbook (Sapling Learning), class discussions, notes, any further additional readings and most importantly your grades via Canvas. Please check Canvas frequently for any relevant notifications/changes that may occur throughout the course. To access Canvas

- Login using your University of Colorado Boulder identikey and password at [Canvas](#)
- Under Course List, click "**Econ 3080-581: Intermediate Macroeconomics**"

### **SUPPLEMENTAL READINGS**

Supplemental readings and other materials will be provided in Canvas system, via the CU Library electronic reserve, or by links to websites. If they are posted in class, these are REQUIRED, unless marked as optional. You will be tested on these.

### **INSTRUCTIONAL METHODOLOGY AND DELIVERY**

This course is completely delivered via distance education format using the CU Canvas system. This course will use a combination of readings, online discussion, and other web-based resources. You will interact with the instructor and other students using the communication functions provided by Canvas. You will submit assignments in accordance with the course outline using Canvas. Expect to complete weekly online activities.

### **Class Participation**

This course is designed to engage you through class discussions on the topics covered in the course materials. It is important that you participate in class discussions to facilitate learning by other students and gain exposure to different viewpoints of other students in the class. It is therefore necessary to participate throughout the week in the discussion questions, and not wait until the last minute to post on discussion topics.

### **COURSE OUTLINE**

The course content is broken into lecture modules where each module is a weeklong. In general, syllabi will not be changed once the semester begins. I will notify all students if any changes, should they occur, in a timely manner in writing via email/Canvas. Review the separate weekly class schedule titled "Course Outline" found on Canvas under the "Syllabus" link.

### **General Course Announcements**

Will be made on the course home page on Canvas. Please check the "announcements" section often. Make sure you also check your Canvas and official "Colorado.edu" email accounts in a timely fashion.

**EVALUATION AND GRADING**

Multiple techniques and performance measures will be used throughout the course to assess student mastery of the content, competencies, and learning outcomes. This will include homework, exams, and other assignments, as described on the course syllabi. Course grades will be determined by the completion of assignments, exams, and discussions, as shown below:

<b>Assignment</b>	<b>Points per Assignment</b>	<b>Frequency</b>	<b>GRADE POINTS</b>	<b>GRADE PERCENTAGE</b>
Pre module Quiz	5	11	55	6%
Weekly Writing	10	11	110	11%
Weekly Math Prep	5	11	55	6%
Discussion	40	5	200	20%
Practice exams	20	2	40	4%
Problem Sets	15	11	165	17%
Midterm Exam	150	1	150	15%
Cumulative Final Exam	225	1	225	23%
<b>TOTAL</b>			<b>1000</b>	<b>100%</b>

\*Please keep a copy of all work created for the course, including work submitted through Canvas.

**COURSE GRADING CRITERIA**

I assign letter grades based on the following criteria:

<b>Grade</b>	<b>Percentage Grade</b>	<b>Equivalent Points</b>	<b>Indicates</b>
<b>A</b>	93-100	930 – 1000	<i>Excellent</i>
<b>A-</b>	90-92.99	900 – 929	
<b>B+</b>	87-89.99	870 – 899	
<b>B</b>	83-86.99	830 – 869	<i>Above Average</i>
<b>B-</b>	80-82.99	800 – 829	
<b>C+</b>	77-79.99	770 – 799	

<b>Grade</b>	<b>Percentage Grade</b>	<b>Equivalent Points</b>	<b>Indicates</b>
<b>C</b>	73-77.99	730 – 769	<i>Average</i>
<b>C-</b>	70-72.99	700 – 729	
<b>D+</b>	67-69.99	670 – 699	
<b>D</b>	63-67.99	630 – 669	<i>Below Average</i>
<b>D-</b>	60-62.99	600 – 629	
<b>F</b>	0-59	600 or lower	<i>Failure</i>

**ASSIGNMENTS**

**Module work** – As you are going through the module you will do two types of assignments.

- **Quizzes:** Every week you will do a Pre-module quiz-due. These are open book and open note. You have 2 attempts at each quiz, and I will drop the lowest from your final grade calculation. This work will be submitted through Canvas or Sapling and will be due on Monday as the week starts.
- **Weekly Activity:** There will be a weekly writing activity, due by Friday, that may revolve around a reading, web work or a current event. There will be twelve (12) activities, in total, and I will drop your lowest score.
- **Weekly Math Prep:** Every week you will have a Math based activity to help clarify the math which we will be using that week. These are open book and open note. You have 2 attempts at each quiz, and I will drop the lowest from your final grade calculation.

**Q-A Board Discussion posting** – Class discussion in the QA boards will help extend economic analysis of by relating actual events to the theories presented in the textbook and in class. There will be six (6) discussions postings, every other week, and I will drop your lowest score. These discussions will occur asynchronously. The QA board is in each corresponding unit. There are two parts to this board. Together, both parts, each Q-A board and comment assignment, will be worth 40 points.

