

## SYLLABUS

### *BUS 260—PRINCIPLES OF MACROECONOMICS*

---

#### **REQUIRED TEXTBOOK:**

Macroeconomics, McConnell and Brue, 17<sup>th</sup> Edition

Library Requirement: Recommended Reading: Journal of Political Economy,  
Economist Journal, and Business Week Journal

#### **COURSE DESCRIPTION:**

The course is designed to provide students with an understanding of how the national economy operates. Topics include supply and demand, optimizing economic behavior, prices and wages, money supply, interest rates, the banking system, unemployment, inflation, taxes, Government spending, and international trade.

#### **COURSE Goals: Upon successful completion of this course students will be able to:**

- Appreciate the features of the U.S. Economic system that have contributed to the high U.S. standard of living.
- Understand the public sector.
- Become sensitive to different points of view in respect to divisive economic issues.
- Develop an understanding of the issues involved in international trade balance of payments.

#### **A. Specific Competencies for Teachers:**

Teachers are expected to acquire basic knowledge and understanding of economic concepts, including:

- Supply and demand
- Interdependence/international trade
- Limited resources-resource allocation
- Opportunity cost
- Economic systems (Free enterprise/market economy, planned/command economy, mixed economy)
- Industrialization and technology
- Commercial and subsistence agriculture

#### **B. Course Objective:**

- Explain how efficiency and equity are related to the problem of scarcity.
- Explain how basic economic choices are made in different economic systems.
- Discuss the importance of achieving full employment, stable prices, and economic growth, explain how trade-offs occur in pursuing these goals separately.
- Explain how leakages from and injections into the spending stream effect all of us.
- Discuss the role of money, financial institutions and the Federal Reserve System.
- Explain how the money supply is determined through loan making, and how loan making is governed by the monetary policy of the Federal Reserve.
- Discuss aggregate demand and aggregate supply.
- Discuss the Consumer Price Index (CPI).
- Discuss macroeconomic equilibrium.
- Discuss Gross National/Domestic Product (GNP,GDP)
- Discuss consumption and investment decisions.
- Discuss quantity theory of money.
- Discuss an Open Market Operation, the structure of the Federal Reserve System.
- Discuss the Keynesian monetarist controversy.
- Discuss the role of fiscal policy and monetary policy in economic stabilization.
- Discuss foreign sector, exchange rate, export and import.

#### **PORTFOLIO REQUIREMENTS FOR EDUCATION MAJOR**

**Rewading, analyzing, and evaluating assigned articles, and applying economic principles to explain issues and problems clearly. The portfolios will contain student's writing samples, kept in a file folder with student's name on the tab.**

**COURSE REQUIREMENTS:**

1. Attend all classes.
2. Read all assigned chapters.
3. Submit homework assignments on time. Late homework will not be accepted.
4. Take all examinations on time. **(No makeup exams)**
5. All students must complete faculty/course evaluation on line toward the end of the semester.
6. All students are expected to utilize library resources in completing their Assigned projects.

**COURSE OUTLINE:**

	<u>Week</u>	<u>Topics</u>
Part One: Introduction Chapters: 1 & 2	1	Limits, Alternatives, and Choices. The Market System and the Circular Flow
3 & 4	2 - 3	Price, Quantity, and Efficiency Demand, Supply, and Market Equilibrium, The U.S. Economy: Private/Public Sectors.
5 & 6	4 - 5	The U.S. in the Global Economy, Measuring Domestic Output and National Income
7 & 8	6 - 9	Introduction to Economic Growth and Instability. Basic Macroeconomic Relationships.
9 & 10	10 - 12	The Aggregate Expenditures Model. Aggregate Demand and Aggregate Supply.
11, 12 & 14	13 - 15	Fiscal Policy, Deficits, and Debts Money and Banking. Interest Rates And Monetary Policy.
16	16	Economic Growth: Ingredients of Growth.

**STUDENT CLASSROOM DECORUM EXPECTATIONS**

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior i.e. talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headress. Students will turn off telephones prior to entering the class room. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non contributive to learning will be recorded, properly documented. and appropriately reported to the student and to the Chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair.. The faculty member should retain a copy for his/her own records.

**GRADING:**

Four tests weighted aqt 25% each... ... 100% (Research project if required  
will minimize number of tests).

Grading Scale:

90 – 100: **A**; 80 – 89 : **B**; **70 – 79: C**; **60 – 69: D**; **Below 60: F**.