



**[ECON 2020-001 & 202-001 Fall 2023]
In Person**

Instructor: Zehu Du

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Class time: Mondays and Wednesdays from 11:50AM-01:10PM

Classroom: FASB (Sutton Geology Building) Room 295

Office Hours: Friday 3 PM – 5 PM by appointment

Office Location: Gardner Commons 4th floor, Department of Economics

Required Materials

Principles of Macroeconomics, 12th or 13th ed., by Karl E. Case and Ray C. Fair, Pearson Prentice Hall.

The textbook can be found at the Campus Store or via Inclusive Access Program from the “Bookshelf” in Canvas.

Course Description

This course introduces students to essential macroeconomic principles and core macroeconomic theories. The focus is on understanding the workings of three markets of a modern economy: the goods market, the money market and the labor market. The goal is to learn how to think critically about the economy using formal tools such as algebraic and statistical models. Hence, we will be making use of a fair share of our knowledge of basic algebra and calculus as well as graphs and statistical indicators. Discussions of contemporary macroeconomic policy and extensive references to current economic issues faced by the US and global economies will be one aspect of class instruction. A successful student will become, by the end of the semester, familiar with current debates on fiscal and monetary policy, fiscal deficits and the global economy.

Course Outcomes

By the end of this course, you will be able to:

- Explain essential economic principles, main macroeconomic concerns and know how to calculate basic macroeconomic indicators.
- Explain essential economic principles that underlie the workings of the goods market, the money market and the labor market in a modern economy.
- Analyze the mechanism and channels through which fiscal and monetary policies affect the macroeconomy.
- Evaluate and synthesize current economic debates on macroeconomic policy intervention.
- Use simple macroeconomic models to analyze an economy and to derive the effects of exogenous shocks on output, employment and the price level.

- Explain different perspectives in macroeconomics.

Teaching and Learning Methods

This class is meant to be participatory, so students are supposed to read the assigned material before taking the class or weekly quizzes. We will use Canvas as our main hub for course materials (lecture notes, assignments, schedules). Students' knowledge will be tested through multiple choice quizzes and exams, essays, projects, and presentations.

Course Expectations

Instructor Expectations

Your course instructor is an expert in the topics you will learn about this semester. Your instructor is your mentor and facilitator of the classroom experience and is committed to the following expectations for this course:

- The instructor will design the course to include lectures, readings materials, and assignments that will challenge students and will provide them with opportunities to learn and practice course content.
- The instructor will interact with the class via lectures, Canvas announcements, virtual and in-person office hours, emails/the Canvas inbox, feedback on assignments, and comments on lecture bulletin boards, among other methods.
- The instructor will respond to emails within 48 hours, not including weekends and holidays.
- The instructor will be available for individual consultation via virtual or in-person office hours.
- The instructor will provide feedback on the assignments in a timely manner.
- The instructor will follow all official University of Utah policies regarding conduct in the classroom, incompletes, and accommodations. Students' accommodations will met with required documentation.

Student Expectations

The following is expected of all students in this class:

- Students will log in to the Canvas course a minimum of 3 time per week.
- Students may be expected to work respectfully with classmates.
- To do well the course students must be self-motivated, organized, and willing to stay on top of their schedule. Students should take control of their learning while in this course.
- Students will regularly check course announcements. The **Announcements** area is the instructor's official means of communication when distributing information to the entire class.
- Students will update their Canvas settings to ensure they receive timely notifications from the course.

- If students have any questions, are struggling with course materials, or need further assistance from their instructor, they will take the initiative to contact their instructor via email.
- Email isn't perfect; sometimes, messages sent to instructors are lost before they are read. If you do not hear back from your instructor 3 days after sending a message, please contact your instructor again.
- Students will engage with the course, students, and the instructor in a respectful and professional manner at all times.
- This class is meant to be participatory, so students should read the assigned material before posting discussions or taking weekly quizzes.
- Behave with honesty and integrity. Academic dishonesty is not acceptable behavior and evidence of cheating will result in failing the class and being reported to the Judicial Affairs Officer.

Evaluation and Grading

Attendance Policy: You will not be graded on attendance; however, attending class can help in understanding complex mathematical analysis.

Grading Policy: Grades will be calculated based on the following required work:

Graded Assignment	Frequency	Share of total course grade	Points
Weekly quizzes	10 at 3% each	30%	300/10=30 points each
Data exercises	2 at 10% each	20%	50 points each
Midterm Exam	1	20%	100
Final Exam	1	20%	100
Great Economists group assignment	1	10%	100

Practice quizzes and exams are **NOT** graded, that is they do not count towards your final grade!

Scale Score:

94%-100%	A
90%-93.9%	A-
87%-89.9%	B+
84%-86.9%	B
80%-83.9%	B-
77%-79.9%	C+
74%-76.9%	C
70%-73.9%	C-
67%-69.9%	D+

64%-66.9%	D
60%-63.9%	D-
0%-59.9%	E

Late Assignments: The due dates on quizzes and assignments are intended to help you stay on track in the course. It is your responsibility to turn in each assignment on the required date. All assignments turned in after the scheduled due date will be lowered 10% for each 24-hour period in which they are late. The exceptions that may be considered is due to sickness, university excused function, or circumstances beyond the students' control. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse. Vacations are not an excuse for missing or submitting a late assignment. You have one week after the due date to contact me regarding a late submission or you will be penalized. If you foresee a problem with meeting a deadline, please reach out to the professor as soon as possible.

