

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-002-190

EC 2202: Principles of Macroeconomics (D3 Modified)

General Education Committee

Date: 10/02/2019

Executive Committee  
Received and Forwarded

Date: 10/09/2019

Academic Senate

Date: 10/23/2019  
First Reading

TITLE OF REFERRAL: EC 2202: Principles of Macroeconomics (D3 Modified)

BACKGROUND:

EC 2202: Principles of Macroeconomics is already an approved GE course for Area D3. The Economics Department wants to modify the course by dropping the prerequisites. This modification does not alter the status of the course as approved for GE Area D3: The content, the student learning outcomes and their assessment remain the same.

RESOURCES CONSULTED:

Office of Academic Programs; Bruce Brown, Jane Ballinger, Sara Garver

DISCUSSION:

When the Economics Department converted this course from Quarters to Semesters, they continued the prerequisites that existed before conversion which made this course out of reach for nearly 2/3<sup>rd</sup> of the students. Also, current department faculty did not approve of these prerequisites. Removing them is in line with other CSU campuses for this course.

RECOMMENDATION:

The GE Committee recommends approval of GE-002-190: Principles of Macroeconomics (D3 Modified)

Curriculog printout provided for reference only. For most recent changes please refer to Curriculog database (<https://cpp.curriculog.com/>).

## EC - 2202 - Principles of Macroeconomics

### C. Course - New/Modify General Education

**General Catalog Information**

Department\*

Economics

**Proposal Type\***  New GE Course  Modify GE Course

**Modification Summary** Changing prerequisites

**Establish or Modify Articulation Agreement\*** Yes No

**Subject Area\***

EC

**Catalog Number\*** 2202

**Formal Course Title\*** Principles of Macroeconomics

**Abbreviated Course Title\*** Principles of Macroeconomics

**Unit(s)\***

(3)

**C/S Classification**

\* C-02 (Lecture Discussion)

To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix C CS Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

**Component\***

Lecture

**Contact Hour(s)**

**Instruction Mode(s)\***

Face-to-Face

Hybrid w/Asynchronous Component

Hybrid w/Synchronous Component

**Grading Basis\***

Graded Only

<b>Repeat for Credit*</b>	May be taken only once
<b>Repeat for Credit Limit</b>	
<b>If course may be repeated for credit, total units applicable to degree and max units per semester.</b>	
<b>When Offered</b>	
<b>Cross Listed Course Subject Area and Catalog Nbr</b>	
<b>Dual Listed Course Subject Area and Catalog Nbr</b>	
<b>Course Category (select all that apply)*</b>	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course (used in other programs) <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
<b>GE Area/Subarea*</b>	D3

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

**I. Catalog Description**

**Catalog Description\*** Introduction to macroeconomics. Determinants of national income, output, and price levels. Monetary and fiscal policy. International economics. Applications of economic principles to domestic and international problems.

**II. Required Coursework and Background (i.e. Enrollment Requirements)**

<b>Prerequisite(s)</b> (leave blank if none)
<b>Corequisite(s)</b> (leave blank if none)

(leave blank if  
none)

Concurrent (leave  
blank if none)

### **III. Course Note(s) (OPTIONAL)**

Note(s)

### **IV. Expected Outcomes**

**A. List the knowledge, skills, or abilities which students should possess upon completing the course.\***

Economics 2202 is a general education course oriented to the social and professional needs of all students. Upon completion students will understand the structure, function, and measurement of economy-wide phenomena and will be able to articulate questions, limitations, and common critiques of macroeconomic theory and policy. Understanding the techniques of macroeconomics fosters the acquisition of the following skills (with links to **GE SLOs** below): Definition, computation, and interpretation of macroeconomic measurements of inflation, unemployment, and GDP (GE SLOs 1(a), (c); 2(c); 3(b)),

- (a) Characterization of predictions resulting from aggregate supply and aggregate demand models (GE SLOs 1(a), (c); 2(c); 3(b)),
- (b) Interpretation of macroeconomic data and empirical evidence for aggregate supply and aggregate demand models of the economy (GE SLOs 1(a),(c); 2(c); 3(b))
- (c) Functional and structural description of the banking system and central bank mechanisms for controlling the money supply (GE SLOs 1(a), (c); 2(c);3(b)),
- (d) Interpretation of the relationship between government spending and private investment (GE SLOs 1(a), (c); 2(c)),
- (e) Interpretation of the relationship between inflation and unemployment (GE SLOs 2(c); 3(b)),
- (f) Interpretation of the relationship between investment, productivity, and growth (GE SLOs 2(c); 3(b); 4(a)), and
- (g) Description of the interrelatedness of global economies (GE SLOs 3(b); 4(a)).

