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Section 9: T, R 7:45 - 9:10. C. Wimberly Hall Room 230

Tutors are available in the Murphy Library Learning Center. Their hours vary but are d on the door and on the department website. <http://www.uwlax.edu/Economics/Resources-for-students/>

Course Learning Objectives:

1. Apply the model of the production possibilities curve to illustrate the concepts of scarcity, choice, opportunity cost, and economic growth.
2. Use the supply and demand model to predict price and quantity outcomes for markets, including markets for currencies.
3. Define macroeconomic measures, including gross domestic product, inflation and unemployment, explain how each is measured, and evaluate the limitations of the measurements. Compare and explain differences in the levels of each measure between countries.
4. Use the model of aggregate demand and supply to evaluate the short and long run impact of fiscal and monetary policy on GDP, employment, and the price level.
5. Describe factors that may influence economic growth and use these to explain international differences in growth and development.

CBA Learning Objectives: [http://www.uwlax.edu/CBA/Undergraduate-curriculum-Learning-Goals-and-Objectives-\(including-rubrics\)/](http://www.uwlax.edu/CBA/Undergraduate-curriculum-Learning-Goals-and-Objectives-(including-rubrics)/)

CBA LO2: Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context.

CBA LO3: Students will demonstrate the ability to integrate global perspectives in business decisions.

CBA LO4: Students will apply functional area concepts and decision-making techniques and tools appropriately while incorporating concepts from other functional business area into the primary area.

GENED Student Outcomes:

<http://www.uwlax.edu/facultysenate/Gen%20Ed/Gen%20Ed%20Assessment.htm>

Students will demonstrate knowledge and abilities relating to:

1. human cultures and the natural world;
2. critical and creative thinking;
3. aesthetic perspectives and meaning;
4. effective communication;
5. interaction in intercultural contexts;
6. individual, social, and environmental responsibility.

Communication

I expect every student to make full use of the internet and its many wonders. Every student has an e-mail address available to them through campus, it is simply your *lastname.firs@uwlax.edu*, as such I expect you to check it frequently. I will use it to point you in the direction of interesting article, or to keep you up to date on class deadlines. I will also use it to answer questions that you may have. Be sure to check it frequently.

Course Requirements and Grading

There will be 2 midterms and 1 final exam, all equally weighted. I will also give 12 weekly quizzes throughout the semester from which you will be allowed to take the 10 best scores. The quizzes will be administered through D2L. We will also make use of in-class polling through polleverywhere.com. This will place a premium on class attendance and staying up on the material. You will receive instructions for signing up for the polling website via email. The quizzes will be multiple choice and should be fairly representative of the multiple choice portion of exams you are likely to face, if not marginally easier. The material on these quizzes will come from the required readings and the material covered in the required resources so there is also a premium placed on following the syllabus. Check back often as I'm likely to update it frequently through the semester.

The point breakdown is as follows.

Midterm #1	200	20%
Midterm #2	200	20%
Final Exam	200	20%
Assignment(s)	100	10%
Polling and Participation	100	10%
Quizzes(12 best of 10*20)	200	20%
Total	1000	100%

I do not assign letter grades to each activity, but rather I collect points throughout the semester, and map the final number of points to a letter grade. This serves to reduce distortions at the margin and provide an incentive for effort, as every point matters.

94 to 100	A
88 to 93	A/B
82 to 87	B
76 to 81	B/C
70 to 75	C
60 to 69	D
below 60	F

Makeup exams will only be given with a Dean's excuse, and then they will be entirely essay. Hopefully that is a sufficient deterrent to S.I.S. (Sudden Illness Syndrome).

Point grades will be posted in a timely manner (approximately one week after the test) on D2L (Desire to Learn). <http://www.uwlax.edu/d2l/>

At my discretion there may be limited opportunity for extra credit. At most you will be able to get credit for two opportunities. Most likely it will involve attending an Economics department seminar or economics related campus event. Check for seminars here: <http://www.uwlax.edu/ba/eco/blog.htm> click on department seminars in the upper right hand corner, or subscribe to the RSS feed, you can also check here: <http://www.uwlax.edu/Economics/News/>.

