

Syllabus for ECON 2202

Intermediate Macroeconomic Theory

Prof. Daniela Vidart

Spring 2023

Note: Syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Instructor and Course Information

Instructor: Daniela Vidart

Pronouns: She/her/hers

Email: daniela.vidart@uconn.edu

Office: Oak Hall 345

Office Hours: Mondays 6:00pm - 7:00pm (can be in person or through Zoom, book via Nexus)

Lectures: MoWe 4:40pm-5:55pm

Location: OAK 117

Teaching Assistant Information

TA:

Pronouns:

Email:

Notes:

- You are encouraged to ask questions during lectures, office hours, or via email.
- During lecture and review sessions, I will solve practical problems that will provide a hands-on approach on how to apply the concepts. These will be helpful to prepare for tests.

- The end of chapter problems from the textbook are also a useful resource to further your learning, and study for exams.

Course Description

ECON 2202 is a course on intermediate macroeconomic theory, covering national income accounting; the determination of aggregate output, employment and price levels; elements of business cycles and economic growth. This course provides a rigorous treatment of Intermediate Macroeconomics. We begin by examining some basic facts about the U.S. economy, as well as measurement practices. We then move on to study key macroeconomic models that provide a microfounded base of the aggregate economy, and can help explain the facts studied before. The roadmap for the semester is thus as follows. (1) Basic Facts motivating macroeconomics and measurement; (2) Long-Run Growth; (3) One-Period Model of the Macroeconomy; and (4) Two-period model of the macroeconomy (if time permits).

Course Materials

Textbook: Macroeconomics (6th edition) Stephen D. Williamson, Pearson, 2017.

Although I will be following the textbook, the most important material for this class is the set of notes we will develop during lectures. Although the reading of the textbook is not mandatory, (meaning midterms and final will not include concepts that were not introduced in class), I strongly recommend reading it to complement the lectures, and working through the end of chapter exercises as preparation for the exams.

Note: I will upload a set of “incomplete” notes to HuskyCT for every topic. I will fill out these notes during class. I recommend you print out the “incomplete” notes, and fill them out as we go in class.

Course Outline

1. Basic facts motivating macroeconomics and measurement (Williamson Chapter 2)
 - (a) Economic Growth and Business Cycles
 - (b) National Income Accounting

- (c) Nominal and Real Price Indices
- (d) Labor Market Measurement
- 2. Models of Economic Growth (Williamson Chapters 7-8)
 - (a) Economic Growth Facts
 - (b) Solow Growth Model
- 3. One-period General Equilibrium Model (Williamson chapters 4 and 5)
 - (a) Work-leisure decision
 - (b) Representative Consumer
 - (c) Representative Firm
 - (d) Government
 - (e) Competitive equilibrium
- 4. Two-period General Equilibrium Model (Williamson chapter 9) - if time permits
 - (a) Saving decisions
 - (b) Government
 - (c) Ricardian Equivalence

Calendar and Class Meeting Schedule

- Mondays and Wednesdays, 4:40pm-5:55pm.
- Location: OAK 117
 - Lectures on the days before course material exams will be Exam Reviews.

Course Requirements and Grading

Exams and Homeworks

We have four exams and four homeworks.

- The homeworks have a combined weight of 10%, while the exams have a combined weight of 90%. I will drop your lowest exam score, and your lowest homework score. Your grade will be based on the scores of the other three exams and three homeworks.

For example, for a student who had the lowest score in Exam 2 out of the four exams, and in Homework 3 out of the four homeworks, the weight of each of the components will be:

Course Components	Example Weighting
Homework 1	3.33%
Homework 2	3.33%
Homework 3	0%
Homework 4	3.33%
Exam 1	30%
Exam 2	0%
Exam 3	30%
Exam 4	30%

Homework Information

- If you do not submit one of the homeworks, that automatically will become the one that is dropped from your score.
- Homeworks will be made available at the beginning of each module in HuskyCT (though notice we may cover the material needed for some of the problems later in the module).
- You should submit your homework solutions on HuskyCT by either typing them directly in HuskyCT, uploading a word/pdf file, or uploading pictures of your handwritten solutions.
- Homeworks will be due the day before the review session for each exam. We will solve some of the homework problems, along with other problems, during the review session.
- Your homework score will focus more on completion, rather than getting everything absolutely perfect. Still, you should try to do your best in the homeworks since they are the best preparation for exams.

