

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE (BMCC)
CITY UNIVERSITY OF NEW YORK (CUNY)
DEPARTMENT OF SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE
Fall 2021**

MACROECONOMICS

ECO 201.1301 via ZOOM
at: Tuesdays (T) and Fridays (F)
1:30-2:45pm Eastern (New York) Time
on: <https://bmcc-cuny.zoom.us/my/aeisenbarth>
or by phone: +1 (929) 205-6099, Meeting ID: 771-138-7132
[BlackBoard](#) and [OpenLab](#) access also required

Alexandria O’Keefe Eisenbarth (AI)
aeisenbarth@bmcc.cuny.edu
pronouns: they/them/their
Office Hours: Thursdays, 1:30-2:45pm
Office Hour Virtual Location: see classroom location above

COURSE DESCRIPTION

Description of Our Section of ECO 201:
Macroeconomics is the study of how large communities of people create, consume, and distribute resources. The objective of this section is twofold: 1) to introduce you to key concepts and theories in use by contemporary economists and 2) to build upon your ability to consider and express your views with respect to real world macroeconomic issues. In order to accurately address root causes and conditions of the macroeconomy, we will discuss the relationship between slavery and capitalism, the role of systemic racism in wealth inequality, patriarchal values embedded in concepts of “economic growth,” and other potentially triggering subjects. As such, care for the words of ourselves and of others will be a crucial element of our classroom.

BMCC ECO 201 Description:

This course is intended primarily for those students who intend to pursue professional careers in fields such as economics, finance, management and administration. It is also open to highly motivated students in other areas. Topics include: national income and national product; saving, consumption, investment, the multiplier theory, fiscal policy, inflation, employment and business cycles. The student will also be acquainted with money, banking, and central bank monetary policies, as well as some of the more significant theories of international trade and economic development

Prerequisite: ENG 88, ESL 94, or higher; ACR 94 or higher; and MAT 12, MAT 14, MAT 41, MAT 51, or higher

Requirement Designation: Flexible Core - US Experience in its Diversity

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TEXTS

There is no textbook for this course.

You will not have to pay for any readings.

All required readings will be

- identified in Weekly Schedule (Open Lab > Schedule)
- posted on OpenLab. (Open Lab > Course Materials > Week #)

BMCC RESOURCES

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

USE OF TECHNOLOGY

Our classes will take place on Zoom at the scheduled time. While students can access the course by LAN line (house phone) or cell phones, it is strongly encouraged that students attend over a stable internet connection via computer, tablet, or smart phone if possible. Meeting information is on the first page of this document.

For help loaning devices, turning your phone into a mobile hotspot, navigating online resources, and more, see the **BMCC Distance Learning for Students** website at:

<https://sites.google.com/bmcc.cuny.edu/bmccdistanlearning/home>

All materials will be provided on OpenLab. AI will demonstrate how to find our material in class on the first day. All assignments will be turned in on Blackboard. Both OpenLab and Blackboard will provide easy-to-find links between the two.

ADVOCACY AND RESOURCE CENTER

Students can receive assistance to address barriers affecting their abilities to succeed in college. The Advocacy and Resource Center (formerly Single Stop) offers services that include food assistance, finance consultation, health insurance and other services that may address challenges students experience. All of the services that are offered at the Center are FREE!

www.bmcc.cuny.edu/student-affairs/arc

199 Chambers St, Room S230 | (212) 220-8195 | arc@bmcc.cuny.edu

Assistance is also available through:

Office of Student Affairs, S350, (212) 220-8130, studentaffairs@bmcc.cuny.edu

COUNSELING CENTER

Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management, and more. Counselors are available for walk-in visits.

www.bmcc.cuny.edu/counseling

199 Chambers St., Room S343 | (212) 220-8140

OFFICE OF COMPLIANCE AND DIVERSITY

BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly.

For information about BMCC's policies and resources or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu or twade@bmcc.cuny.edu.