**B. If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

**Economics** Student Learning Objectives:

- 1) Identify, compare and contrast economic theories and concepts pertaining to micro- and macroeconomic issues.
- 2) Examine and apply economic reasoning, terminology, and models to describe real world issues, events, and policies.
- 3) Acquire mathematical and statistical skills necessary to describe and analyze economic relationships and test **economic theories**.
- 4) Summarize and critically evaluate the historical, international, and institutional aspects of economic events within a **social science framework**.
- 5) Develop presentation skills to convey economic analysis in written and/or oral form using current technology.

Course		Objective		
Course Name	Course #	1	2	3
Principles of Macroeconomics	EC 2202	ID	ID	ID

I = Introduce; D = Develop; M = Master

**C. Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping. \***

<b>GE SLOs</b>	
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	<b>EC 2202</b>
<b>1a</b>	<b>Students complete a short paper on the economics of public policy.</b>
<b>1c</b>	<b>Students access and interpret economic statistics from various sources.</b>
<b>2c</b>	<b>Students analyze theories underlying macroeconomic phenomena.</b>
<b>3a</b>	<b>Students investigate the development of economic institutions and their historical connection to diverse cultures.</b>
<b>3b</b>	<b>Students investigate connections between economic policy and living standards.</b>
<b>4c</b>	<b>Students analyze how political participation influences economic outcomes.</b>

**D. Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

See first section above in parens.

Ia. Write effectively for various audiences

Ic. Find, evaluate, use, and share information effectively and ethically.

IIc. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

## **V. Instructional Materials**

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

### **Instructional Materials\***

#### Texts:

Case, K., R. Fair and S. Osler Principles of Macroeconomics, 11th Ed. (Upper Saddle River, NJ: Prentice Hall, 2013).

Gregory, P.R., and R.J. Ruffin Macroeconomics, 7th Ed. (New York, NY: Harper Collins, 2001).

Krugman, P. and R. Wells Macroeconomics, 25th Ed. (New York, NY: Worth Publishers, 2010).

Lipsey, R., C. T. S. Ragan, and P. Storer Macroeconomics, 13th Ed. (New York: Harper Collins, 2008).

Mankiw, N. G. Macroeconomics, 7th Ed. (Florence, KY: Cengage Learning, 2014).

McConnell, C.R., S.L. Brue, and S. Flynn Macroeconomics, 20th Ed. (San Francisco, CA: McGraw-Hill, Inc., 2014).

Miller, R.L. Economics Today: The Macro View, 17th Ed. (Upper Saddle River, NJ: Prentice Hall, 2013).

Samuelson, P.A. and W.D. Nordhaus, Macroeconomics, 19th Ed. San Francisco, CA: McGraw-Hill, Inc., 2009).

Selected articles from: Wall Street Journal, NY Times, LA Times, Washington Post, The Economist, etc.

**Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>**

## **VI. Minimum Student Materials**

**List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.**

### **Minimum Student Materials\***

Texts, readings books, student workbooks, notebooks and access to personal computers.

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College  
Facilities\***

Classroom equipped with blackboards/whiteboards, overhead projectors, and personal computers with 'big screen' monitor for demonstration of interactive lessons/applications of course concepts. Pull-down screens for use of audio-visual equipment, e.g. videos.

