ECON-C2002: PRINCIPLES OF MACROECONOMICS

Also listed as: ECON-C2002H

Effective Term
Fall 2026

BOT Approval Date
06/12/2025

Discipline
ECON - Economics
Course Number
C2002

Course Title
Principles of Macroeconomics

Short Title
Macroeconomics

Credit Status (CB 04)
D - Credit - Degree applicable

Units

Lecture Units
3.00

Total Units
3.00

Hours

Lecture Contact Hours
48-54
Out of Class Hours Lecture
96-108

Total Contact Hours
48 - 54

Total Out of Class Hours
96 - 108

Total Student Learning Hours
144 - 162

Distance Education
Yes

Distance Education

Distance Education Type
Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?
Yes

Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:
a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Link to VPAT

https://aimt.tbr.edu/sites/default/files/accessibility/statements/Cengage%20MindTap%20VPAT_3.pdf

Attach VPAT

Cengage MindTap VPAT_3.pdf

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods: • Orientation - Students must be oriented to the online and face-to-face portions at the start of the course. • Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc. • Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction. • MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students. • Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS. • Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

ECON-C2002H

C-ID (Admin Only)

C-ID ECON 202

CB 00

CCC000518588

Course Title

Principles of Macroeconomics - Honors

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ECON 202

Catalog Description

An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)
Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.

Codes

TOP Code (CB 03)

2204.00 - Economics

CIP Code

45.0601 - Economics, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Economics (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Interpret and analyze domestic and international macroeconomic data.
2. Apply macroeconomic models to explain economic issues and outcomes.
3. Analyze the effects of macroeconomic policies.

Honors Objectives

1. Students will develop communication skills in presenting and defending ideas, claims, and conclusions, including through discussion, writing, and formal presentations.
2. Students will examine and evaluate empirical research in order to reach conclusions on a particular issue relevant to the study of the macroeconomics.
3. Students will develop research skills by exploring and conducting independent research on macroeconomic topics and present their findings to the instructor and other honors students.
4. Students will exhibit critical thinking and problem-solving skills by analyzing how writers present complex economic issues and solve real-world problems.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will demonstrate the mastery of macroeconomic measurements to assess the performance of economic growth, inflation, and unemployment.
2. Students will evaluate and assess fiscal and monetary policies.
3. Students will examine the impact of international trade and finance.
4. Students will assess economic systems impacts on economic outcomes, race, gender and economic equality.

Content

Course Lecture Content

1. Fundamentals of economic thinking
   a. Scarcity / opportunity costs
   b. Factors of production
   c. Production possibilities
   d. Specialization and gains from trade
   e. Economic models and research methodology
2. How markets operate
   a. Definition of a market
   b. Supply and demand model
3. Measuring the economy
   a. National output and productivity
   b. Economic growth
   c. Price level (inflation)
   d. Business cycle
   e. Unemployment
   f. Inequality and Poverty
4. Aggregate Demand / Aggregate Supply model
5. Financial system
   a. Saving, investment, and interest rates
   b. Money creation and banking
   c. Role and function of central banks
   d. Monetary policy
6. The role of the government in the macro economy
   a. Government budget
   b. Fiscal policy
   c. Social policy
7. International economics
   a. Balance of payments
   b. Exchange rates
   c. International trade

CCN Expanded Lecture Content

1. ~~Macroeconomics~~
   a. ~~Economic Growth~~
      i. Unemployment
      ii. Inequality and Poverty
2. Comparative Macroeconomics
   a. Race
   b. Gender
   c. Equity

Honors Content

1. The honors component of the course is identical to the content covered in ECON-C2002.
2. Students will scrutinize readings chosen by the instructor that will require students to explore varying complex economic issues or topics, which students will use as a basis for presentation or discussion.
3. Students will be expected to examine representative topics and critically evaluate the economic arguments for and against a particular macroeconomic policy proposal.
4. Students will examine in greater depth macroeconomic challenges facing developing economies and theories from different perspectives (e.g., Keynesian, neoclassical, monetarist).
5. Instructors will supply supplementary instruction in research methods to assist students conduct more advanced research and to provide students with resources that will facilitate a deeper understanding of the topics covered in macroeconomics. For example, a student may research comparative economic systems impacts on economic outcomes, race, gender and economic equality, and write an analysis paper examining the surrounding collection of contemporary policy proposals regarding the impacts of varying economic systems and how these impacts affects public policy.
6. Instructors will provide support focusing on the integration of explorative research including properly formatted and cited quotations, and summaries to support the student's primary and secondary sources.