If you need immediate assistance, contact BMCC Public Safety at (212) 220-8080

www.bmcc.cuny.edu/aac

199 Chambers St., Room S701 | (212) 220-1236

OFFICE OF ACCESSIBILITY

This office coordinates with students who have documented disabilities to coordinate support services, reasonable accommodations (including but not limited to: interpreters/signers, note takers, permission and materials to record class, use of a calculator, seating arrangements, and testing accommodations), and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

www.bmcc.cuny.edu/accessibility

199 Chambers Street, Room N-360

Accessible entrance: 77 Harrison Street

Phone: (212) 220 – 8180 | Fax: (212) 220-1264 | accessibility@bmcc.cuny.edu

BMCC POLICY ON PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors.

The library has guides designed to help students to appropriately identify a cited work.

Plagiarism is a serious offense and consequences range from redoing the assignment to expulsion. The full policy can be found on BMCC’s website. For further information on integrity and behavior, please consult the college bulletin.

AL’S POLICY ON PLAGIARISM AND ACADEMIC INTEGRITY

Citation standards of academic work are very different than the citation standards we might be used to in our daily lives. Al expects that you only turn in your own work. This means that responses should be in your own words. This means: **do not copy and paste from other sources. If you do, you will get a zero. Plagiarism can lead to your expulsion.** If you are uncertain about whether or not you should, cite. If you are still uncertain, ask Al or a librarian. If it’s taking too long, delete that part of your work or turn it in late.

LEARNING OUTCOMES AND ASSESSMENTS

General Education

LEARNING OUTCOMES	ASSESSMENT
Social and Behavioral Sciences – students will be able to apply the concepts and methods of the social sciences	Question Building, Final
Quantitative Reasoning – students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems	Weekly Response, Final

Pathways Flexible Core – U.S. Experience in its Diversity

LEARNING OUTCOMES	ASSESSMENT OF LEARNING OUTCOMES
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Through papers and other assignments, students will, from a variety of relevant sources gather information on economic topics such as national income and national product, saving, consumption, investment, the multiplier theory, fiscal policy, inflation, employment, money and monetary policy, as well as some of the more significant theories of international economics. They will assess and interpret the economic implications of government fiscal policy, policies of the Federal Reserve Bank as well as international trade policies. Students will develop their quantitative skills to solve problems.	Question Building, Final
Using class discussion and writing assignments, students will critically evaluate economic events such as the Great Depression of the 1930s and the Great Recession of 2008. They will analyze the cause and impact of those events. In addition, students will analyze the government's role in the economy and examine how it uses its fiscal policy and monetary policy to influence macroeconomic outcomes.	Weekly Reflection
Through papers and oral presentation, students will develop well-reasoned arguments on relevant economic issues. They will use economic theories, and relevant economic data when supporting conclusions.	In Class Discussion, Final

Pathways Flexible Core

LEARNING OUTCOMES	ASSESSMENT OF LEARNING OUTCOMES
Macroeconomics introduces students to fundamental concepts related to the economy as a whole. Students will identify and apply those concepts to real world economic issues. In these analysis students will use established and proven economic methods in solving problems and developing arguments. Identify and apply the theories of demand and supply. Students will use quantitative skills and the concepts and method of mathematics to solve problems.	Reading Summaries, Weekly Reflection, Final
Students will do classroom exercises analyzing historical economic events such as the Great Depression of the 1930s, the Great Recession of 2008 and oil crises of the 1970s. They will analyze the causes and impacts of those events.	Question Building
By studying international economics, students will evaluate the trade policies and foreign exchange rate policies of the United States and the impact of these policies on the foreign sector. Through assignments and class discussions, they would be assessed.	Question Building, Final

This Course

LEARNING OUTCOMES	ASSESSMENT OF LEARNING OUTCOMES
Identify, compare, and use key macroeconomic statistics. Be able to distinguish between data and conclusions based on data. Be able to identify the misuse of economic statistics.	In Class Discussion, Question Building, Reading Summaries