**VIII. Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

**Course Outline\***

A. Introduction

1. Economic Concepts, Tools and Definitions

a) Macro- vs Microeconomics

b) Positive vs Normative Analysis

## 2. Role of Prices and Markets

a) Markets and Exchange

b) Structure of U.S. Markets

c) Alternative Economic Systems

## 3. General View of Economic Sectors

a) Household

b) Business

c) Government

d) Financial

e) International

4. Introduction to Supply and Demand

B. Introduction to Macroeconomics

1. The Circular Flow of Income and Expenditures

3. Growth, Inflation and Unemployment

C. Macroeconomic Analysis

1. Macroeconomic Goals and Issues

2. Aggregate Demand and Supply

3. Consumption Theory

4. Investment Theory

5. Income and Expenditure Approach

D. Stabilization policy

1. Fiscal Policy

2. Monetary Policy

E. International Economics and Economic Development

1. International Trade and Finance

F. Special Topics



exercises. Some faculty have libraries of their own exercises for this purpose.

Student workbook problems, class handout exercises, and required assignments from the course readings are typical methods that augment classroom instruction. Some faculty require students to complete such assignments as homework while other faculty provide class time for students to work on the assignments in groups. Faculty often utilize games -- both off-line and on-line, and computer simulations to complement their instruction. Faculty also use Internet data, podcasts, videos, and slide presentations to enhance course concepts.

Some faculty require students to participate in debate teams on subjects determined by the faculty member and student interest that pertain to course topics. All students contribute to each phase of the debate process. Other faculty require students to complete entries in journals that pertain to questions raised in lecture, Internet research, etc.

## **X. Evaluation of Outcomes**

### **A. Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

The primary method of instruction is lecture/discussion. Lectures and in-class problem-solving examples are based on assigned course readings. In addition, faculty may assign take-home exercises to complement each topic area that prepare students for mastering the more comprehensive problem-solving examples. Online homework assignment tools are often utilized for these exercises. Some faculty have libraries of their own exercises for this purpose.

Student workbook problems, class handout exercises, and required assignments from the course readings are typical methods that augment classroom instruction. Some faculty require students to complete such assignments as homework while other faculty provide class time for students to work on the

Internet data, podcasts, videos, and slide presentations to enhance course concepts.

Some faculty require students to participate in debate teams on subjects determined by the faculty member and student interest that pertain to course topics. All students contribute to each phase of the debate process. Other faculty require students to complete entries in journals that pertain to questions raised in lecture, Internet research, etc.

**B. Describe the required meaningful writing assignments to be included.\***

Students complete written analysis of problem-solving and short answer questions on midterms and final exams. Some faculty may assign take-home exercises that include written analysis. Faculty may require students to complete journal entries, or short papers that pertain to questions raised in lecture, Internet research, etc.

**C. Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

<p><b>Economics Expected Course Outcomes -- See section III (a)</b></p>	<p><b>Course Assessment Methods</b></p>				

	<b>Tests/Quizzes w/ Written Analysis</b>	<b>Short Paper/s (1 - 3 pp.)</b>	<b>Problem- Solving Assignments w/ Written Analysis</b>	<b>Computer Simulations or Games w/ Written Analysis</b>	<b>Student Presentations or Other Class Participation</b>
<b>(a)</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>(b)</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>(c)</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>(d)</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>(e)</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>(f)</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>(g)</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>(h)</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**B. If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\***

<b>Course Assessment Methods</b>					
<b>GE SLOs</b>	<b>Tests/Quizzes w/ Written Analysis</b>	<b>Short Paper/s (1 - 3 pp.)</b>	<b>Problem-Solving Assignments w/ Written Analysis</b>	<b>Computer Simulations or Games w/ Written Analysis</b>	<b>Student Presentations or Other Class Participation</b>
<b>1(a)</b>		<b>X</b>			
<b>1(c)</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>

3(a)	X	X			
3(b)	X		X	X	X
4(c)			X	X	X

**XI. Course/Department/College Specific Requirements (OPTIONAL)**

Department/  
College Required  
ECO Information  
(Optional)

**FOR OFFICE OF ACADEMIC PROGRAMS USE ONLY**

AY Proposal Submitted **2019-2020**

AY Proposal Implemented

PS Academic Group **24-CLASS**

PS Academic Organization **235-ECON**

Course Type **Economics**

PS Course ID (for 002036 modified courses only)

(for modified  Attached  
courses only)

**FOR ACADEMIC SENATE OFFICE USE ONLY**

**Senate Referral** GE-002-190  
**Number**

**Senate Report**  
**Number**