**Syllabus – Spring 2024**

University of Connecticut

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course Title: Special Problems in Money & Banking (ECON 3416)

Credits: 3

Format: In class

Prerequisite: ECON 2202, ECON 2411

Professors: Dr. Paul Tomolonis with Tara Grealis **(former CFO of a publicly traded bank!)**

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Office Hours: Before and after class and by appointment, please email anytime

Classroom:

**Optional Materials**

<https://open.umn.edu/opentextbooks/textbooks/29>

<https://neweconomicperspectives.org/money-banking>

Or ANY Money & Banking textbook will do.

**For Macro Theory Review Purposes:**

*Macroeconomics Theories and Policies,* 9th Edition, Richard Froyen ISBN: 978-0-13-600155-3

*Macroeconomics,* 4th Edition, Stephen Williamson ISBN: 978-0-13-136873-6

*Macroeconomics: Policy and Practice* Frederic Mishkin ISBN: 978-0-32-143633-7

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

**Course Description**

Emphasis on public policy: commercial bank regulations; the relation of liquidity to economic fluctuations; government lending agencies; and central bank policies and credit control.

**Course Objectives**

By the end of the semester, you should be able to:

1. Understand how the financial system affects the real economy, especially households
2. Apply economic reasoning to issues within banking and financial intermediation
3. Evaluate current policy options and their effect on the real economy

**Course Outline**

# ECON 3416 Topical Schedule (subject to change)

*Note: material not covered in lecture is the students’ responsibility*

* Review of Macroeconomic Theory
  + Circular Flow / Growth
  + Finance & Firms
  + Households & Economic Welfare & Labor Market
* Review of Banking
  + Bank operations
    - Bank types / purpose
    - Financials = financial statement analysis & performance
    - Risk Management
      * Credit risk
      * Interest rate risk
  + Bank Regulation
    - Purpose
    - State & Federal regulators
* Review of Money & Monetary Policy
  + MP purpose
  + MP operations
  + Theory
* Efficient regulation – cost benefit
  + Internal policy on credit losses
  + Ability to switch modeling (earnings smoothing)
* Financial Crisis
  + History, Cause, Effect
  + Policy Response
    - Dodd Frank
    - CFPB
  + Policy responses:
    - Interest on excess reserves
    - Stress tests
    - Living wills
    - Capital requirements
    - Prop trading – Volker Rule
* CECL
  + New accounting rules, BIG BATH?
  + Credit loss estimation – new horizon
  + Capital Market impact
  + Shorter duration
  + Credit availability
  + Yield curve implications
  + Data analytics –crowded trades 🡪 exit
* COVID-19
  + Central Bank responses
    - “Main street” lending programs
    - PPP loan administration
  + Support & stress on financial systems
    - Forbearance
    - Re-structuring
    - Moratoria
  + Risk Management Changes
    - Industry sector risk changes
    - Income (credit) risk
    - Interest rate risk (NIM)
  + Post COVID growth and policies
    - Inflation
    - Yield curve
      * Growth
      * Monetary policy
    - Monetary and fiscal policy reversals
* Financial Innovation & Regulation
  + Fin Tech
    - Payment services
    - Funding sources
    - Alternate investment vehicles
  + Crypto

**Calendar**

Student should check, and consult often, the due dates for assignments in HuskyCT. Ample time will be given to complete assignments (a week or more), but the student must pay attention to announcements and postings in HuskyCT. Each class I teach has a unique timetable predicated on the needs of the given students in the class; so, dates and assignments shift (as does material discussed) to meet those needs.

**Course Requirements and Grading**

Grades for the semester will be based on the following coursework:

|  |  |  |
| --- | --- | --- |
| Course Components | Weight (%) |  |
| In-term Assessments | 60% |  |
| Final Exam | 40% |  |
| Total | 100% |  |

**In-term Assessments**

In-class andtake-home quizzes & assignments will be used to check your understanding and verify that you are keeping up with class material. These quizzes will be matching, fill-in-the-blank, multiple choice or multi-select, and, perhaps, a short essay response with outline. These assessments will be open resource & may be done in groups for discussion purposes. **Discussing the material with each other is the single best way to learn and master the material.**

**There will be NO MIDTERMS!**

**Final Exam**

The Final Exam will be administered during the assigned final exam slot for our class. It will be CLOSED book/notes assessment but the in-term assessments will lead up to it. This is your chance to demonstrate your ultimate understanding and ability to apply the material presented and discussed in class. This opportunity to demonstrate what you have learned during the course will significantly affect your grade for the course. It will be comprehensive in scope including material from the in-term assessments.

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Letter Grade** | **GPA** |
| 94-100 | A | 4.0 |
| 90-93 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

**Due Dates and Late Policy**

All course due dates are identified in HuskyCT. Deadlines are based on Eastern Time unless otherwise specified. *The instructor reserves the right to change dates accordingly as the semester progresses.  All changes will be communicated in an appropriate manner.*

**Late Work Policy**

Assignments submitted after the established due dates will not be accepted unless arrangements have been made in advance and will be graded at the instructor’s discretion; you can expect a reduction in your grade. Missed assignments may result in the weight of the assignments being placed on the final exam. There will be NO formal exams during the semester; instead, we will have smaller more frequent assessments. These assessments will lead up to the final exam, which will be held during the final exam period established by the registrar.

