

Part II. Detailed Course Information**Course Objectives***Maximum 100 words.*

The course aims to

- prepare the students to the advanced macroeconomic courses.
- give students a strong background for pursuing further studies in macroeconomics at the graduate level.
- teach the students how to set up simple macroeconomic models, and how to derive the model implications through simple mathematics.
- relate the models taught in class to real world policy discussions.
- give students a deeper insight and an improved capacity for analyzing macroeconomic problems by asking the students to undertake empirical exercises.

Learning Outcomes*Explain the learning outcomes of the course. Maximum 10 items.*

On successful completion of this course the students should be able to

- link different macro models
- identify key assumptions and their effects on outcomes of the models,
- implement and simulate simple dynamic macro models on the computer,
- understand how the basic Solow model with exogenous technical progress is extended with human capital and scarce resources,
- understand the causes behind long-run structural unemployment,
- interpret the efficiency wage theory and trade union model of the labor market,
- understand the problems of inflation targeting under flexible exchange rates,
- understand the life cycle-permanent income theory of consumption and Tobin's q-theory of investment,
- derive a micro-founded expectations augmented Phillips curve and an aggregate supply curve,
- interpret the monetary policy credibility debate and the problems raised by time lags and uncertainty for stabilization policies,
- discuss the choice of exchange rate regime and understand the optimum currency area theory

Textbook(s)*List the textbook(s), if any, and other related main course material.*

Author(s)	Title	Publisher	Publication Year	ISBN
Peter Birch Sorensen and Hans Jorgen Whitta-Jacobsen	Introducing Advanced Macroeconomics	McGraw Hill	2005	0-07-710425-0

Reference Books*List, if any, other reference books to be used as supplementary material.*

Author(s)	Title	Publisher	Publication Year	ISBN

Teaching Policy*Explain how you will organize the course (lectures, laboratories, tutorials, studio work, seminars, etc.)*

Instructor will give lectures on major concepts and issues. Students are expected to engage in discussion during lectures. Most in-depth learning takes place when students actively engage themselves in discussions thought presenting and sharing their ideas. Instructor holds weekly consultation hours to answer students' questions.

Laboratory/Studio Work*Give the number of laboratory/studio hours required per week, if any, to do supervised laboratory/studio work and list the names of the laboratories/studios in which these sessions will be conducted.*

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Computer Usage*Briefly describe the computer usage and the hardware/software requirements for the course.*

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Course Outline

List the weekly topics to be covered.

Week	Topic(s)
1	Macroeconomics for the Long-run and Short-run – SWJ Chapter 1
2	Basic Theory and Empirics about prosperity and growth – SWJ Chapter 2-3
3	Basic Theory and Empirics about prosperity and growth – SWJ Chapter 4 and Exogenous Growth – SWJ Chapter 5
4	Exogenous Growth - SWJ Chapter 6-7 and Endogenous Growth – SWJ Chapter 8
5	Endogenous Growth – SWJ Chapter 9 and 10
6	Recitation
7	Midterm Exam
8	Structural Unemployment – SWJ Chapter 11 (Some Facts and Introductory Theory about unemployment) - 12 (Efficiency Wages and Unemployment)
9	Structural Unemployment – SWJ Chapter 13 (Trade Unions and Unemployment) and The Economy in the Short-run: Some facts about Business Cycles – SWJ Chapter 14
10	Building Blocks for the Short-Run Model – SWJ Chapter 15 (Investment and asset prices) - 16 (Consumption, Income and Wealth)
11	Building Blocks for the Short-Run Model – SWJ Chapter 17 (Monetary Policy and Aggregate Demand) – 18 (Inflation, Unemployment and aggregate supply)
12	The Short-run Model for the Open Economy – SWJ Chapter 23 (Aggregate Demand and Aggregate Supply in the open economy) - 24 (The open economy with the fixed exchange rate regime)
13	The Short-run Model for the Open Economy – SWJ Chapter 25 ((The open economy with flexible exchange rates) – 26 (The Choice of the exchange rate regime)
14	Recitation

Grading Policy

List the assessment tools and their percentages that may give an idea about their relative importance to the end-of-semester grade.

Assessment Tool	Quantity	Percentage	Assessment Tool	Quantity	Percentage	Assessment Tool	Quantity	Percentage
Midterm Exam	1	40%						
Final Exam	1	40%						
Quizzes	4	20%						

ECTS Workload

List all the activities considered under the ECTS.

Activity	Quantity	Duration (hours)	Total Workload (hours)
Attending Lectures (<i>weekly basis</i>)	14	3	42
Attending Labs/Recitations (<i>weekly basis</i>)	-	-	-
Compilation and finalization of course/lecture notes (<i>weekly basis</i>)	14	1	14
Collection and selection of relevant material (<i>once</i>)	1	2	2
Self study of relevant material (<i>weekly basis</i>)	14	2	28
Take-home assignments	-	-	-
Preparation for quizzes	4	2	8
Preparation for mid-term exams (<i>including the duration of the exams</i>)	1	13	13
Preparation of term paper/case-study report (<i>including oral presentation</i>)	-	-	-
Preparation of term project/field study report (<i>including oral presentation</i>)	-	-	-

Preparation for final exam (including the duration of the exam)	1	18	18
TOTAL WORKLOAD / 25			125/5
ECTS Credit			5

Program Qualifications vs. Learning Outcomes Consider the program qualifications given below as determined in terms of learning outcomes and acquisition of capabilities for all the courses in the curriculum. Look at the learning outcomes of this course given above. Relate these two using the Likert Scale by marking with X in one of the five choices at the right.

No	Program Qualifications	Contribution				
		0	1	2	3	4
1	To know the fundamental concepts in economics and associated social sciences, and relate these concepts to each other.					X
2	To know the quantitative and qualitative methods and computer skills necessary for testing hypotheses derived from economic theories for the purpose of contributing towards the solution of economic problems.					X
3	To acquire the necessary knowledge for gathering and processing data, and for building up the scientific research capacity to guide economic policy.				X	
4	To specialize in some of the sub-disciplines of economics, and to gain interdisciplinary analytical skills by making connections between those sub-disciplines and other social sciences.				X	
5	To have the ability to question, interpret, and analyze the findings of economic studies.					X
6	To develop the ability to present in writing as a report and verbally as a presentation the knowledge acquired through education.			X		
7	To be able to work in teams, and when necessary to rise up to the challenge individually.				X	
8	To gain life-long learning and critical-thinking skills.					X
9	To be able to assess one's need for advanced study and to make plans accordingly by using the critical and analytical thinking skills gained during undergraduate studies.					X
10	To gain the ability to use a language at least at the Level B1 of the European Language Portfolio to follow economic news and developments, and to communicate with colleagues.					X
11	To maintain scientific, social, and ethical standards when collecting, interpreting, and disseminating economic information, and in application of economic ideas.					X
12	To be conscious of social and environmental needs.		X			
13	To develop an open-minded attitude towards new ideas and developments.					X
14	To relate the knowledge gained through education to the cultural and historical characteristics of the society.		X			

Scale for contribution to a qualification: 0-none, 1-little, 2-moderate, 3-considerable, 4-highest