Homework 1: Due Sunday February 12th at 5pm

Homework 2: Due Sunday March 5th at 5pm

Homework 3: Due Sunday April 9th at 5pm

Homework 4: Due Tuesday April 25th at 5pm

Exam Information

- If you are unable to attend one of the exams, that automatically will become the one that is dropped from your score.
- The questions asked on the exams will be based on lectures, homeworks, and practice problems from the textbook.
- You will have an opportunity to boost your score in each exam by completing extra-credit assignments. These are explained below.
- You will be able to prepare and use a “cheat-sheet” for every exam. This “cheat-sheet” must be in the form of a two-sided letter sized page. Use of other notes or materials, and help from others, are not allowed.

Exam 1: Wednesday February 15th (during class time)

Exam 2: Wednesday March 8th (during class time)

Exam 3: Wednesday April 12th (during class time)

Exam 4: Finals week (exact time and date TBA)

Extra Credit Assignment Information

- You can boost your score in each exam by completing extra-credit assignments.
- These assignments are optional, and graded out of a total of 10 points.
- The score you get in each of these assignments will be added to the corresponding exam’s score (score on first extra credit assignment will be added to exam 1, score on second extra credit assignment will be added to exam 2, etc.). The maximum you can get in each exam is 100.

Extra Credit Assignment for Exam 1: Due Wednesday March 1st at 7pm

Extra Credit Assignment for Exam 2: Due Wednesday March 22nd at 7pm

Extra Credit Assignment for Exam 3: Due Wednesday April 26th at 7pm

Extra Credit Assignment for Exam 4: Due Monday May 1st at 7pm

Grading Scale

The class will be curved. In practice, this means that final scores will be adjusted to account for the gap between the highest score in the class, and the highest possible score of 100.

- For example, if the highest final score in the class is 50, the gap between this score and the maximum possible score of 100 is 2-fold. Therefore, every final score in the class will be multiplied by a factor of 2.

After this adjustment, your final grade in the class will be determined via the table below:

Grade	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
<60	F

Feedback and Grades:

I will make every effort to provide feedback and grades within a week of taking tests. To keep track of your performance in the course, refer to My Grades in HuskyCT.

For additional information on undergraduate grading policies see here:

<https://registrar.uconn.edu/grades/>

Weekly Time Commitment

You should expect to dedicate 8 to 10 hours a week to this course. This expectation is

based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. (More information related to hours per week per credit can be accessed at the Online Student website).

Reaching Out

Reaching out to friends, family, and your instructor is OK! In particular, do not hesitate in reaching out to me if you need any help – this includes even talking about how you are. My objective as an instructor is to make it possible for all students in this class to be able to succeed. The recovery from the global pandemic makes this a difficult time for all of us. Most importantly, success in this course program depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom.

Please be in touch if you are facing issues that impact your ability to participate fully in the class. If you encounter challenges that fall beyond the purview of the course, I am happy to listen and help you find the resources at UConn to best meet your needs. I am hopeful that our classroom will provide a community for all of us in these difficult times, and that as a collective, we can continue to learn from each other as we navigate life during the pandemic.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement. Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any

mental health or psychological concern. Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

Accommodations for Illness or Extended Absences

If life circumstances or illness are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include: fever, cough, shortness of breath or difficulty breathing chills, repeated shaking with chills, muscle pain, headache, sore throat, new loss of taste or smell. Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

Student Responsibilities and Resources:

Academic Integrity

Academic misconduct will be taken seriously. Violations of the academic integrity policy will result in failure of assignments where cheating is detected, and potentially failure of the course and referral to the Academic Misconduct Hearing Board for further sanctions.

Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. 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
- Credit Hours and Workload
- 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

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>. Blackboard 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 March 24, 2013 from Blackboard’s website)

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course uses the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available

during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Student Technology Training

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline .

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.

Evaluation of Course Experience

Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

Additional informal formative surveys and other feedback instruments may be administered within the course.