Methods of Instruction

Method

Discussion

Integration

Discussions can occur in teams, small groups, or student-to-student interaction. For instance, students may be assigned topics or articles relating to the normative aspects of macroeconomics and asked to discuss comparable worth of gender, class, and pay equity. Students will explore and discuss to the extent possible macroeconomic impacts affecting business, governments, institutions, culture, and global economies.

DE Adaptations for MOI

Students discussion and participation may be accomplished by asynchronous and synchronous communication, or video conference using the course management system discussion and video tools. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Method

Lecture

Integration

Lectures will be presented using a variety of digital media methods to demonstrate major concepts relating to macroeconomics. Content will highlight a broad range of topics, including case studies and news articles that relate to business, government, institutions, global economies, and culture.

DE Adaptations for MOI

Lecture and demonstration will be delivered in an online environment using the course management system learning tools. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features in synchronous or asynchronous formats. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Method

Mediated Learning

Integration

Web-based problem sets, tutorials, and news analyses will be used to address macroeconomic concepts domestically and internationally to assess the performance of macroeconomies.

DE Adaptations for MOI

Mediated Learning can be accomplished through the course management system learning tools. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features in synchronous or asynchronous formats. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Method

Activity

Integration

Activities will be presented for students to complete for practice and comprehension of the macroeconomics concepts and learning objectives covered in class, including monetary and fiscal policy, and economic decision making.

DE Adaptations for MOI

Activities will be completed using the course management system learning tools and/or publisher's site for which the instructor manages course content. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features in synchronous or asynchronous formats. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Method

Papers and Reports

Integration

Essay questions will be used to explore macroeconomics concepts and topics including business activity, fiscal and monetary policy, global economies, and comparative economic systems impacts on economic outcomes, race, gender and economic equality, and culture, and immigration.

DE Adaptations for MOI

Students will submit their written work and findings using available course management assignment tools. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features in synchronous or asynchronous formats. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Additional Methods of Instruction for Honors

Honors students will meet as a group with the instructor at least three times. In the circumstance that multiple honors students are enrolled, a team-based learning approach may be utilized in which students are divided into small teams to discuss projects, readings, and research. Team-based learning could be used to assist students learn about topics such as the development of economic theory, the analysis of economic data, and the presentation of economic research. In the event that only one student is enrolled, problem-based learning approach may be utilized in which a student will be present real-world problems to solve. Problem-based learning approach could be used to help students learn about topics such as the impact of fiscal and monetary policy on the economy, the causes and consequences of economic growth, and the design of economic policy.

DE Adaptations: Online activities will include course content and topics covered in the course objectives. Lecture delivery can be accomplished by using live video conferencing through the CMS. Students discussion and participation may be accomplished by asynchronous and synchronous communication, or video conference using the course management system discussion and video tools. Presentation of activities such as accessible digital slide presentations, closed caption videos, or external links can be incorporated to complement presentations and made accessible to students in the CMS. All distance education technologies, such as video conferencing platforms must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Methods of Evaluation

Method

Class Work

Integration

Class exercises will be evaluated on the basis of the student's ability to apply economic analysis to different economic conditions such as recessionary and inflationary economies. Class work will be evaluated on the basis of accuracy and completeness of answers.

DE Adaptations for MOE

Online exercises will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period. This allows students to understand their strengths and weaknesses and to make improvements before they move on to the next course assignment.

Method

Exams/Tests

Integration

Students will be given chapter exams or quizzes to assess retention and application of course concepts. Exams will be evaluated on the basis of accuracy and completeness of answers.

DE Adaptations for MOE

Exams will be submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period. This allows students to understand their strengths and weaknesses and to make improvements before they move on to the next exam.

Method

Homework

Integration

Students will be assigned homework to complete, ranging from additional readings, answering chapter review questions, instructor prepared questions, problem sets, and teamwork applications, web assignments, and case studies that focus on economic justice and critique of the disparities of economic impacts across race, culture, and gender. Homework will be evaluated on the basis of accuracy and completeness of answers.

DE Adaptations for MOE

Homework will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period. This allows students to understand their strengths and weaknesses and to make improvements before they move on to the next homework assignment.