- You must discuss the issues raised by me- **Original (discussion) Post** - 25 points,
- You must evaluate a fellow student's post – **Peer evaluation** – 15 points.

I will post a discussion question and you will respond to the questions at your convenience prior to the due date (Fri of the module). Then you will need to respond to a peer's post by Sunday, end of the module. See the class schedule for due dates of posts and comments.

Discussions are open book and open note. Discussions will be submitted through Canvas.

**Original (discussion) Post** must be "substantial and critical" analysis of the issues I will be posting on the board. These posts will need to

- Take a specific position.
- Correctly apply economic theory and terminology, learnt in the unit.
- Evaluate the relevance of theory when presenting your position.
- Identify and analyze assumptions.
- Interpret sources (text, notes, provided web links) to develop a supporting argument.
- Establish and reflect on a clear conclusion.

**Peer evaluation on a Q-A board post-** You will need to post an evaluation on a fellow student's post. You will need to

- Identify and analyze position taken by your peer.
- Identify and analyze assumptions made.
- Clearly lay out why you agree or disagree with this analysis.
- Identify any questions that are left unanswered or need more information.

**A reply that simply agrees or likes the original post will not be considered for full credit.**

I will closely monitor the lecture discussion boards and will post occasionally. If you have a question that you need an answer for ASAP please email me rather than post on the board and wait. I will grade the board only after the deadline, not before, so everyone has a chance to contribute. You have ample time to turn in the QA board, and I will also drop your lowest score of the all the boards so there is NO makeup if you miss a board. A grading rubric is available with each QA board.

**Problem Sets** – There will be twelve (12) 15-point problem sets. The format of the problem sets will be multiple choice, calculations, and short answers and will be open book and open notes. Your lowest one (1) problem set is dropped from your final grade calculation. Problem sets will be submitted through Canvas or Sapling and are due by Sunday midnight of each unit.

**Practice Exams:** There will be 2 practice exams leading up the two exams of the course. These will be multiple choice and calculations and will be closed book.

**Exams** – There will be two (2) exams. The proctored midterm exam is worth 150 points and the proctored cumulative final exam is worth 225 points. The format of the exam will be multiple choice and calculations and will be closed book. The exams are completed in class in week 7 and 14.

The exams are completed on Canvas or Sapling in a **proctored setting**. This will require planning on your part. Proctors are individuals who administer the exam process following the guidelines provided by University of Colorado Boulder to ensure academic integrity.

**Who can be my proctor?**

**If you are in Boulder or nearby**, you can take your exam:

1. **With me** at the Department of Economics. There is no cost for using this proctor. This option is only on selected days during the exam period.
2. At the **University Testing Center** on-campus in Boulder, CO. There may be a cost for using the testing center. This option is only available M-F during regular business hours.
3. With **ProctorU or a comparable online proctoring service as determined by your instructor**. Online proctoring is a service that uses a webcam and microphone to ensure academic integrity. To use this service, you must have access to a computer with a webcam and a microphone. There will be a cost for using the online proctoring services.

**If you outside of Boulder**, you can take your exam:

1. At an **accredited college or university testing center** in your town or nearby. There may be a cost for using this testing center.
2. With **ProctorU or a comparable online proctoring service as determined by your instructor**. Online proctoring is a service that uses a webcam and microphone to ensure academic integrity. To use this service, you must have access to a computer with a webcam and a microphone. There will be a cost for using the online proctoring services.

Please see Canvas for detailed information about proctoring, including the contact information for the UTC, ProctorU, and a nationwide list of accredited college or university testing centers. If you are in a rural area or on a military base, you may need to be approved to use a person as a proctor and information is provided on Canvas for this approval process.

**EXTRA CREDIT POLICY**

Up to 50 points of extra credit available (= maximum 5% of the course grade) may be available during the semester for completing certain activities. These extra credit opportunities will be determined by the instructor, will be available to all, and announced in class. One way for you to earn extra credit is to help answer fellow student queries on the discussion boards.

**EXPECTATIONS OF INSTRUCTOR**

I take my role as your instructor very seriously. I care about how well you do in this course and that you have a satisfying, rewarding experience. To that end, it is my commitment to respond individually to the work you submit in this class and to return your work in a timely manner. **I typically take a week to grade discussion boards and essays on quizzes/exams. I will not grade before the deadline. During grading time, I DO NOT entertain questions on grades.** IF the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

I also believe in protecting Student privacy ([Family Education Rights and Privacy Act](#) ). I refrain from publicly posting grades and do NOT give out grades on email. You will have to check your grades in the grade book area of Canvas. Often, I will leave comments in the comment box or rubric of the assignment. You must check these comments before you ask me to review your grade.