Compare and contrast the major traditions of economic thought as they apply to macroeconomic theory and policy.	Weekly Reflection, Question Building, In Class Discussion
Use economic reasoning and principles to compare and evaluate possible causes of and solutions for macroeconomic problems such as stagnation, budget, and trade deficits or slow productivity growth.	Question Building, In Class Discussion

COURSE REQUIREMENTS & GRADING

Final grades are comprised of:

- Participation (20%)
- Reading Summaries (10%)
- Weekly Reviews (WR) (30%)
- Question Building (QB) (20%)
- Final Exam (20%)

BMCC Statement on Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

Participation (20%)

There are many ways to participate in class. At a *minimum*, students are expected to:

- regularly attend class
- participate in class activities
- have completed all relevant readings and assignments before the class they are due
- adhere to the community agreement presented in this syllabus and agreed upon in class.

Very few of us are living our best life in the synchronous online classroom environment. For your sake, I strongly suggest you take class in a place with as few distractions as possible. However, I know this won't be possible for all of you and I will not penalize anyone for multitasking within reason (see "A Note on the Maneuverability of Zoom" in Community Agreement below for more information).

All scheduled class meetings are listed on the last page of this document. *Any changes to the course schedule will be communicated in class and on our OpenLab course page.* I strongly recommend you sign up for alerts whenever there is a new post or comment on OpenLab in case of last minute changes to our schedule.

If you are absent, please check in with your classmates, any course documents, or come to office hours to catch up on any missed work.

Additional ways to participate include:

- making posts in our OpenLab course site



- responding to posts on OpenLab made by students
- responding to class materials by commenting on them on OpenLab
- attending Office Hours*
- communicating with me by email
- volunteering in class to create summary posts for classmates on OpenLab

*“Office Hours” refers to meeting a professor outside of class to ask questions about the material, get guidance on assignments, get help with advising, talk about your concerns with AI’s performance, etc. If you would like to talk to me but cannot attend office hours (listed on front page of this document), please send me an email with your name, “Section 1301”, and a selection of times/platforms that work better for you. You are welcome to attend office hours with other classmates or any family or friends who might occupy space with you.

Reading Summaries (10%)

Each week, 3-4 students will come to class with questions for their classmate. **This is the first thing that happens in class on Tuesdays.** All students will do this twice per semester. These should be short: 3-5 sentences. Each summary accounts for 5% of your final grade.

This is NOT a summary of everything that happened in one material or in all of the materials.

What it is:

- Ask an open question for your classmates about what you read. You can be creative in writing your questions but if you need a place to start, here are some suggestions:
 - The author talked about _____. Do you agree or disagree and why?
 - This article related to *(current event)*. What side do you think the author would take?
 - This article reminded me of my own experience *(at work/with my family/at school)*. Did anyone else see a similarity to their own life?
- Tell me a piece of information you learned (not a topic you learned about)
- Tell me your favorite part AND your least favorite part

Options for Turning it in (choose one):

- During Class: Unmute and share
- During Class: Type into chat box
- Before Class: Post to our OpenLab on the Weekly Post

There is no late option for this assignment. You may only reschedule once.

Grade Rubric:

Grade	Reading Summary...
0/5 (F)	... doesn’t happen at all (you miss it)
1/5 (F)	... is a summary AND does not include part a, b, or c (outlined above)
2/5 (F)	... includes only one of the three parts (a, b, and c)
3/5 (D-)	... includes only two of the three parts (a, b, and c)
4/5 (B-)	... includes all of three parts however a) is yes/no AND/OR b) is a topic AND/OR half of c) is missing OR all three parts are done well AND a summary is provided
5/5 (A)	... all three parts meet the criteria of “What it is” above AND no summary

Weekly Reviews (30%)



By the end of the day each Friday, a 10 point review sheet will be posted to OpenLab on the material for the new topic. Students will be expected to work on these questions throughout the week and demonstrate an attempt at every question. At the beginning of class on the following Friday, students will work together to grade their review questions and turn in their assignments, with any revisions made in class, by 11:59pm that day.