Workload

The semester is 15 weeks long and hectic the entire time. Many, if not most of you have commitments other than this class. I realize it, and so do most of your other instructors, it wasn't that long ago that we were in your shoes – although in most cases the shoes looked a little different. In recognition of the difficulties, I have made every effort to smooth out the work that I assign you. It is up to you to manage your time, be careful and make the right decisions. Regardless of how you decide to use your time, realize that it is your choice to be in this class, so come prepared.

Group Work and Peer Instruction

Group work is often a mixed bag, providing both impediments to learning and opportunities that could not be created elsewhere. It is certainly challenging, but little else will prepare you for what you'll face in the “real” world. We will spend time working on improving your group skills. I think the value of peer instruction is captured by this quote from John Stuart Mill.

In my eighth year I commenced learning Latin, in conjunction with a younger sister, to whom I taught it as I went on, and who afterwards repeated the lessons to my father; from this time, other sisters and brothers being successively added as pupils, a considerable part of my day's work consisted of this preparatory teaching. It was a part which I greatly disliked; the more so, as I was held responsible for the lessons of my pupils, in almost as full a sense as for my own: I, however, derived from this discipline the great advantage, of learning more thoroughly and retaining more lastingly the things which I was set to teach: perhaps, too, the practice it afforded in explaining difficulties to others, may even at that age have been useful. - John Stuart Mill, *Autobiography*

The “Flipped” Classroom

This class is following the model of a flipped classroom, where what was traditionally done in class such as lecture, is now done outside of class and what was traditional done outside of class, such as working problems, and group projects are now done inside of class. This requires preparation for the class. You must complete all assigned readings, and videos along with the quizzes before coming to class in order to get the most out of class.

On the importance of studying and understanding economics...

The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually the slaves of some defunct economist. Madmen in authority, who hear voices in the air, are distilling their frenzy from some academic scribbler of a few years back.... But, soon or late, it is ideas, not vested interests which are dangerous for good or evil.

- John Maynard Keynes *The General Theory*

But the honest truth is that what drives me as an economist is that economics is fun. I think I understand why so many people think that economics is a boring subject, but they are wrong. On the contrary, there is hardly anything I know that is as exciting as finding that the great events that move history, the forces that determine the destiny of empires and the fate of kings, can sometimes be explained, predicted, or even controlled by a few symbols on a printed page. We all want power, we all want success, but the ultimate reward is the simple joy of understanding.

- Paul Krugman *Princeton University*

A note from Disability Resource Services:

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services office (165 Murphy Library) at the beginning of the semester. Students who are currently using the Disability Resource Services office will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Services office.

UWS 14.01 STATEMENT OF PRINCIPLES: The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, **for the appropriate citation of sources**, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. <http://www.uwlax.edu/StudentLife/uws14.html>

“UWS 14.03 ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION.

- (1) Academic misconduct is an act in which a student:
- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

I take academic misconduct and cheating very seriously. Given the quizzes are online and submission of papers is through D2L, it is very easy to detect cheating so please do not engage in such behavior.

Class Outline and Additional Readings (tentative and subject to change).**Required Text:**

Krugman, P. R., & Wells, R. (2012). *Macroeconomics Second Edition in Modules* (Second., p. 476). New York, N.Y.: Worth Publishers.

Additional readings will be required and distributed either as links below, via email, D2L, or provided in class. If you miss a class it is up to you to make sure that you have all the materials that were distributed.

Structure of the Course Calendar:

Prior to each week (by Sunday at Midnight) you are expected to complete the coming week's modules. Each week contains:

Week # Sunday Date (this is the date by which the required resources should be viewed and read, and the assessments taken)

Required Resources: These are readings or videos that are required to be read, or watched. Failure to do so will certainly have an impact on your ability to perform on the assessments.

Recommended Resources: These are readings or videos that are not required to do well on the course assessments, however if you are struggling with the material, you might find these helpful or interesting insights.

Further Resources: These are often books, or academic research papers, or academic research talks that provide deeper coverage of the issues in the module. If you are looking for more information on a topic you will likely find it in one of these readings.

Multimedia: Videos, pencasts, or other electronic resources. These can be required, recommended, or further resources.

Assessments: Quizzes, exams, homework along with the due date. Quizzes are generally provided on D2L. Other assessments will have specific instructions for submission. I reserve the right to give surprise in-class graded assignments.

