

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTFC.

Academic School/Department:	Richmond Business School
Programme:	BA (Hons) Economics with Combined Studies
FHEQ Level:	5
Course Title:	Intermediate Macroeconomics
Course Code:	ECN 5210
Course Leader:	Ivan K. Cohen
Student Engagement Hours:	120
Lectures:	30
Seminar / Tutorials:	15
Independent / Guided Learning:	75
Semester:	Fall/Spring/Summer
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description

Relates macroeconomic theory to the problems of government and central banks, emphasizing the applicability of macroeconomic theory to the instruments and targets of macroeconomic strategy. Illustrative material is drawn from the UK economy and elsewhere. The problem-based approach enables students to gain an understanding of the techniques and relevance of conceptual analysis.

Prerequisites ECN 4110

Aims and Objectives

This course relates macroeconomic theory to the key economic problems faced by government and central banks. The applicability of macroeconomic theory to the targets and instruments of macroeconomic strategy is emphasised. Illustrative empirical material is drawn from a wide range of economies. The issue-based approach enables students to gain an understanding of the techniques and relevance of conceptual analysis.

Programme Outcomes

A3, A4, A5

B1, B3, B4

C1, C4, C5, C8

D

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

Learning Outcomes

Upon completion of this course, a successful student should be able to

Subject Knowledge and Understanding

1. Develop an understanding of the concept of a macroeconomy and its constituent parts.
2. Develop a full understanding of the nature and role of macroeconomic models as an explanatory device, and as a tool for developing macroeconomic policy.
3. Develop the ability to explain the various causes of macroeconomic problems, in order to offer a range of appropriate remedies.
4. Understand the importance and relevance of fiscal and monetary policy from both a contemporary and an historic perspective.
5. Understand the causes and consequences of the wealth (and poverty) of nations.

Subject Specific Skills

1. Understanding the language and jargon of macroeconomics and be able to converse fluently.
2. Being able to utilise key macroeconomic tools to explain issues and prescribe policy.
3. Being able to understand and recognise the continually evolving nature of macroeconomics.

Other Skills

1. Quantitative and IT skills including the framing of data, its interpretation, extrapolation and presentation.
2. Integration of empirical data within a textual-based report.
3. The ability to apply key macroeconomic models, and theories, to finding policy resolutions for macroeconomic problems.
4. Ability to develop strong analytical and communications skills through listening, discussion and reflection

Numeracy

1. Effective analytical skills using graphical and numerical tools.
2. The ability to find, utilise, manipulate and interpret a wide range of macroeconomic data.

Indicative Content

1. The historic evolution of macroeconomic theory in response to changing circumstances.

2. Fix-price macroeconomic models: Y-E and IS-LM.
3. Flex-price macroeconomic models: “Aggregate Demand”/“Aggregate Supply”.
4. Macroeconomic problems: growth, unemployment, inflation.
5. Solving macroeconomic problems: fiscal policy and monetary policy.
6. Theories of consumption (consumer expenditure), and “real” investment.
7. The demand for and supply of money.

Assessment

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology

Semi-formal bi-weekly presentation of material in lecture format interspersed with discussion. Supplemented with a rigorous set of readings and some audio-visual material. Full use of IT, including social media and podcasts, is encouraged and supported. The empirical project is of crucial impact as a learning tool.

Bibliography

- Baddeley, M. C. (2003) *Investment: Theories and Analysis*. Palgrave
- Drèze, Jacques H. (Edited by) (2003) *Advances in Macroeconomic Theory*. Palgrave
- Harford, Tim (2014) *The Undercover Economist Strikes Back: How to Run or Ruin an Economy*. Abacus
- Heilbroner, Robert L. (various editions) *The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers*. Penguin Business Library
- Hicks, John (1937) “Mr Keynes and the “Classics”: A Suggested Interpretation”. *Econometrica* 5(2): 147-159
- Keynes, John Maynard (1936) *The General Theory of Employment, Interest and Money*. Macmillan
- Laidler, David E. W. (1997) *The Demand for Money: Theories, Evidence and Problems*. Prentice Hall
- Lipsey, Richard G. and K. Alec Chrystal (2015) *Economics*, thirteenth edition. Oxford University Press
- Mankiw, N. Gregory (2018) *Macroeconomics*, tenth edition. Worth Publishers Inc.
- Robbins, Lionel (1998) *A History of Economic Thought: The LSE Lectures* (edited by Steven G. Medema and Warren J. Samuels). Princeton University Press
- Schumpeter, Joseph A. (1987) *History of Economic Analysis*. Routledge
- Skidelski, Robert (1992) *John Maynard Keynes, Volume Two: The Economist as Saviour, 1920–1937*. Macmillan. Chapter Seven, on Keynes’ “middle way”.

Journals

American Economic Review
Economic Journal
Journal of Economic Perspectives
Journal of Political Economy
Quarterly Journal of Economics

Web Sites

