Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT (https://lms.uconn.edu/).

### Course and Instructor Information

**Course Title:** Principles of Macroeconomics  
**Credits:** 3  
**Format:** Online  
**Prerequisites:** None. Not open to students who are taking or who have passed ECON 1200.  
**Professor:** William Alpert

**Email:** Alpert@uconn.edu  
**Office Hours/Availability:** By appointment  
**Telephones:**  
- University Office 203.251.8413  
- Consulting Office 914.591.0404  
- Cell 203.455.4534  
- HuskyCT Chat  
- Skype william.alpert7

### Course Materials

Required course materials should be obtained before the first day of class.

**Required Materials:**

Students are required to subscribe to the Mindtap online resources and homework system. This online system includes an e-text version of *Principles of Macroeconomics* by N. Gregory Mankiw, Cengage Learning, 7th Edition, 2015. HuskyCT will provide instructions for setting up and using Mindtap.

You can purchase an access card (ISBN: 781305096578) from the UConn Co-op. You can buy a card in person, in either Stamford or Storrs, or have the access card shipped to you via the Co-op’s Textbooks to Go service. (For more information, see Textbooks and Materials on our Enrolled Students page.) You can also buy an access card bundled with a paperback version of the textbook if you wish to have a physical book in addition to the e-text.

### Course Description

This is a one-semester course in *macroeconomics*. It provides a basic introduction to how a multitude of individual decisions come together in a market to allocate resources. (This is as opposed to *microeconomics* – ECON 1201 – that studies the actions of individuals, households (or families) and firms.) A central tool of macroeconomics is supply-and-demand analysis, and Macroeconomics includes economy wide phenomena such as the price level (and changes in it), unemployment, Gross Domestic Product (GDP) aggregate demand and supply, consumption, investment, government expenditures, taxation, exports, imports, money, financial intermediaries and central banking.
Course Objectives

By the end of the course, students should be able to:

- Define basic economic terms.
- Master and solve problems using supply and demand.
- Solve graphical and numerical economic problems.
- Recognize several models of the macroeconomy.
- Describe and apply the concept of money and money supply to the macroeconomy.
- Master the apparatus of fiscal and monetary policy in the macroeconomy.
- Explain the basic dynamics and meaning of changes in unemployment and the price level.
- Describe the importance of global trade among nations.

Course Outline

Module 1: Introduction to Economics

- Ten Principles of Economics.
- Thinking like an Economist.
- Gains from Trade and Comparative Advantage.
- Supply and Demand.

Module 2: Measuring the Macroeconomy

- Gross domestic product (GDP).
- Real GDP vs. nominal GDP.
- GDP: a good measure of economic well-being?
- Real GDP vs. nominal GDP.
- Construction of the consumer price index (CPI).
- Why the CPI is an imperfect measure of the cost of living.
- The distinction between real and nominal interest rates.

Module 3: Aggregate Demand and Aggregate Supply

- Key facts about short-run economic fluctuations.
- How the economy in the short run differs from the economy in the long run.
- Use the model of aggregate demand and aggregate supply to explain economic fluctuations.
- Explain how shifts in either aggregate demand or aggregate supply can cause booms and recessions.

Module 4: Money and the Financial System

- Financial institutions and how they are related to the macroeconomy.
- The market for loanable funds and its relationship to the economy
- Government deficits and how they are affect to the macroeconomy.
- Personal finance and individual participation in the financial system.
- Risk, return and asset prices.
- Comparing the value of resources at different times.
- Money: definition, and functions in the economy.
- The Federal Reserve and how it works.
- Money and Inflation.
- Money neutrality.
- Inflation’s costs.

Module 5: Integrating Fiscal and Monetary Policy; International Trade and Economic Growth
- How fiscal policy and monetary policies affect interest rates and aggregate demand.
- The relationship between productivity and economic growth.
- How and why productivity differs among economies.
- Who trades what with whom and why?
- Who wins and who loses in international trade?
- Net exports equal net capital outflow
- The relationships among saving, domestic investment, and net capital outflows.
- Nominal exchange and real exchange rates.
- Purchasing-power parity as a theory of exchange rate determination.

Course Requirements and Grading

Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>WSJ Articles Extra Credit</td>
<td>10%</td>
</tr>
<tr>
<td>MindTap Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Problem Sets</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Graphing Exercises</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
</tbody>
</table>

Online Discussion
Graded participation in online discussion board.

Homework (MindTap/Aplia)
Timed and graded online homework using MindTap/Aplia. Note that Aplia also can and should be used for unlimited practice questions.