**Feedback and Grades**

I will make every effort to provide feedback and grades in a timely manner after due dates (immediate to one week). To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Weekly Time Commitment**

You should expect to dedicate 6 to 8 hours a week to this course, depending on how prepared you are (pre-requisites) and how quickly you assimilate new material. This expectation is based on the various course activities, assignments, and assessments and the [University of Connecticut’s policy regarding credit hours](https://policy.uconn.edu/2012/08/22/credit-hour/). (More information related to hours per week per credit can be accessed at the [Online Student website](https://onlinestudent.uconn.edu/learn-more/#collapsepanel-269-1-0-07)).

**Student Authentication and Verification**

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include secure access to the learning management system using your unique UConn NetID and password along with plagiarism analysis.

### How to Succeed in this Course

**Use of Email**

Feel free to use email to ask questions and make comments. I will communicate with the class via HuskyCT (Announcements); this material will be a part of the class material and ***MUST*** be accessed by the student. Often, this will take the form of de-identifying an email questions and response of general interest.

**Miscellaneous**

Students are expected to practice writing out the concepts we study to gain experience and understanding. This includes editing and revising along with outside research of the topics. This should be done daily since a little bit each day keeps the topics in your mind and continues your progress in being able to express yourself. As little as 20 minutes a day on writing has proven (among prior students) to make a significant impact. Please do NOT wait until the end to work on your understanding and expression!

If you have any issues with the schedule, the material, the method of instruction, or any other aspect of this class, the expectation is that you make those issues known to the instructor as soon as possible. This includes not being able to attend (access) class meetings or meet deadlines.

This syllabus represents the intended structure of this class but the instructor reserves the right to adapt and change this structure depending on the needs and direction of the class.

**Class Participation**

Although there is no formal grade for participation, students are encouraged to ask questions and share their thoughts in class. This type of interaction helps me (the instructor) see where you (the students) are struggling so that I can direct my efforts to helping you. Indeed, conversations regarding this material will be beneficial to you in any venue; so, you are encouraged to discuss the class material with others in the class, those outside of the class, as well as with the instructor during class. Please let me know if you have questions about the material and how it all connects together. For online classes, this may be accomplished via email.

### Integrity of scholarship

*Honesty in all academic work is expected of every student. This means giving one’s own answers in all class work, quizzes, and examinations without help from any source not approved by the instructor. Written material is to be the student’s original composition. Appropriate credit must be given for outside sources from which ideas, language, or quotations are derived*.

See the student code of conduct for specific parameters and punishments for violating this expectation. This policy will be STRICTLY enforced.

### Helpful Links (especially the Writing Center – start writing immediately!):

[Dean of Students Office](https://dos.uconn.edu/), [Academic Achievement Center](https://achieve.uconn.edu/), [Writing  Center](https://writingcenter.uconn.edu/), [Quantitative Learning Center](https://qcenter.uconn.edu/), [Center for Students with Disabilities](https://csd.uconn.edu/), [Title IX Office](https://titleix.uconn.edu/title-ix-at-uconn/about-title-ix-uconn/), [Student Health and Wellness -- Mental Health](https://counseling.uconn.edu/)

### Husky Study Groups

Are you interested in forming a study group with other students in the class?  There is a study group application in Nexus that can help you get started. Feel free to share this [video](https://nexus.uconn.edu/secure_per/studygroups/video.php) with students and send them [here](https://login.uconn.edu/cas/login?service=https%3a%2f%2fnexus.uconn.edu%2fsecure_per%2fstudygroups%2findex.php) (<https://nexus.uconn.edu/secure_per/studygroups/index.php>) for more information.

### 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**](https://counseling.uconn.edu/) (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/**](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcounseling.uconn.edu%2F&data=02%7C01%7Csuzanne.lafleur%40uconn.edu%7C8de70653941b46a391c008d82eaa9de5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637310657616301680&sdata=sV755zd9%2F4RCEkS3OHYwdjGjGkZRLNVdHklZLtnhHSI%3D&reserved=0)for services or questions**.**

### Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill.  If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances 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.

### Classroom/Virtual Classroom Guidelines

Students are expected to treat HuskyCT as our classroom, checking in often, setting alerts for new posts, accessing material posted (lectures and content), monitoring due dates, and submitting assignments. I will try to post consistently and allow appropriate time for accessing the material. If students have questions or concerns, they should reach out via email.

### 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](https://onlinestudent.uconn.edu/learn--more/#POL), 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](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

### Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

* HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx), [HuskyCT/ Blackboard Privacy Policy](http://www.blackboard.com/footer/privacy-policy.aspx))
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([Adobe Reader Accessibility Statement](http://www.adobe.com/accessibility/products/reader.html), [Adobe Reader Privacy Policy](http://www.adobe.com/privacy.html))
* Google Apps ([Google Apps Accessibility](https://www.google.com/accessibility/), [Google for Education Privacy Policy](https://www.google.com/edu/trust/))
* Microsoft Office (free to UConn students through [uconn.onthehub.com](https://uconn.onthehub.com)) ([Microsoft Accessibility Statement](http://www.microsoft.com/enable/microsoft/mission.aspx), [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/))
* Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
* WebCam

For information on managing your privacy at the University of Connecticut, visit the [University’s Privacy page](https://privacy.uconn.edu/).

**NOTE:** This course has NOT been designed for use with mobile devices.

### 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](http://www.oire.uconn.edu/) (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.