Exam I - In Class Thursday 3.5.2015

Exam II – In Class Thursday 4.16.2015

Final Exam for Sec9 (T,TH 745) – Monday May 11th 12:15-2:15pm

Active Learning: In class exercises, demonstrations, Poll Everywhere questions,

Week I: Sunday 1.25.2015

Module 0: Learning about Learning; Learning in this Course

Required Resources: Please watch the series of 5 videos by Dr. Chew on learning:

Multimedia: <http://www.samford.edu/how-to-study/default.aspx> (Approx. length 30min)

Web: <http://www.vox.com/2014/6/24/5824192/study-smarter-learn-better-8-tips-from-memory-researchers>

Here is a quick intro on “Flipped Learning” and the “Flipped” classroom.

Multimedia: http://www.youtube.com/watch?v=4a7NbUlr_iQ (Length 2min53sec)

Prof. Eric Mazur demonstrates peer instruction method in a physics class at Harvard.

Multimedia: http://www.youtube.com/watch?v=wont2v_LZ1E (Length 8min22sec)

Prof Eric Mazur discusses how he discovered peer instruction.

Multimedia: <http://youtu.be/Z9orbxoRofI> (Length 13min56sec)

<http://bigthink.com/videos/the-key-to-online-learning-with-salman-khan> (Length 1min55sec)

Further Resources: Crouch, C. H., & Mazur, E. (2001). Peer instruction: Ten years of experience and results. *American Journal of Physics*, 69, 970.
<http://newfaculty.mst.edu/media/campusupport/newfaculty/documents/MazurActiveLearning.pdf>

Module 1: The Study of Economics

Required Resources: Read Krugman and Wells Module 1

[Review Module 1 Slides](#) [Video]

Recommended Resources:

Module 2: Introduction to Macroeconomics

Required Resources: Read Krugman and Wells Module 2

[Review Module 2 Slides](#)

Recommended Resources:

Multimedia: http://www.ted.com/talks/laurie_santos.html

Further Resources: O'Rourke, P.J., *Eat the Rich: A Treatise on Economics*, Atlantic Monthly Press, New York, 1998. Chapter 1:

<http://www.bookbrowse.com/index.cfm?page=title&titleID=215&view=excerpt>, Chapter 6

Appendix Graphs in Economics

Required Resources: Read Krugman and Wells, pages 34-45

Recommended Resources:

Assessment: Complete Quiz#1 By Sunday 2.1.2015 in D2L

Week 2 Sunday 2.1.2015

Module 3 The Production Possibilities Frontier Model

Required Resources: Read Krugman and Wells Module 3

[Review Module 3 Slides](#)

Recommended Resources:

Multimedia: <http://www.econocast.net/prinmacro/ppf-intro.html>

Multimedia: <http://www.econocast.net/prinmacro/ppf-shifts.html>

Multimedia: <http://www.econocast.net/prinmacro/opcosts.html>

The Legend of John Henry's Hammer gives a sense of the classic labor capital tradeoff we face with new technology.

Multimedia: <http://dirkmateer.com/media/Music/the-legend-of-john-henry-s-hammer>

Module 5 Supply and Demand: Introduction and Demand

Required Resources: Read Krugman and Wells Module 5

[Review Module 5 Slides](#)

Recommended Resources:

Multimedia: <http://www.econocast.net/prinmacro/sd.html>

Multimedia: <http://www.econocast.net/prinmacro/sd-intro.html>

Active Learning: Candy Bar Auction

Module 6 Supply and Demand: Supply and Equilibrium

Required Resources: Read Krugman and Wells Module 6

[Review Module 6 Slides](#)

Recommended Resources:

Multimedia: <http://www.econocast.net/prinmacro/supply-shifts.html>

Multimedia: Video/Podcast on Supply. http://www.stlouisfed.org/education_resources/economic-lowdown-podcast-series/supply/ (Length 3min57sec)

Further Resources: "Basic Economics" Def Jam Poetry

Multimedia: <http://www.youtube.com/watch?v=Y-8NuZZPD9E> (Length 3min12sec)

Assessment: Complete Quiz#2 By Sunday 2.1.2015 in D2L

Week 3 Sunday 2.8.2015

Module 7 Supply and Demand: Changes in Equilibrium

Required Resources: Read Krugman and Wells Module 7

[Review Module 7 Slides](#)

Multimedia: Inferring shifts from changes in P & Q http://youtu.be/5_lp-OKF9vo
(Length 13min34sec)