Please submit weekly review to Blackboard as a .docx, .pages, .pdf, .jpeg, or .png. Regardless of format, it is imperative that I am able to:

- a) identify which question you are responding to
- b) clearly find the answer to the question

There are 11 total Weekly Reviews. You are only responsible for 10. That means that you can skip 1 or, if you complete all 11, your lowest score will be dropped. Each individual Weekly Review is worth 3% of your final grade (e.g. the difference between an A and an A- or a C- and a D)

Question Building (20%)

This exercise will take place **in class on Friday, September 10th and Friday, November 19th**. On those days, I will present you with prompts to respond to in class. The questions you and your classmates ask will ultimately become part of the Final Exam. Please be in attendance and ready to participate on those days. **Each QB exercise is responsible for 10% of your final score** (one whole letter grade). No preparation is required for this exercise, only your attendance and attention.

Final Exam (20%)

Your final exam will be due on **Friday, December 17th at 11:59pm** on Blackboard. The final exam will be cumulative (questions will draw from the entire course) and include multiple choice and short answer questions. The questions will draw from the Weekly Reviews as well as the questions from question building. The final will be published to OpenLab after class on Friday, December 10th. Students will have a week to complete it outside of class. The Final will be turned in on Blackboard to the assignment called "Final."

COMMUNITY AGREEMENT

By enrolling in this course, you are agreeing to the expectations outlined in the assignments above and the community agreement below. I am hopeful that this course will be useful to you, providing you with the tools you need to engage with economic current events and help you understand the macro circumstances that impact our daily lives. If you find that you are having difficulty adhering to this agreement or that this course is not serving you, I welcome that conversation. Please raise a question during check in/check out time or send me an email at: aeisenbarth@bmcc.cuny.edu

It is my intention that all students feel free to come as they are. Here are some guidelines to facilitate that experience. I invite any additions or revisions:

1. **Make Space, Take Space** – Speak when you have something to contribute, make room for others if you've already contributed.
 - a. If you are a student who is generally very talkative in class, practice listening for understanding rather than listening to respond.
 - b. If you are generally quiet in class, challenge yourself to speak up or find other ways to participate.
2. **Speak Your Truth** – do your best to say what you mean. This means both:



- a. your opinion is valuable and welcome to our class and
 - b. avoid generalizations and speaking for a group of people, particularly if you are not a member of that group. Speak *your* truth and let other people speak theirs.
3. **Be Wrong** – Learning to make errors, brush them off, and try again is crucial to our learning processes. Challenge yourself to speak up even when you are uncertain and accept feedback.
 4. **Be Present** – Be present and on time. If you do show up late, please do so without notifying me of your arrival – I find that distracting and, as I don't take attendance, it is unnecessary. **Arrive to class ready to engage, having completed all work due that day.** Please do what you can to minimize distractions but take breaks when you need to so that you can stay focused.

A note on the maneuverability of Zoom: Just because you can access our class from a portable phone does not mean you should. We make use of breakout rooms and class discussion so please, to the extent possible, make sure you are able to focus and participate. This course is not compatible with doctor visits and most work environments. That said, some amount of shenanigans is unavoidable in a remote synchronous classroom. I do not take attendance (I believe attendance is its own reward) so if you need to take care of something that requires your full attention during our class time, you have the option to skip class (which is its own penalty so please minimize your time conflicts). Please make connections to other students so you can have someone else fill you in should you need to miss class.

