Principles of Macroeconomics

Econ 106

Tentative Syllabus

I will post changes to Readings and Dates on D2L

Dr. John Berdell, jberdell@depaul.edu

**1 Contact Information**

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Office Hours Posted on D2L

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Preferred Contact: via email first

**2 Course Aims and Description**

This is an introduction to macroeconomics, required of all College of Business students. You will acquire a clear understanding of business cycles in the US economy and their importance for decision making in business and public policy. You will become an informed consumer of the main government reports on the US economy as well as private sector forecasts and outlooks for the US economy.

We will meet twice a week in person; many of our class meeting will be devoted to group discussions and activities. Weekly meetings will require your group posting on D2L that will be part of your grade for the course. The group work will support and inform your answers to the short essay portion of the two-midterm exams and the more substantial Macroeconomic Outlook due at the end of the course.

There are online weekly quizzes covering the textbook material and these are required. Weekly homework quizzes in d2l should help you succeed and stay engaged.

In the event you are ill or want to review textbook material outside of class hours, I have recorded chapter-by-chapter lectures on the textbook and these are in the weekly content modules. The chapter-by-chapter lectures are based on the second edition of the textbook, which varies very little from the third edition we are using presently. All chapter numbers remain the same.

**3 Required materials**

The text book for the course is open access without cost.

<https://openstax.org/details/books/principles-macroeconomics-3e>

Shapiro, MacDonald, Greenlaw, 2022 Principles of Macroeconomics 3ed. You may download the text as a pdf or you can view it online. Multiple-choice questions on the chapters are due as homework quizzes and appear as well on exams.

**4 Tentative Time Line – See the Due Dates Excel File in the first content area for specific dates.**

**Week 1** Ch. 1, 2 Intro to the Class, Choice and Budget Sets

**Week 2** Automation and Public Policy, Ch. 3, 4, 5 Supply and Demand of Goods, Labor and Capital

**Week 3** Current Labor Market Statistics, Ch. 6, 7, 8 Macro Cycles, Growth and Unemployment

**Week 4** Review and Midterm One (Multiple Choice and Essay)

**Week 5** Fiscal Policies and Priorities, Ch. 9, 10, 11 Inflation, Trade Balances, Aggregate Analysis

**Week 6** Analysis of GDP Report, Ch. 12, 13, 17 Keynesian & Neoclassical Perspectives, Fiscal Policy

**Week 7** Review and Midterm Two (Multiple Choice and Essay)

**Week 8** MOPS Monetary Policy Simulation, Ch. 14, 15 Money, Banking Regulation and Monetary Policy

**Week 9** Forecast Table Construction, Ch. 16, 18 Exchange Rates and Capital Flows, Effects of Debt

**Week 10** Review for Final Essay

**Exam Week**

**5 Assessment**

Grades will use the following weights:

10% Homework multiple choice

20% Attendance, Posts and Participation

10% Midterm Exam 1 Multiple Choice

10% Midterm Exam 1 Essay (Labor Market Issues)

10% Midterm Exam 2 Multiple Choice

10% Midterm Exam 2 Essay (Fiscal Policy Issues)

10% Final Exam Multiple Choice

20% Macroeconomic Outlook (Final Essay)

**6 Liberal Studies Program Learning Outcomes and Writing Expectations**

This course is offered within the Social, Cultural and Behavioral (SCBI) Learning Domain of DePaul’s Liberal Studies Program. Courses in the Social, Cultural and Behavioral Inquiry domain focus on the mutual impact of society and culture on individuals, and of individuals on society and culture. Particular attention is given to human relationships and behavior as they are influenced by social, economic and political institutions, spatial and geographical factors, and the events and social and cultural forces at play in the contemporary world. The domain emphasizes the pursuit of knowledge through the development of theory and empirical investigation of the contemporary world. Courses in the domain explore such particular issues as poverty and economic opportunity, the environment, nationalism, racism, individual alienation, gender differences, and the bases of conflict and consensus in complex, urban societies and in global relations.

The learning outcomes for these courses are as follows:

1) Students will analyze and reflect upon arguments about the contemporary world using relevant theory, methods, and/or empirical evidence.