Module 8 Supply and Demand: Price Controls (Ceilings and Floors)

Required Resources: Read Krugman and Wells Module 8

[Review Module 8 Slides](#)

Recommended Resources:

Multimedia: <http://www.econocast.net/prinmacro/sd-below.html>

Multimedia: <http://www.econocast.net/prinmacro/sd-above.html>

Multimedia: WSJ video on NY City extension of rent control
<http://goo.gl/LL72Vx> (Length 6min55sec)

Module 42 The Foreign Exchange Market

Required Resources: Read Krugman and Wells Module 42

Required Resources: McCurrencies. (2003, April 24th). *The Economist*. [\[pdf\]](#)

[Review Module 42 Slides](#)

Additional slides on FX Market

[Foreign Exchange Slides](#)

Recommended Resources:

Here is a series of Khan Academy Videos on the FX market and Speculative attacks in Asia

Multimedia: <http://goo.gl/wkVtXC>

Recommended Reading: <http://fx.sauder.ubc.ca/PPP.html>

Active Learning: Exchange Rate Demonstration

Assessment: Complete Quiz#3 By Sunday 2.8.2015 in D2L

Week 4 Sunday 2.15.2015

Module 10 The Circular Flow and Gross Domestic Product

Required Resources: Read Krugman and Wells Module 10

[Review Module 10 Slides](#)

Recommended Resources:

Here is a series of Khan Academy Videos on the GDP and Circular Flow

Multimedia: <http://goo.gl/ckKfMI>

Here is a series of Khan Academy Videos on the GDP and its component's

Multimedia: <http://goo.gl/40vGw6>

Recommended Reading:

Genuine Progress Indicator (GPI) <http://rprogress.org/publications/2007/GPI%202006.pdf>

Recommended Reading: Mirror, Mirror on the Wall. (2004, June 17th). *The Economist*.
http://www.economist.com/displaystory.cfm?story_id=2765877

Active Learning: Dating changes in GDP.

Module 11 Interpreting Real Gross Domestic Product

Required Resources: Read Krugman and Wells Module 11

[Review Module 11 Slides](#)

Brief History from Director of BEA

Multimedia: <http://www.cbsnews.com/video/watch/?id=50152029n> (Length 1min34sec)

Multimedia: <http://youtu.be/q5jNt7P2Egs> (Length 6min40sec)

Recommended Resources:

Here is a series of Khan Academy Videos on Real vs Nominal GDP

Multimedia: <http://goo.gl/w5akia>

Module 12 The Meaning and Calculation of Unemployment

Required Resources: Read Krugman and Wells Module 12

[Review Module 12 Slides](#)

Multimedia: http://www.nytimes.com/interactive/2009/11/06/business/economy/unemployment-lines.html?_r=0

Here is a series of Khan Academy Videos on the unemployment

Multimedia: <http://goo.gl/z2tFA2>

Assessment: Complete Quiz#4 By Sunday 2.15.2015 in D2L

Week 5 Sunday 2.22.2015

Module 13 The Causes and Categories of Unemployment

Required Resources: Read Krugman and Wells Module 13

[Review Module 13 Slides](#)

Recommended Reading: Up the NAIRU Without a Paddle. (1997, March 6th). *The Economist*.
http://www.economist.com/displaystory.cfm?story_id=145166

Active Learning: Dating changes in Unemployment Rate

Module 14 Inflation: An Overview

Required Resources: Read Krugman and Wells Module 14

Radford, R. A. (1945). The Economic Organisation of a P.O.W. Camp. *Economica*.

WEB: http://www.uwlax.edu/faculty/brooks/eco120/pow_camp.htm

PDF: <http://www-rohan.sdsu.edu/~hfoad/e111su08/Radford.pdf>

[Review Module 14 Slides](#)

Module 15 The Measurement and Calculation of Inflation Module 15

Required Resources: Read Krugman and Wells

[Review Module 15 Slides](#)

Recommended Reading: Duff, C. (1997, January 16). Eyes on the Price: Is the CPI Accurate? *Wall Street Journal*, p. A 1

Multimedia: <http://econblog.aplia.com/2006/08/how-to-cure-inflation.html?showComments=false>

Hyperinflation in Zimbabwe and other countries

Multimedia:Hyperinflation <http://econographic.com/hyperinflation/sources.html>

Multimedia: http://www.youtube.com/watch?v=mM3_z2RB3YU (Length 2min 10sec)