**COMMUNICATION**

If any material is ever unclear, or even if everything is perfectly clear, please feel free to chat with me about economics or anything for that matter, Yes, anything. If you have a short question, please feel free to call or email me. For longer and better explanations atop by office hours or schedule an online appointment at your convenience. If you are having any problems in the course or are encountering personal problems that may affect your grade, please contact me, when the problem occurs. **It is up to each student to be sure to address questions, comments and concerns to me in a timely manner. Likewise, I will work to quickly answer your questions and ensure you have the information you need to be successful in this course!**

**Office Hours:** I have Office hours online and on campus. I am also happy to meet or Chat with you by appointment. Simply get in touch with me to schedule.

**E-mail:** Email is absolutely the best way to get in touch with me, except in case of emergencies. I try to be prompt about replying to e-mail. However, you should give me about **24-48** hours to respond depending on the nature of the question. All email correspondence must take place using your **COLORADO.EDU** email address (in which case your email must include your name, and your course number) or your **CANVAS** account. **Sometimes email gets lost, or slips my notice, so if you have not heard back from me in 2 days, do not hesitate to send another email.**

**Mobile:** (720) 609-7071. This is my cell phone number. Call, text or WhatsApp me anytime between 8am – 7pm MST. IF I don't answer, leave a message or send a text regarding when it is a good time to get a hold of you and I will call you back. Realize that all questions cannot be answered over the phone and I may ask to meet with you anyways.

## COURSE POLICIES

### POLICY ON DUE DATES

Each week you will complete a series of critical thinking questions that reflect material from the various delivery formats and required readings. It is your responsibility to turn in each assignment on the required date. Late assignments are not accepted for pre-class work, in-class work, quizzes or exams. If a discussion post is turned in late, it will be reduced by one full letter grade for each 24-hours it is late.

Rewrites are entirely optional, for any written work. However, this additional work will be subject to more difficult grading AND a letter penalty to be fair to those students who did the work on time. The exceptions I may consider are sickness, university excused function, military service or circumstances beyond the students' control. You will need to submit relevant documentation. I reserve the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse.

### ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

### CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

It is important, to me, that an atmosphere which always facilitates the maximum opportunity for learning be present, in class and online. In class forums it is important that you respect and value the contributions each person makes to class, even if you are not in agreement with their statement. You should remember that your written comments to others, whether in private emails or public discussion groups, should reflect the same sort of courtesy you would use in spoken communication. This includes strict avoidance of sexist, racist or other derogatory language. Also, keep in mind that in written communication it is very difficult at times to determine tone. A playful jab verbally can be read as a harsh criticism in an email. **You are responsible for the content of your writing.** Please be aware that you have the responsibility to keep your communication civil, friendly and professional.

**HONOR CODE**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Keep in mind that plagiarism is a form of academic dishonesty. Plagiarism is defined as the use of another's ideas or words without appropriate acknowledgment. Examples of plagiarism include: failing to use quotation marks when directly quoting from a source; failing to document distinctive ideas from a source; fabricating or inventing sources; and copying information from computer-based sources, i.e., the Internet.

**SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION**

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**RELIGIOUS HOLIDAYS**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Because of the flexibility of timing of completion of assignments in this class, you must contact the instructor in at least two weeks in advance if you anticipate a religious holiday may impact your completion of coursework.

**PREFERRED STUDENT NAMES AND PRONOUNS**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**INCOMPLETE POLICY**

Incomplete grades (IW or IF) are NOT granted for low academic performance. Requests for incomplete grades must be initiated by the student and only when, for reasons beyond their control, the student is unable to complete the class requirements within the semester of enrollment. A substantial amount of work must have been satisfactorily completed before approval for such an incomplete grade is given. If an



instructor grants a request for an incomplete, the instructor sets the conditions under which the coursework can be completed and the time limit for its completion or if the class should be retaken.

For more information please look up <https://catalog.colorado.edu/undergraduate/credits-grading/>

### TECHNICAL HELP

Students are responsible for maintaining or accessing a computer system capable of participating in all aspects of this course. This includes, but is not limited to, running the Canvas software. If for any reason you are having technical difficulties that are limiting or preventing your full participation in the class, **please contact the appropriate Help desk immediately, and then notify the instructor!** I will work with you to ensure that your online learning experience is not hampered by technical issues. However, I can only help you if you bring the matter to my attention right away.

- Canvas technical support: Click the “help” (?) icon on the left side of Canvas, once logged in.
- Sapling: Help Click the “help” (?) icon on the right side of your webpage, once logged in.
- CU Boulder OIT - 303-735-4357 (5-HELP) or [help@colorado.edu](mailto:help@colorado.edu)

### ADDITIONAL SUPPORT SERVICES

A variety of instructional support services, such as writing center, guidance on personal or educational issues, tutoring questions and library resources are available to the students. For more information about their services, visit their websites linked under “additional resources” on Canvas.