2) Students will be able to analyze interdependent relationships between contemporary society and individuals.

Analyses that help students reflect upon and understand the nature and sources of inequality and social injustices, or effective responses to inequality and injustice, are especially encouraged.

Writing Expectations

Students in Social, Cultural, and Behavioral Inquiry courses will demonstrate that they have mastered one or more of the learning outcomes through writing. It is expected that the equivalent of ten pages (which may be distributed across a series of assignments including papers, exams, journals, problem-sets and in-class writing assignments) will be required. At least five of those pages must be written outside class.

**7 Further Information**

**Technology Support**

For technical support, please visit the DePaul Helpdesk at:

<http://helpdesk.depaul.edu>

* Email: [tsc@depaul.edu](mailto:tsc@depaul.edu).
* Telephone:  **+1 (312) 362-8765**.

The Helpdesk operates on Central Standard Time and its hours are as follows:

* **Monday – Thursday**: 8 a.m. to 8 p.m.
* **Friday**: 8 a.m. to 5 p.m.
* **Saturday**: 8 a.m. to 4 p.m.
* **Sunday**: Closed

The Helpdesk is closed during all University holidays.

For DePaul software information, visit the [Student Success Technology guide](https://resources.depaul.edu/student-success/technology/Pages/default.aspx).

**Accommodation: Students with Disabilities**

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success.  There are two office locations that can provide you with enrollment information, or inquire via email at [csd@depaul.edu](mailto:csd@depaul.edu) .

* Loop Campus - Lewis Center #1420 - (312) 362-8002
* Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

**Additional Accommodations**

This course may include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so we can discuss what accommodations can be made.

**Assistance with Writing – The Writing Center**

Consider contacting or visiting the [Writing Center](http://condor.depaul.edu/writing/) to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. Bring your assignment handout and other relevant materials to your appointments.

You can use [Ask a Librarian](http://library.depaul.edu/get-help/ask-a-librarian/Pages/default.aspx) to discuss questions with a librarian via instant messaging. The library also provides [Research Guides](http://library.depaul.edu/get-help/Pages/Research-Guides.aspx) for any field in which you need to conduct research.

**Office of the Dean of Students**

The [Dean of Students Office](https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx) (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. DOS assists students with Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals. They also have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. Virtual appointments can be requested by calling **+1 (773) 325-7290** or emailing [deanofstudents@depaul.edu](mailto:deanofstudents@depaul.edu).

**Counseling Services**

[University Counseling Services](http://studentaffairs.depaul.edu/ucs/) are operating on a virtual basis and counselors are available for support, crisis management, consultation and community referrals.

If you would like to be contacted by a counselor please leave a message with University Counseling Services: +1 (773) 325-7779. Your call will be returned as soon as possible and within 1-2 business days.

In case of an urgent or life-threatening emergency, please call Public Safety +1 (773) 325-7777, 911, or Advocate Illinois Masonic Behavioral Health Services Crisis Line (if you are in Chicago).

**DePaul Central**

[DePaul Central](https://offices.depaul.edu/depaul-central/Pages/default.aspx) provides services to help student manage registration, academic planning, financial aid, and payment processes.

Use their services by calling +1 (312) 362-8610 or emailing [finaid1@depaul.edu](mailto:finaid1@depaul.edu) or [dpcl@depaul.edu.](mailto:dpcl@depaul.edu)

Please also see DePaul Central's [step-by-step instructions](http://offices.depaul.edu/depaul-central/student-resources/learning-center/Pages/default.aspx) on how to use [Campus Connect.](http://campusconnect.depaul.edu/)

**Student Evaluations**

At the end of this course, you will be provided with the opportunity to evaluate this course. Course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn’t can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors’ peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don’t miss this opportunity to provide feedback!

**Academic Integrity**

Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook ([Undergraduate Student Handbook](https://catalog.depaul.edu/student-handbooks/undergraduate/) and [Graduate Student Handbook](https://catalog.depaul.edu/student-handbooks/graduate/)) or by visiting [Academic Integrity](http://academicintegrity.depaul.edu) at DePaul University.