Active Learning: Dating changes in Inflation

Assessment: Complete Quiz#5 By Sunday 2.22.2015 in D2L

Week 6 Sunday 3.1.2015

Module 16 Income and Expenditure

Required Resources: Read Krugman and Wells Module 16

[Review Module 16 Slides](#)

Required Resources: Here is a series of Khan Academy Videos on the Consumption Function

Multimedia: <http://goo.gl/r2O9AE>

Required Resources: Here is a series of Khan Academy Videos on the MPC and Multiplier

Multimedia <http://goo.gl/rFwzGE>

Keynesian Cross (Aggregate Expenditure)

Required Resources: Here is a series of Khan Academy Videos on the Keynesian cross

Multimedia: <http://goo.gl/t2sjhl>

Active Learning: <http://www.eurmacro.unisg.ch/Tutor/keynesiancross.html>

Module 17 Aggregate Demand: Introduction and Determinants

Required Resources: Read Krugman and Wells Module 17

[Review Module 17 Slides](#)

Recommended Resources:

Here is a series of Khan Academy Videos on the Aggregate Demand

Multimedia: <http://goo.gl/9LmRj4>

Assessment: Quiz #6 Due Sunday 3.1.2015 in D2L

Assessment: Exam I - In Class Thursday 3.5.2015

Week 7 Sunday 3.8.2015

Module 18 Aggregate Supply: Introduction and Determinants

Required Resources: Read Krugman and Wells Module 18

[Review Module 18 Slides](#)

Here is a series of Khan Academy Videos on the Short Run Aggregate Supply

Multimedia: <http://goo.gl/g5PNIj>

Module 19 Equilibrium in the Aggregate Demand-Aggregate Supply Model

Required Resources: Read Krugman and Wells Module 19

[Review Module 19 Slides](#)

Here is a series of Khan Academy Videos on the Long Run Aggregate Supply

Multimedia: <http://goo.gl/4HR5A3>

Module 20 Economic Policy and the Aggregate Demand-Aggregate Supply Model

Required Resources: Read Krugman and Wells Module 20

[Review Module 20 Slides](#)

Assessment: Quiz #7 Due Sunday 3.8.2015 in D2L

Week Spring Break 3.15.2015**Week 8 Sunday 3.22.2015**

Module 21 Fiscal Policy and the Multiplier

Required Resources: Read Krugman and Wells Module 21

[Review Module 21 Slides](#)

Active Learning: Budget Deficits and Fiscal Policy

Module 22 Saving, Investment, and the Financial System

Required Resources: Read Krugman and Wells Module 22

[Review Module 22 Slides](#)

Module 23 Definition and Measurement of Money

Required Resources: Read Krugman and Wells Module 23

Radford, R. A. (1945). [The Economic Organisation of a P.O.W. Camp. *Economica*](#). [pdf]

[Review Module 23 Slides](#)

Here is a series of Khan Academy Videos on the Measures of Money Supply

Multimedia: <http://goo.gl/VsWy9C>

Module 24 The Time Value of Money

Required Resources: Read Krugman and Wells Module 24

[Review Module 24 Slides](#)

Here is a series of Khan Academy Videos on the time value of money

Multimedia: <http://goo.gl/IPWlhP>

Active Learning: Medium of exchange experiment?

Multimedia: <http://econblog.aplia.com/2006/08/how-to-cure-inflation.html?showComments=false>

Assessment: Quiz #8 Due Sunday 3.22.2015 in D2L

Week 9 Sunday 3.29.2015

Module 25 Banking and Money Creation

Required Resources: Read Krugman and Wells Module 25

[Review Module 25 Slides](#)

Here is a series of Khan Academy Videos on the Money Creation

Multimedia: <http://goo.gl/Zgd3Gs>And <http://goo.gl/mU8IQW>

Module 26 The Federal Reserve System-History and Structure

Required Resources: Read Krugman and Wells Module 26

[Review Module 26 Slides](#)

Module 27 The Federal Reserve System-Monetary Policy

Required Resources: Read Krugman and Wells Module 27

[Review Module 27 Slides](#)**Recommended Reading:** Meyer, Laurence, "Come with Me to the FOMC", Gillis Lecture, Willamette University, April 2, 1998.<http://www.federalreserve.gov/boarddocs/speeches/1998/199804022.htm>**Active Learning:** Fed Funds experiment?

