Course Syllabus

Title of the course	**Macroeconomics I**
Title of the Academic Programme	Masters in Economics (1st year), Masters in Finance (1st year)
Type of the course	Mandatory; available to foreign students
Prerequisites	Mathematics for Economists, undergraduate-level Macroeconomics
ECTS workload	6

Total indicative study hours	Directed Study	Self-directed study	Total
	52	176	228

Course Overview	Macroeconomics is the study of *economic growth* and *business cycles*. It aims to explain observed aggregate time series for economic variables like GDP, consumption, investment, prices and wages, and the rate of unemployment. In this course we will concentrate on the study of business cycles, or economic phenomena in the short run. Study of economic growth is mostly relegated to the Macroeconomics II course. In the short run an economy experiences nominal rigidities (sticky prices and wages) and expectational errors (prices that are different from what was expected). Rigidities and expectations make *nominal* aggregate demand, which could fluctuate because of some shock, affect *real* economic activity such as output and unemployment. Therefore, it is necessary to engage in *aggregate demand management* in order to *stabilize* the economy. We will study such *stabilization policies* (mostly *fiscal* and *monetary*) and the most efficient ways of performing them. The global financial and economic crisis of 2008–2011 and slow recovery from it is a topic that will concern us throughout the course. We will attempt to look at it from a macroeconomist's point of view and evaluate different economic policies enacted around the world. We will dive into the world of macroeconomic data and the economic blogosphere, which debates current events.
Intended Learning Outcomes (ILO)	Understand the main mechanisms operating in the economy Know the basic building blocks of short-run macroeconomic theory Be able to describe the process of the economy's adjustment towards equilibrium after a shock Have an understanding of the monetary policy conducted under Taylor Rule Be able to derive consumption and investment functions in simple settings, as well as understand the concept of the optimal monetary policy Understand the need for stabilization policy, and the methods it is conducted by the government (fiscal policy) and the Central Bank (monetary policy)
Teaching and Learning Methods	The course consists of lectures (24 hours) and tutorials (28 hours). The tutorials involve solving problems and discussing real-time macroeconomic issues using terms and concepts studied in class.

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	What is macroeconomics? Macro for short and long run.	16	2	2	12

2	Business cycles facts.	20	2	2	16
3	Short run model of the economy: building blocks.	66	8	8	50
4	Short run model of the economy and policy: closed economy.	66	8	8	50
5	Short run model of the economy and policy: open economy.	60	4	8	48
Total study hours		228	24	28	176

Indicative Assessment Methods and Strategy	Students' progress will be measured by [1] in-class tests (30% of the final grade), [2] class participation (10%), and [3] 90-minute written final exam (60%).
Readings / Indicative Learning Resources	<u>Mandatory</u> Homburg S. *A Study in Monetary Macroeconomics*. Corby: OUP Oxford; 2017. http://proxylibrary.hse.ru:2101/view/10.1093/oso/9780198807537.001.0001/oso-9780198807537 Barwell R. *Macroeconomic Policy After the Crash : Issues in Microprudential and Macroprudential Policy*. Cham: Palgrave Macmillan; 2017 https://proxylibrary.hse.ru:2176/book/10.1007%2F978-3-319-40463-9 <u>Optional</u> Additional papers will be distributed in class for in-class presentations and discussions

Indicative Self- Study Strategies	**Type**	**+/–**	**Hours**
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		
	Assignments for seminars / tutorials / labs		
	E-learning / distance learning (MOOC / LMS)		
	Fieldwork		
	Project work		
	Other (please specify)		
	Preparation for the exam		

Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials
Facilities, Equipment and Software	(If required)
Course Instructors	Philip Ushchev, Alexander Rubin

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)

Course Content

1. What is macroeconomics? Macro for short and long run.

2. Business cycles facts.

3. Short run model of the economy: building blocks.

      a. Investment and asset prices.

      b. Consumption, income, wealth.

      c. Monetary policy and AD.

      d. Inflation, Unemployment, Phillips curve, and AS.

4. Short run model of the economy and policy: closed economy.

      a. Explaining business cycles with AS and AD.

      b. Stabilization policy: why and how?

      c. Stabilization policy with rational expectations.

      d. Stabilization policy under uncertainty and imperfect credibility.

5. * Short run model of the economy and policy: open economy.

      a. * Open economy version of AS/AD model.

Open economy and exchange rate regimes.

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test		*		
	Essay				
	Report/Presentation				
	Project				

	In-class Participation		*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)		*		
Summative Assessment	Exam		*		

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:
- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*

2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.

3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.

2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.

3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.