### SOME SUCCESS TIPS FROM DR B

- Recognize that most students find economics to be challenging and time consuming. You are not alone!
- This is a reading and writing intensive course. You should expect to spend between **8-10** hours per week on this course.
- Don't plan to read everything for the module in one go - I recommend budgeting smaller chunks of time spread over the week.
- Budget time to dialogue with the class and complete the readings, as well as any quiz or discussion work that module.
- Realize that this is NOT a self-paced course. You will need to have internet access and do the work EVERY week.
- Use multiple modes to learn the material, including the textbook, my "lecture notes", Web resources, you tube, and other media outlets.
  - Take notes as you read. Ask yourself questions.
  - Ask “specific” questions by e-mail and in class discussion.
- Read the book chapters but pay more attention to what I say/post in class.
- Make sure you pencil in the deadlines or sync to the Canvas calendar for reminders.
- Timely completion of work and participation on the discussion boards is critical to success in the class.
- Do not wait until the end of the semester when it is difficult, if not impossible, to correct any difficulties. As one of my favorite professors used to say, “if you wait too long- you will cry, and then I will cry, and we will end up crying together but your grade will not change.” Good grades in this class depends on your hard work.

**E-mail me whenever you need help. I look forward in helping you any way that I can.** *Remember that email is absolutely the best way to get in touch with me, except in case of emergencies. You should give me about 24-48 hours to respond depending on the nature of the question.*

Intermediate Macroeconomics, ECON 3080, Fall 2019, Dr Bhatia					
Week start date	Chp	Topic	Assignments Due Date by 11:59pm MST/MDT		
1 20-Jan	1	The Science of Macroeconomics	Quiz	Wed	22-Jan
	2	The Data of Macroeconomics	Math Prep, Writing Activity	Fri	24-Jan
			Problem Set	Sun	26-Jan
2 27-Jan	3	National Income	Quiz	Wed	29-Jan
			Math Prep, Writing Activity, Discussion Post	Fri	31-Jan
			Problem Set, Peer comment	Sun	2-Feb
3 3-Feb	4	The Monetary System	Quiz	Wed	5-Feb
	5	Inflation	Math Prep, Writing Activity	Fri	7-Feb
			Problem Set	Sun	9-Feb
4 10-Feb	6	The Open Economy	Quiz	Wed	12-Feb
			Math Prep, Writing Activity, Discussion Post	Fri	14-Feb
			Problem Set, Peer comment	Sun	16-Feb
5 17-Feb	7	Unemployment & Labor	Quiz	Wed	19-Feb
			Math Prep, Writing Activity	Fri	21-Feb
			Problem Set	Sun	23-Feb
6 24-Feb	8	Economic Growth I	Quiz	Wed	26-Feb
			Math Prep, Writing Activity, Discussion Post	Fri	28-Feb
			Problem Set, Peer comment	Sun	1-Mar
7 2-Mar		<b>Proctored Midterm Exam</b>	<b>Week of Mar 2<sup>nd</sup>-8<sup>th</sup></b>		
8 9-Mar	9	Technology, Empirics, & Policy	Quiz	Wed	11-Mar
	10	The Business Cycle	Math Prep, Writing Activity	Fri	13-Mar
			Problem Set	Sun	15-Mar
9 16-Mar	11	Aggregate Demand I:	Quiz	Wed	18-Mar
		Building the <i>IS-LM</i> Model	Math Prep, Writing Activity, Discussion Post	Fri	20-Mar
			Problem Set, Peer comment	Sun	22-Mar
10 30-Mar	12	Aggregate Demand II	Quiz	Wed	1-Apr
		Applying the <i>IS-LM</i> Model	Math Prep, Writing Activity	Fri	3-Apr
			Problem Set	Sun	5-Apr
11 6-Apr	14	Aggregate Supply & the SR	Quiz	Wed	8-Apr
	13	Mundel-Fleming Model	Math Prep, Writing Activity, Discussion Post	Fri	10-Apr
			Problem Set, Peer comment	Sun	12-Apr
12	15	A Dynamic Model of	Quiz	Wed	15-Apr

13-Apr		Economic Fluctuations	Math Prep, Writing Activity Problem Set	Fri Sun	17-Apr 19-Apr
13 20-Apr	17 16	Size of the Government Debt Alternative Perspectives on Stabilization Policy	Quiz Math Prep, Writing Activity, Discussion Post Problem Set, Peer comment	Wed Fri Sun	22-Apr 24-Apr 26-Apr
14		<b>Proctored Final Exam</b>	<b>Week of 27th April- May 2nd</b>		