Final course grades will follow the grading system below. Final grades will not be rounded up (please do not ask). Requests for regrades of a particular assignment must be made (formally via email) within 1 week of the grade being posted on Canvas. Instructors and graders reserve the right to regrade the entire assignment, which may result in a higher or lower grade than the initial grade.

Technology Issues and Tech Help

Your instructor has invested time before the start of the semester to ensure that the technologies used in this online class will operate smoothly. Nevertheless, technology doesn't always do what we want it to do! As such, this course has the following expectations regarding tech problems:

- Students are **required** to contact the instructor immediately when they notice broken links or inaccessible files in the course. Links and files are assumed to work unless students indicate otherwise. Points lost on assignments, due to inaccessible links and files, **cannot** be made up if students did not notify the instructor of the problem prior to the assignment due date.
- The instructor is committed to fixing broken links and inaccessible files as soon as possible after being notified by the students. In the case that there will be a significant delay before these items can be fixed, the instructor will post an announcement to let the class know about the problem and to describe any alternate files/links or alternate due dates for assignments, if applicable, that students should be aware of.
- Students are responsible for submitting all assignments and activities by their due dates. In the very rare case that technical problems prevent a student from submitting an assignment, students are required to—
 - Immediately contact their instructor via email or the Canvas **Inbox**, to let them know about the problem and to submit a copy of their assignment as an attachment (where possible).

- Then, immediately contact the Canvas help desk to troubleshoot and resolve the problem.
- Submit an email updating the instructor on whether the problem was resolved and of any additional steps the student or instructor needs to take to get the assignment properly submitted to Canvas.
- It is **not** appropriate to send an email to your instructor informing them about tech problems after an assignment due date.
- Students are expected to read all assignment instructions and to submit work in the required file formats. Work submitted as improper file formats will **not** be considered to have been handed in on time. The instructor will only grade work submitted using the proper file format.
- It is the student's responsibility to reach out to the appropriate help desk to troubleshoot and resolve tech problems in the course,

24/7 help is available to all students via the *Help* button in the far-left Canvas menu.

For more detailed information about getting tech help, please review the information on the [Tech Help](#) page of the course.

Course Schedule

Module 1: Introduction to economics (chapters 1, 2 and 3, WEEK 1)

Module 2: Introduction to macroeconomics (chapters 5, 6 and 7, WEEK 2)

Module 3: Aggregate expenditure and equilibrium output (Chapter 8, WEEK 3&4)

Module 4: The government and fiscal policy (chapters 8 and 9, WEEK 5)

Module 5: Money, the Federal Reserve and the interest rate (Chapter 10, WEEK 6&7)

Fall break (WEEK 8)

Module 6: Preparing for the midterm exam (WEEK 9)

Module 7: The AS-AD model (chapters 11 and 12, WEEK 10-13)

Module 8: The labor market (Chapter 13, WEEK 14)

Module 9: Alternative Views in Macroeconomics (Chapter 17, WEEK 15)

Module 10: Great Economist Presentations (WEEK 16)

Module 11: Preparing for the final exam

The midterm exam will be held during the week 9 (October 16-20). The final exam will be held during the University exam week which is scheduled for December 11-15. As of now both exams will take place via the automated online proctoring system.

We will start with an introduction to economics and macroeconomics based on chapters 1 through 7 (we will not cover chapter 4). The substance for this course is covered by chapters 8-13 in Part III of the textbook (chapters 8-14 if you are using an earlier edition). We will spend most of the time this semester working on these core chapters. Following the core material and depending on the available time we will move on to specific topics in macroeconomics and particularly to chapter 17 which is a review of main perspectives in macroeconomics.

The syllabus and schedule are meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be posted to Canvas under Announcements.

Important Dates

Event	Date
Classes begin	Monday, August 21
Last day to add without a permission code	Friday, August 25
Last day to wait list	Friday, August 25
Last day to add, drop (delete), elect CR/NC, or audit classes	Friday, September 1
Last day to withdraw from classes	Friday, October 20
Last day to reverse CR/NC option	Friday, December 1
Classes end	Thursday, December 7
Reading day	Friday, December 8
Final exam period	Mon.-Fri., Dec. 11-15

University Policies

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

- ***If in-class attendance is a necessary component of the course for pedagogical reasons (e.g., laboratories, studios, or artistic training), state it explicitly.***

Use this standard language: “Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate

2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. ***COVID-19 Resources.***
The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic.

For the most up-to-date information on COVID-19 protocol, please refer to <https://coronavirus.utah.edu/>.

Other resources are

1. [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](#)
2. [Registrar's Office COVID-19 Information and FAQ's](#)
3. [Housing & Residential Education](#)

5. ***Diversity Statement*** . I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

6. ***Undocumented Student Support Statement***. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

7. **Student Mental Health Resources**

- *Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including free counseling, trainings and other support.*
- *Consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues*

8. ***Diverse Supports for Students***. Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability & Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB)

801-581-8151

diversity.utah.edu/centers/CESB/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli

540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu

1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu (Links to an external site.)

409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support