

1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

Date Submitted: 11/10/2015

1b. Department/Division: B&E Economics

1c. Contact Person

Name: William Hoyt

Email: whoyt@uky.edu

Phone: 257-2518

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Fall 2016

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ECO 622

2c. Full Title: Macroeconomics for Applied Economists

2d. Transcript Title: Applied Macroeconomics

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: An applied analysis of macroeconomic conditions useful to a professional business economist is presented. Emphasis is on blending mainstream economic models of the economy with data to interpret current conditions, prospects for future conditions, and monetary and fiscal policies that influence these conditions.

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SENATE COUNCIL

- 2k. Prerequisites, if any: Economics 402 (Intermediate Macroeconomics) or an equivalent course.
- 2l. Supplementary Teaching Component:
3. Will this course taught off campus? No
If YES, enter the off campus address:
4. Frequency of Course Offering: Fall,
Will the course be offered every year?: Yes
If No, explain:
5. Are facilities and personnel necessary for the proposed new course available?: Yes
If No, explain:
6. What enrollment (per section per semester) may reasonably be expected?: 30
7. Anticipated Student Demand
Will this course serve students primarily within the degree program?: Yes
Will it be of interest to a significant number of students outside the degree pgm?: No
If Yes, explain:
8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,
If No, explain:
9. Course Relationship to Program(s).
a. Is this course part of a proposed new program?: No
If YES, name the proposed new program:
b. Will this course be a new requirement for ANY program?: Yes
If YES, list affected programs: MS, Economics
10. Information to be Placed on Syllabus.
a. Is the course 400G or 500?: No
b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MKT210|Steven J Skinner|ECO 622 NEW College Review|20150327

SIGNATURE|ZNNIKO0|Roshan Nikou|ECO 622 NEW Graduate Council Review|20150410

SIGNATURE|JEL224|Janie S Ellis|ECO 622 NEW Senate Council Review|20151109

SIGNATURE|WHOYT|William H Hoyt|ECO 622 NEW Approval Returned to Dept|20151110

SIGNATURE|MKT210|Steven J Skinner|ECO 622 NEW College Review|20150327

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	4800	ECO 622 Syllabus (Applied Macroeconomics).doc

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹ Fall 2016

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes ¹ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input type="text" value="45"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain:		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

An applied analysis of macroeconomic conditions useful to a professional business economist is presented. Emphasis is on blending mainstream economic models of the economy with data to interpret current conditions, prospects for future conditions, and monetary and fiscal policies that influence these conditions.

k. Prerequisites, if any:

Economics 402 (Intermediate Macroeconomics) or an equivalent course.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement¹ for ANY program? Yes No

If YES¹, list affected programs::

BS, Economics

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 8.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

ECO 622
Macroeconomics for Applied Economists

Instructor: Jim Fackler
Office Address: 302E Mathews
Email: eco134@uky.edu
Office Phone: 257- 7649
Office hours: Monday and Wednesday 2:00 to 3:30 PM

Course Description:

An applied analysis of macroeconomic conditions useful to a professional business economist is presented. Emphasis is on blending mainstream economic models of the economy with data to interpret current conditions, prospects for future conditions, and monetary and fiscal policies that influence these conditions.

Prerequisites:

Economics 402 (Intermediate Macroeconomics) or an equivalent course or consent of instructor.

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Find relevant data at primary sources and understand how the data is compiled.
2. Interpret daily data releases and news events in terms of economic impact.
3. Prepare regular briefings for clients on macroeconomic conditions.

Required Materials:

Macroeconomics (Second Edition), by R. Glenn Hubbard, Anthony Patrick O'Brien and Matthew Rafferty, Pearson, 2014.

Subscription to the Wall Street Journal.

Description of Course Activities and Assignments:

Analysis of economic data, including periodic government data releases, and how these data can be interpreted within a standard macroeconomic model of the economy; discussion and critique of opinion pieces in the Wall Street Journal, other prominent news publications, and economics blogs. Usually the assignments and activities will be made from material that has become available since the prior class, consistent with the requirement that applied economists be current on news and emerging trends.

Course Assignments:

1. Three exams (100 points each), focusing on the macroeconomic model used in the analysis of daily economic events.
2. Three graded papers; maximum five pages excluding data plots or charts (25 points each).

The first paper will deal with the student describing a particular data series. The paper will provide the definition of the data series, how it relates to other data (for example, what information is in the "headline" unemployment rate and how it relates to the U6 rate), the release schedule, if the data is subject to revisions (and if so the frequency of revisions), and the nature of revisions in terms of typical magnitudes. Access a "real time" data base to evaluate how the data for a particular date has been revised over time.

The second paper will provide an assessment of current macroeconomic conditions and a forecast of these conditions (finding a compilation of forecasts by others is acceptable). Explain how the assessment will affect prospects for a key economic variable (examples: sales of a product, local tax revenues, donations to a charity.)

The third paper will be an assessment of a current monetary policy or fiscal policy variable. For example, discern from recent statements of the Federal Open Market Committee, along with recent meeting minutes, how policy is likely to evolve. As another example, discuss evidence on whether fiscal policy is currently expansionary or contractionary, citing relevant evidence. Knowledge of opinions of experts should be apparent.

3. One group presentation. Groups will be assigned by the instructor and topics will be determined by the group in consultation with the instructor. (25 points per student)

Summary Description of Course Assignments:

Course assignments are designed so the student learns how to interpret daily economic events as they impact the macroeconomy. Students will learn how to manage the calendar of data releases from agencies and anticipate how forthcoming information will be understood by business decision makers.

