



AGNES SCOTT COLLEGE  
THE WORLD FOR WOMEN

EC 307 – Macroeconomics  
Rosemary Thomas Cunningham  
Fall 2011



**Course Objective:** This course extends the study of macroeconomics begun in Introductory Economics. It attempts to construct a model that explains the determination of output, employment, and inflation. We pay particular attention to the government’s ability to affect these macroeconomic variables through monetary and fiscal policies.



**Required Texts:** Rudiger Dornbusch, Stanley Fischer, and Richard Startz, Macroeconomics, 11th edition, McGraw-Hill Publishing Company, 2011. ISBN: 978-0-07-337592-2.

The Wall Street Journal, September 6 – December 2, 2011.

**Learning Assistant:** Jingsi Zu, [jzu@agnesscott.edu](mailto:jzu@agnesscott.edu)

**Course Requirements:** There will be three tests, weekly The Wall Street Journal quizzes, 8 problem sets, and a final exam. In addition, there will be an optional test given with the final exam from the material covered on the first three tests. If a student chooses to take this exam, I will drop the lowest of the four test scores. Your grade will be determined as follows:



Tests	60%
WSJ Quizzes	10%
Problem Sets	10%
Final Exam	20%

The tests are tentatively scheduled for September 21, October 12, and November 9. The WSJ quizzes will consist of 15 multiple-choice questions based on each week’s The Wall Street Journal. There will be 11 quizzes -- one posted on Moodle by 5pm on the Fridays indicated on the proposed class schedule. Each quiz will be visible for two weeks on Moodle and will become unavailable at 5pm on the relevant Friday. Although the total points available on the quizzes equal 165, I will record your score out of 135. Your grade for the problem sets will be the average of your top 7 scores.

**Problem Sets:** The following problems at the end of the chapters (as well as others I may add) will constitute the problem sets but I also strongly recommend that you review all of the conceptual problems. For the empirical problems, always substitute the most current year available for the last year referred to in the problem.

Dornbusch, et. al.	Questions & Problems
Chapter 1	E1
Chapter 2	T1, T2, T3, T4, T6
Chapter 3	T1, T2, T3, T4, T7, T10
Chapter 5	T1, T2, E2
Chapter 6	T1, T2, T3
Chapter 7	T1, E1
Chapter 8	E1
Chapter 9	T1, T2, T3, T4, T5

Chapter 10	T1, T2, T3, T5
Chapter 11	T1, T2, T3, T4
Chapter 12	T1, T3, T4, T5
Chapter 13	T1, T2, T3, T4, T5
Chapter 14	T1, T2, T3, T5
Chapter 19	T1, T2, T5, T6

**Grading Scale:**

Numerical Grade	Letter Grade
92-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
75-79	C+
65-74	C
60-64	C-
57-59	D+
53-56	D
50-52	D-
Below 50	F

**Moodle:**

I will update this course's Moodle website regularly. Students are expected to check that site and their email for messages regarding the course.

**Policy on Lateness and Absences**

**Lateness:** Students should make every possible effort to be on time for class. If a student is late, she should come in quietly and sit as close to the door as possible. She should wait until the end of class to receive anything that was returned or given out at the beginning of class. If a student is more than 5 minutes late, she will be counted as absent. The student is responsible for any missed information.

**Absences:** Attendance at all class sessions is encouraged. If you do not attend at least two-thirds of the classes, you will fail the course. Again, the student is responsible for any missed information.

**Missed Tests:** Only under extraordinary circumstances should a student miss a scheduled test. Minor illness does not prevent a student from taking a test. If a student does miss a test, the make-up test will be the optional test given with the final. If a student misses more than one test without an extraordinary reason, her final grade will be reduced proportionately. A student cannot make up a Wall Street Journal quiz and, for each day late, the score on the problem set will be reduced by 10%.

**Office:** Buttrick G28, Ext. 6208

**Appointments:** Please make appointments to see me utilizing the New Meeting Request function in Microsoft Outlook. You can view my available times and request a time that is mutually convenient. Please don't make appointments before 9 AM or after 4:30 PM.