Data Exercises
Four exercises using Google apps. These will require manipulation of simple tabular data and graphing in a spreadsheet (Google Sheets) or graphing (Google Draw).

Midterm Exam
Timed and proctored midterm exam. The midterm will cover material from Modules 1, 2 and 3. All students will take the midterm during two 8-hour windows, which will be announced in HuskyCT and are listed on the course schedule. Students must schedule their midterm exam time in advance of the testing window via the proctoring service Proctor U unless other arrangements are made.

Final exam
Timed and proctored final exam. The final will emphasize material from Modules 4, and 5. All students will take the exam during a 9-hour window, which will be announced in HuskyCT and is listed in the course schedule. Students must schedule their final exam time in advance of the testing window via the proctoring service ProctorU unless other arrangements are made.
Due Dates and Late Policy

All course due dates are identified in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

There are no make-ups for the required online activities. Unless the student has made specific arrangements with the instructor in advance (prior to the end of the exam or assignment period), unexcused missed activity receives a score of zero. The Dean of Students Office has this to say about extenuating circumstances for missed or late assignments: “When students are forced to miss a final examination due to illness, accident, death in the family or other unavoidable reasons they can come to the Office of Student Services & Advocacy to receive approval to arrange another exam time with their instructor. Students should present appropriate documentation to support their request. With other exams and assignments which are required during the semester students bring their documentation of extenuating circumstances directly to their instructors.”

Feedback and Grades

The instructor will make every effort to provide feedback and grades in a timely manner. Expect a response to questions within 24-hours. If you do not receive a response within that time, ask again. Graded materials will be returned within 48-hours after due dates, unless otherwise noted. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

Students needing special accommodations should work with the University’s Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

“Blackboard [HuskyCT] measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved April 23, 2015 from Blackboard’s Accessibility website)

Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access
- Google apps. Students are encouraged to opt in to “Public Services,” the suite of apps beyond the basic ones available automatically to all registered UConn students.
- Online Homework. Instructions for acquiring an account and linking to this course will be provided in
Proctor U. Instructions for acquiring an account and linking to this course will be provided in HuskyCT. Note that this service is free as part of the student technology fee.

Web cam. All students will need a web cam to use the proctoring service. Other requirements are listed on Proctor U’s technical requirements website. Be sure to check your computer before trying to begin a test.

Note that the instructor is your source for academic help, not for technical help, though you should report to the instructor any major technical problems that you think will affect other students. You should address technical question to the appropriate support team for each platform.

For UConn-supported platforms – HuskyCT and Google apps – online students have access to all in-person/live-person support options available during regular business hours through HuskyTech, UConn’s Student Tech Support. Students also have 24x7 Course Support including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

Some class exercises will require manipulating simple tables of data and graphing in spreadsheet software. These exercises are intended in part to help develop basic competence in spreadsheet software. All registered students have access to Google apps, which has a spreadsheet program.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Content Notice

None of the material in this class is intended to offend, shock or otherwise discomfort any student. However, please be aware that some descriptions, depictions or characterizations may be disturbing to you. If you think that they will be or appear to be, please consult with me and we will present the course content in other forms.

Instructor Background

Degrees: AB (Lehigh University); MA, M.Phil., Ph.D. (Columbia University) all in economics.

Previous teaching positions: Columbia University (while a graduate student), Washington University (St. Louis), and Lehigh University.


PLEASE NOTE: You are strongly urged to consult with me regarding the course at any mutually convenient time. In order for teaching to be successful (that is for learning to take place) I need your feedback. My job is to present the course material to you as effectively as I possibly can. Part of your job is to let me know how I'm doing. I can't read minds. You need to let me know what isn't working and perhaps just as importantly what is working. Is the textbook any good? I think it is the best on the market for this class, which is why I choose them but perhaps you don't think they are as valuable as they might be. How about the lectures? Are they clear? Do you get the point of the classes? You need to let me know. What about the technology? Suggestions on its better employment are always in order. You also need to ask questions. A question that is always in order is, "why is this important?" Any question regardless of how unimportant or foolish it may seem to you is important. Please ask it. It is almost always better to raise a question because if you need to ask the question the odds are excellent that half the class or more is also is confused about the
same point and your question will assist them too. Are the writing assignments clear and useful? Is my feedback helpful? To conclude if you don’t understand something IT IS BECAUSE I AM NOT SAYING IT RIGHT. This is not plasma physics, or higher mathematics. I hope for all our sakes you need to fully participate in this class. Thank you. WTA

### Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.