5. **Zoom Etiquette** –
 - a. Cameras – it's nice for me to see who is out there but is not required. Please keep your camera off when there is a lot of movement in your rectangle.
 - b. Muting/Unmuting – please stay muted when you aren't speaking. Please refrain from interrupting your classmates. AI doesn't mind being interrupted when students require clarification but please do so with discretion – they have been known to lose their train of thought
 - c. Raising Hands - I don't require that you raise hands to speak but I do keep an eye out for little blue hands in case a student prefers that option.
 - d. Chat – Please keep chat content relevant to the class. Feel free to drop questions here if you don't want to or can't speak – I will address them when discussion/lecture allows.

Additional Group Concerns:



MY COURSE COMMITMENT

Class Discussion

In addition to the community agreement, I commit to:

1. **Regulate Against Interruptions**
2. **Keep the Conversation Moving**
3. **Be Adaptable to Shifting Group Needs**
4. **Dismiss or Call-In Hurtful Sentiments as Necessary**

Email

I do not respond to email on the weekends or the middle of the night. I will make an effort to get back to you by the end of the day but I do have other commitments during the week that may prevent a same day response. To make sure you get the response by the time you need it, please give me at least one weekday to respond.

If something comes up last minute, please email me anyway – you never know!

Feedback

I will always welcome your feedback and comments. I am very interested in what you have to say. Please feel free to push back against my comments in class, reading decisions, and topic coverage, for instance.

I will provide answers to Weekly Reviews in class when they are due, feedback on question building during class as its happening, and feedback on overall performance halfway through the semester. Grades will be available on BlackBoard one week after assignments are collected. If you aren't sure how you're doing in class

TYPICAL WEEKLY SCHEDULE (ADJUSTED WHEN CLASSES ARE CANCELLED)

Tuesday (75 minutes total)

Before class: Students are expected to arrive at class on Tuesday having already read/watched/listened to all the materials assigned for that week

Reading Summaries

Group Discussion

Respond to Reading Summary questions

Students review readings

Reflection on key terms

Current Issues

Read related article

Discuss in breakout rooms

Review of Key Concepts

XXXDay 2 (75 minutes total)

Before class: students will have already finished or attempted the Weekly Review

Weekly Review

Grade and correct weekly assignment together

Review of Key Concepts

Introduction of Next Week's Material

Check Out

Review upcoming work



COURSE SCHEDULE

Week	Date	Topic	Assignments
WEEK 1	F 8/27	What is Macroeconomics and Course Navigation	Nothing Due
WEEK 2	T 8/31	No Class Friday Argumentation & Modeling	WR 1 Due <i>Tuesday</i>
WEEK 3	F 9/10	No Class Tuesday Question Building 1	Question Building 1 (nothing to turn in, completed in class)
WEEK 4	T 9/14 F 9/17	Money & Inflation	WR 2 Due Friday
WEEK 5	T 9/21 F 9/24	Economic Well-being	WR 3 Due Friday
WEEK 6	T 9/28 F 10/01	Households	WR 4 Due Friday
WEEK 7	T 10/05 F 10/08	Consumption & Savings	WR 5 Due Friday
WEEK 8	T 10/12 F 10/15	International Trade	WR 6 Due Friday
WEEK 9	T 10/19 F 10/22	Exchange Rates	WR 7 Due Friday
WEEK 10	T 10/26 F 10/29	Keynesian Cross & Multipliers	WR 8 Due Friday
WEEK 11	T 11/02 F 11/05	Fiscal Policy	WR 9 Due Friday
WEEK 12	T 11/09 F 11/12	Monetary Policy	WR 10 Due Friday
WEEK 13	T 11/16 F 11/19	Government Budget Question Building 2 Friday	Question Building 2 (nothing to turn in, completed in class)
WEEK 14	T 11/23	AD & AS Model No Class Friday	Nothing Due
WEEK 15	T 11/30 F 12/03	AD & AS Model	WR 11 Due Friday
WEEK 16	T 12/07 F 12/10	Review Friday is the last day on Zoom	Nothing Due
FINAL	F 12/17	Final Exam Due to Blackboard on 12/17 by 11:59pm	