**To send a meeting request:**

1. Go to mail.agnesscott.edu/exchange
2. In Calendar, click **New** on the toolbar.



3. In blank next to the **Required** button, enter rcunningham
4. Click the **Availability** tab to check my schedule.
5. In the **Start Time** and **End Time** drop-down lists, select the appropriate dates and times.
6. In the **Subject** field, type the meeting's topic.
7. In the message text area, type any message you want to accompany your meeting request, and then click **Send**.
8. I am sent a meeting request and I'll send you a response either accepting or declining the appointment.







**Course evaluation:** Your feedback on the course is extremely valuable to the department, the administration, and me. In particular, I take your comments very seriously and use them to improve the course the next time I teach it. You are responsible for completing an evaluation of the course at the end of the semester. I will provide more details later.

**Ten Tips for Doing Well in Class:**

1. Attend class. You can't just get the notes.
2. Buy the correct editions of the books. The cost of the books is small in comparison to the cost of your education. Why let \$100 ruin your \$20,000 semester?
3. Read the sections of the book prior to class, as well as after class.
4. Arrive early to class. This will give you time to review your notes and prepare mentally for class to begin.
5. Unless it's an emergency, don't leave class.
6. Take notes! Professor Zavodny has a t-shirt that says, "If I'm talking, you should be taking notes."
7. Ask questions. If you have a question, ask it as soon as possible. Ask questions in class, in my office, to the tutor, or in the Math and Economics Learning Lab.
8. Work on all assigned questions, practice tests/questions, and end-of-chapter questions as the semester progresses. When you encounter a problem, see tip 7.
9. When preparing for a test, ask yourself "If I was the professor, what would I ask on this test?"
10. Attending college is a full-time job. You should be allocating at least 40 hours per week for your studying. Since the normal course load is four classes per semester, you should allocate 10 hours per week to each course. This means spending 7 hours per week on each course in addition to class time.

## Proposed Class Schedule

Week	Monday	Wednesday	Friday
1		Aug 24  First Day of Class	Aug 26 Tour of the Economy
2	Aug 29 Introduction Chapter 1	Aug 31 Natl Income Accounting Chapter 2	Sep 1 Natl Income Accounting Chapter 2
3	Sep 5 Labor Day No Class	Sep 7 Growth Chapter 3	Sep 9 Growth Chapter 3 
4	Sep 12 AS & AD Chapter 5 	Sep 14 AS & AD Chapter 5	Sep 16 AS & AD Chapter 5 
5	Sep 19 Review for Test #1 	Sep 21 Test #1 	Sep 23 Aggregate Supply Chapter 6 
6	Sep 26 Aggregate Supply Chapter 6	Sep 28 Inflation & UE Chapter 7	Sep 30 Inflation & UE Chapter 7  
7	Oct 3 Inflation & UE Chapter 7 	Oct 5 Policy Preview Chapter 8	Oct 7 Policy Preview Chapter 8 
8	Oct 10 Review for Test #2 	Oct 12 Test #2 	Oct 14 Fall Break No Class
9	Oct 17 Income and Spending Chapter 9	Oct 19 Income and Spending Chapter 9	Oct 21 Income and Spending Chapter 9 
10	Oct 24 IS & LM Chapter 10 	Oct 26 IS & LM Chapter 10	Oct 28 IS & LM Chapter 10 
11	Oct 31 MP & FP Chapter 11	Nov 2 MP & FP Chapter 11	Nov 4 MP & FP Chapter 11 

12	Nov 7 Review for Test #3 	Nov 9 Test #3 	Nov 11 International Linkages Chapter 12 
13	Nov 14 International Linkages Chapter 12	Nov 16 International Linkages Chapter 12	Nov 18 Consumption & Saving Chapter 13 
14	Nov 21 Consumption & Saving Chapter 13 	Nov 23 - Nov 25 Thanksgiving Break No Classes	
15	Nov 28 Investment Spending Chapter 14	Nov 30 Investment Spending Chapter 14	Dec 2 Big Events Chapter 19 
16	Dec 5 Review for Final 