Course assignments are the same for both undergraduate and graduate enrollees. The assignments for group presentations will be made according to undergraduate or graduate status.

Course Grading:

(i) Grading Scale

93 – 100% = A

85 – 82% = B

74 – 84% = C

≤ 74% = E

(ii) Written assignments are an integral part of the course. Graduate students are expected to write professionally with little guidance. (For example, a graduate student should need no guidance on technical issues such as topic sentences, verb tenses matching the sentence subject, etc.) While graduate students may always seek advice on any aspect of the written assignments, they will not be offered the opportunity of formal critiques of drafts of written assignments prior to the due date. Undergraduate students will be offered the opportunity to have drafts of written material critiqued

by the instructor prior to the due date.

Final Exam Information:

Final exam will be administered at the time assigned by the University Registrar.

Course Policies:

Submission of Assignments: Papers submitted without an excused absence after the announced due date will be subject to a 10% penalty of the available points. With an excused absence, papers should be submitted one week after the due date after which the 10% penalty will apply.

Attendance Policy: Attendance daily is not required, but is strongly encouraged. Attendance for exams is required, subject to the excused absence policy described below.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and

Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Tentative Course Schedule:

August 26, 28, September 2, 4:

Text Material: Chapter 2, Measuring the Macroeconomy.

Text-related data discovery: National income accounting data (including but not limited to, real and nominal GDP, consumption, investment), other measures of income (personal income and industrial production), price indexes (the consumer price index, the personal consumption expenditures deflator, the deflator for gross domestic product).

Supplemental Material:

Federal Reserve Economic Data (FRED) data base at the St. Louis Fed.

Introduction to data revisions, including use of the Kalman filter. Introduction to seasonal adjustment. Introduction to availability of forecasts.

September 9 and 11:

Text Material: Chapters 3 and 4: The U.S. and Global Financial Systems.

Text-related data discovery: Monetary aggregates, interest rates, including the term structure of rates linking short-term and long-term interest rates.

Exchange rates, trade balances, balance of payments concepts.

Supplemental Material:

Flow of Funds database at the Board of Governor (BoG) of the Federal Reserve System. Technical detail on various aspects of monetary policy at the BoG, such as data relevant to discount window borrowing.

International Financial Statistics.

September 16:

Text Material: Chapter 7: Money and Inflation.

Text-related data discovery: Survey and market-based measures of expected inflation. Hyperinflation.

Supplemental Material:

Examine the links between the monetary aggregates and the price indexes defined earlier.

September 18:

Text Material: Chapter 9: Business Cycles.

Text-related data discovery: How the National Bureau of Economic Research defines turning points in the business cycle.

Supplemental Material:

Can we distinguish shocks to aggregate demand and shocks to aggregate supply?

September 23, 25, 30, October 2:

Text Material: Chapter 7: The Labor Market.

Text-related data discovery: How do we measure unemployment? What is the natural rate of unemployment and how is it measured? What drives the

demand for labor? What wage is the “equilibrium” wage? What is the distinction between nominal and real wages?

Supplemental Material:

Review the supply side of the economy using the labor market equilibrium in conjunction with an aggregate production function to determine output. Review of vertical and positively sloped aggregate supply curves. Examine various “non-headline” unemployment rates, wages, employee compensation, labor force participation.

October 2: The first paper, describing in detail a particular data series, is due.

October 9: Exam 1

October 14, 16:

Text Material: Chapter 10: Explaining Aggregate Demand: The IS-MP Model.

Text-related data discovery: Examine the links between “the” interest rate in the model and the array of interest rates in the marketplace. Why do policy makers target a short-term interest rate when it is long-term interest rates that matter for consumption and investment?

Supplemental Material:

What determines the slope of the aggregate demand curve? How is the risk spread measured? What information does it contain?

October 21, 23, 28.

Text Material: Chapter 13: Fiscal Policy in the Short Run.

Text-related data discovery: What are the important components of tax receipts, such as income and corporate tax revenues? What are the major components of government expenditures and how do they vary over the business cycle?

Supplemental Material:

Does fiscal policy affect aggregate demand? What does the government budget constraint imply for “austerity” programs?

October 30, November 4, 6, 11:

Text Material: Chapter 14: Aggregate Demand, Aggregate Supply and Monetary Policy.

Text-related data discovery: The Taylor Rule and its components. How do we measure “potential” output?

Supplemental Material:

How do we use price and output data to help identify aggregate demand and supply shocks? How does the Fed implement the Taylor Rule in real time? How different is it from the backward-looking Taylor Rule? Can it these differences shed light on the role of the Fed in propagating the housing boom and bust in the middle of the last decade?

November 4: The second paper, an assessment of current macroeconomic conditions, is due.

November 13: Exam 2

November 18, 20, 25:

Text Material: Chapter 15: Fiscal Policy and the Government Budget in the Long Run.

Text-related data discovery: Measures of government debt and deficits. What do ratios of government debt and deficits to GDP reveal? Is there a link between deficits and interest rates?

Supplemental Material:

How do we evaluate the long-run solvency of government programs such as social security?

December 2, 4:

Text Material: Chapter 16: Consumption and Investment.

Text-related data discovery: Aggregate consumption, aggregate investment and their components.

Supplemental Material:

Short-run vs. long-run consumption relations; what is the time horizon of consumers? Are many liquidity constrained? What is the role of temporary vs. permanent tax cuts? How do we measure the cost of capital? Can we easily measure Tobin's q ?

December 4: The third paper, an assessment of a current monetary or fiscal policy variable setting, is due.

December 9, 11: Group Project Presentations.