COMMON COURSE OUTLINE: Course discipline/number/title: ECON 2215: Principles of Economics : Macro

A. CATALOG DESCRIPTION
1. Credits: 4
2. Hours/Week: 4
3. Prerequisites (Course discipline/number): College level reading and writing, MATH 1113 or MATH 1115 or permission of instructor.
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): Goal 2/Critical Thinking, Goal 5/History and the Social and Behavioral Sciences, Goal 8/Global Perspectives

This course provides in depth understanding of macroeconomic theory and practice. Emphasis is placed on free markets and capitalism, though utopian and socialism are not ignored. Keynesian theory or aggregate supply and demand are used to explain business fluctuations. Aggregate data collection and use (such as GDP, unemployment, inflation, money supply, and interest rates) are basic concepts. International trade or finance and policy-making at the national and international levels are important issues with perspectives grounded in macroeconomic principles. The real-side and the monetary-side of the economy are presented.

B. DATE LAST REVISED (Month, year): February, 2014

C. OUTLINE OF MAJOR CONTENT AREAS:
1. An in-depth introduction to Keynesianism or Aggregate Demand & Supply analysis of national income determination.
2. The macroeconomic theory and federal budgetary public policy process, and measurement of aggregate data used in smoothing the business cycle, creating full employment, stable prices, and a growing economy.
3. The choice to isolate or integrate national economic functions with those of other countries and regional/global organizations.

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Describe what, how, and for whom goods and services are produced in the United States.
2. Contrast other nations (or alternative systems such as socialism and utopianism) with the United States and capitalism as ways of of answering the what, how, and for whom questions.
3. Explain and illustrate concepts of scarcity, production efficiency, and tradeoff using the production possibilities frontier.
4. Using production possibility frontiers, demonstrate how specialization and trade improve consumption in two nations.
5. Describe the nature of this country’s exports and imports, and their impact on the domestic and international markets.
6. Convert schedules of price and quantity into demand and supply curves, and use the phrase change in quantity demanded or change in quantity supplied correctly.
7. Use graphs of demand and supply to determine price and quantity within markets; explain effects that changes in demand and supply have upon prices; list the items which change demand and items which change supply.
8. Explain how a price ceiling works and show how a rent ceiling might create a housing shortage and inefficiency; explain how a price floor works and show how a minimum wage or an agricultural price support may create unemployment or an agricultural surplus and inefficiency.
9. Explain how economic statisticians’ measure gross domestic product (GDP) and distinguish between real and nominal GDP.
10. Compute real GDP per capita as a measure of standard of living.
11. Explain what the Consumer Price Index (CPI) is and how it is calculated.
13. Define the unemployment rate and labor force participation rate.
14. List the types of unemployment, define full employment (as economists do) and explain the impact of unemployment on resulting GDP.
15. Calculate the economic growth rate. Identify sources of economic growth. Contrast theories of economic growth
16. Explain how investment and savings decisions interact in the market for loanable funds and determine the rate of interest and the amounts of saving and investment.
17. Describe the functions of money; explain how banks create money and the role performed by the Federal Reserve.
18. Use the quantity theory of money to explain how money, velocity, price level, and output might be related.
19. Use Keynesian theory or use aggregate demand & aggregate supply theory to explain how governments might stimulate or retard the economy, or how governments might smooth fluctuations occurring during the business cycle.
D. LEARNING OUTCOMES (GENERAL): The student will be able to:

20. Defend positions taken on both sides of arguments used to justify trade barriers, emphasizing the viewpoint taken by economists on these issues.

E. LEARNING OUTCOMES (MNTC):

Goal 2/Critical Thinking: Students will be able to:

1. Gather factual information and apply it to a given problem in a manner that is relevant, clear comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 5/History, Social, and Behavioral Sciences: Students will be able to:

1. Use and critique alternative explanatory systems and theories
2. Employ the methods and data that behavioral scientists use to investigate the human condition.

Goal 8/Global Perspective: Students will be able to:

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:

Instructors may use any or all of the following:

1. Unassisted exams and/or quizzes (i.e., Closed book, closed notes)
2. Homework or assigned problems
3. Group or team projects
4. Class participation
5. Papers, essays, journals, notebooks, or presentations
6. Service learning activities

G. RCTC CORE OUTCOME(S) ADDRESSED:

- Communication
- Critical Thinking
- Global Awareness/Diversity
- Civic Responsibility
- Personal/Professional Accountability
- Aesthetic Response

H. SPECIAL INFORMATION (if any): None