Module 28 The Money Market

Required Resources: Read Krugman and Wells Module 28

[Review Module 28 Slides](#)

Here is a series of Khan Academy Videos on the Interest on Money

Multimedia: <http://goo.gl/IPWlhP>

Module 29 The Market for Loanable Funds

Required Resources: Read Krugman and Wells Module 29

[Review Module 29 Slides](#)

Some Helpful Pencasts

Multimedia: <http://econocast.net/prinmacro/loanmkt.html>**Assessment: Quiz #9 Due Sunday 3.29.2015 in D2L****Week 10 Sunday 4.5.2015**

Module 30 Long-run Implications of Fiscal Policy: Deficits and the Public Debt

Required Resources: Read Krugman and Wells Module 30

[Review Module 30 Slides](#)

Module 31 Monetary Policy and the Interest Rate

Required Resources: Read Krugman and Wells Module 31

[Review Module 31 Slides](#)

Module 32 Money, Output, and Prices in the Long Run

Required Resources: Read Krugman and Wells Module 32

[Review Module 32 Slides](#)

Module 33 Types of Inflation, Disinflation, and Deflation

Required Resources: Read Krugman and Wells Module 33

[Review Module 33 Slides](#)**Recommended Resources:**

Forum with Minneapolis Fed Bank President. Recorded Wednesday September 4th, 2013.
<http://www.uwlax.edu/SBDC/publictownhallforum.htm>
Watch the Econ Indicators Breakfast Meeting and Interview with Narayana Kocherlakota
<https://mediastream.uwlax.edu/UVWLMediasite6/Play/ca120a1d8a804eafb75fc664106232e01d>

Assessment: Quiz #10 Due Sunday 4.5.2015 in D2L

Week 11 Sunday 4.12.2015

No Quiz
Catchup Week

Exam Prep. Continuation of Mods 30-33.
Practice exam.

Exam Review

Assessment: Exam II – In Class Thursday 4.16.2015

Week 12 Sunday 4.19.2015

Module 37 Long-run Economic Growth

Required Resources: Read Krugman and Wells Module 37
[Review Module 37 Slides](#)

Required Readings: Chapter 5. Easterly, W. (2001). *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*: Cambridge and London: MIT Press. (Emailed)

Multimedia: Robert Gordon
http://www.ted.com/talks/robert_gordon_the_death_of_innovation_the_end_of_growth.html

Multimedia: Erik Brynjolfsson
http://www.ted.com/talks/erik_brynjolfsson_the_key_to_growth_race_em_with_em_the_machines.html

The onstage debate not as good as the individual talks
<http://blog.ted.com/2013/04/23/the-future-of-work-and-innovation-robert-gordon-and-erik-brynjolfsson-debate-at-ted2013/>

Active Learning: Book making experiment

Module 38 Productivity and Growth

Required Resources: Read Krugman and Wells Module 38
[Review Module 38 Slides](#)

Recommended Reading:
http://fraser.stlouisfed.org/docs/historical/frbsl_history/presidents/poole/20000407.pdf

Further Resources: Mokyr, J. (1990). *The Lever of Riches: Technological Creativity and Economic Progress*: Oxford; New York; Toronto and Melbourne: Oxford University Press.

Further Resources: O'Rourke, P.J., *Eat the Rich: A Treatise on Economics*, Atlantic Monthly Press, New York, 1998. Chapter I:
<http://www.bookbrowse.com/index.cfm?page=title&titleID=215&view=excerpt>,

No Assessment this week

Week 13 Sunday 4.27.2015

Module 39 Growth Policy: Why Economic Growth Rates Differ
Required Resources: Read Krugman and Wells Module 39
[Review Module 39 Slides](#)

Hans Rosling

Multimedia: http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html

Multimedia: <http://www.gapminder.org/>

Required Readings: Chapter 1 Landes, D. S. (1998). *The Wealth and Poverty of Nations: Why Some are so Rich and Some so Poor*: New York and London: Norton. (Emailed)

Module 40 Economic Growth in Macroeconomic Models
Required Resources: Read Krugman and Wells Module 40
[Review Module 40 Slides](#)

Active Learning: Case Study: Debt forgiveness?

Assessment on Mod37-40: Quiz #11 Due Sunday 4.26.2015 in D2L

Week 14 Sunday 5.3.2015

Module 34 Inflation and Unemployment: The Phillips Curve
Required Resources: Read Krugman and Wells Module 34
[Review Module 34 Slides](#)

Module 35 History and Alternative Views of Macroeconomics
Required Resources: Read Krugman and Wells Module 35
[Review Module 35 Slides](#)

Module 36 The Modern Macroeconomic Consensus
Required Resources: Read Krugman and Wells Module 36
[Review Module 36 Slides](#)

Assessment: Quiz #12 Due Sunday 5.3.2015 in D2L

Week 15 Sunday 5.10.2015

Final Exam for Sec9 (T,TH 745) – Monday May 11th 12:15-2:15pm

Material which likely will not be covered.

Module 41 Capital Flows and the Balance of Payments
Required Resources: Read Krugman and Wells Module 41
Review Module 41 Slides

Module 43 Exchange Rate Policy
Required Resources: Read Krugman and Wells Module 43
Review Module 43 Slides

Module 44 Exchange Rates and Macroeconomic Policy
Required Resources: Read Krugman and Wells Module 44
Review Module 44 Slides

Module 45 Putting it All Together

Required Resources: Read Krugman and Wells Module 45
Review Module 45 Slides

Course Technology

<http://awwapp.com/>

Whiteboard for drawing graphs quickly and saving as PNG files for upload/download etc. Can also be used for screen share.

Other graphing software google draw <http://www.murraylax.org/graphecon/>

Skype and google hangouts (formerly gchat)

<https://www.khanacademy.org/>

http://www.stlouisfed.org/education_resources/college/lessons/

<http://econocast.net/prinmacro/index.html>

<http://dirkmateer.com/>

Can't open review slides cause i dont have newer version of power

You have a couple of options.

1. Download the free viewer <http://www.microsoft.com/en-us/download/details.aspx?id=13>

This will allow you to see powerpoint 2010.

2. use a campus computer to view and print them. (or download, open them, then save them as 1997-2003 files)

3. use the virtual desktop to connect to a campus computer, which has the ability to view and save the files. <http://www.uwlax.edu/its/virtual/>

http://www.antolin-davies.com/index_files/videos.htm

Viewing Videos

Many videos are in MP4 format. VLC <http://www.videolan.org/>

Additional Recommended and Further Readings:

For those looking for additional readings, or the sources for some of the required readings, here they are:

- Diamond, J. M. (1999). *Guns, germs, and steel : the fates of human societies* (2st ed.). New York: W.W. Norton & Co.
- Easterly, W. (2001). *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*: Cambridge and London: MIT Press.
- Easterly, W. R. (2006). *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Press.
- Landes, D. S. (1998). *The Wealth and Poverty of Nations: Why Some are so Rich and Some so Poor*: New York and London: Norton.
- Levitt, S. D., & Dubner, S. J. (2005). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* (1st ed.). New York: William Morrow.
- Harford, T. (2006). *The Undercover Economist: Exposing Why the Rich are Rich, the Poor are Poor—and Why You Can Never Buy a Decent Used Car!* Oxford ; New York: Oxford University Press.
- Mokyr, J. (1990). *The Lever of Riches: Technological Creativity and Economic Progress*: Oxford; New York; Toronto and Melbourne: Oxford University Press.
- O'Rourke, P. J. (1998). *Eat the rich* (1st ed.). New York: Atlantic Monthly Press.
- Radford, R. A. (1945). The Economic Organisation of a P.O.W. Camp. *Economica*.
- Roberts, R. D. (1994). *The Choice : A Fable of Free Trade and Protectionism*. Englewood Cliffs, NJ: Prentice Hall.
- Sen, A. K. (1999). *Development as freedom* (1st. ed.). New York: Knopf.
- Sharp, A. M., Register, C. A., & Grimes, P. W. (2004). *Economics of Social Issues* (16th ed.). Boston: McGraw-Hill/Irwin.
- Weatherford, J. M. (1997). *The History of Money: From Sandstone to Cyberspace*. New York: Crown Publishers.
- Wight, J. B. (2002). *Saving Adam Smith: A Tale of Wealth, Transformation, and Virtue*. Upper Saddle River, NJ: Financial Times Prentice Hall.

Course webpage QR code.