Method

Quizzes

Integration

Students may be quizzed regarding assigned readings and other course activities. Quizzes will be evaluated on the basis of accuracy and completeness of answers.

DE Adaptations for MOE

Quizzes will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period. This allows students to understand their strengths and weaknesses and to make improvements before they move on to the next quiz.

CCN Methods of Evaluation

Assessments for this course will include both formative and summative assignments that may include some or all of the following:
Exams and Quizzes containing one or more:
• Multiple Choice questions
• Short answers
• Problem Solving
• True/False
• Essays
Other Assessments:
• Problem sets
• Online or in-class discussions
• Presentations
• Group projects
• Experiments
• Current event analysis
• Term papers
Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):
• Current event analysis
• Discussion boards
• Essay questions on exams
• Term papers
Methods of evaluation are at the discretion of local faculty.

Evaluation of Honors assignments

To receive honors credit, students will successfully complete regular course and honors enrichment activities. The enrichment activities will be assessed according to standards for ECON-C2002 students in quality of economic analysis, quality of writing, and compliance with instructions. Additionally, honors students will be assessed on the deepness of original insight and analysis of macroeconomic theory in a rigorous and insightful way, think critically about macroeconomics ideas, and skill in writing and communicating ideas clearly, effectively, and professionally. Presentations will be assessed for the level of understanding to discuss complex macroeconomic concepts in a clear and concise way, use of economic data to support claims and to analyze macroeconomic trends, and demonstrative ability to apply macroeconomic theory and apply it to real-world issues. Peer-reviews will be evaluated for reflection and quality of feedback.

DE Adaptations: Online activities will be posted and submitted using the CMS assignment tools and evaluated for completion, adherence to instructions with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period. All distance education technologies, such as video conferencing platforms, and online activities, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Students chose a country to explore the economic conditions. The most urgent economic issues that should be solved in the near future will be discussed. The citizen engagement level in the economic system, the level of economic equality, and its effects on the domestic environment will be addressed and presented in writing a paper. This assignment will be evaluated using a scoring rubric that includes demonstration and connection to key concepts, knowledge, and terminology. Additionally, demonstration of application and concepts.

How assignment will be adapted in online format

Writing assignments will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read the section of the text on fiscal policy and the federal debt with emphasis the proportional tax structure. Is it true, under proportional tax structure, a person who earns a high income will pay more in taxes than a person who earns low income? What are the economic impacts that income tax structures have on gender, race, and economic equality? Come to class prepared to discuss these questions in small groups.

How assignment will be adapted in online format

Reading assignments will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period.

Assignment Type

Other

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

Analyze monetary policy and the problem of inflationary and recessionary gaps using the aggregate demand and aggregate supply framework. Consider whether the Fed should intervene in an effort to bring the economy back full-employment and stability.

How assignment will be adapted in online format

Online activities will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period.

Assignment Type

Reading

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

News analysis. Read the article on "Digital Textbooks Save Indiana University Students Millions," Herald Times, April 20, 2017. After reading the article, answer the following questions:
1. According to the article, Indiana University students saved how during the school year by using e-books instead of printed books?
2. Discuss whether students be better off or worse off if only digital learning tools are available?
3. Will the publishing industry be better off if it completely abandons printed textbooks?
4. If the publisher sold only digital textbooks, would it be able to raise the price to the original level of printed textbooks? Use supply and demand analysis to justify your answer.

How assignment will be adapted in online format

News analysis assignments will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period.

Honors Assignments

Assignment

Students will complete the regular course requirements for ECON-C2002 and be graded according to the same criteria used by the rest of the class. In order to receive honors credit, students will also complete the following assignment options: A, B, C, D.

Option A: Supplemental reading beyond the readings required for the regular section. An appropriate book or set of articles will be chosen collaboratively by the honors students and the instructor. The reading(s) will be discussed in honors section meetings or used as a basis for written or digital media summaries and responses. Examples of books include the Worldly Philosophers by Robert Heilbroner, The Undercover Economist: Exposing the Hidden Truths About the World Economy by Tim Harford, and Freakonomics by Stephen J. Dubner and Steven D. Levitt. Examples of articles include The Economics of Artificial Intelligence by Erik Brynjolfsson and Andrew McAfee, Climate Change and the Global Economy by Nicholas Stern, and The Great Convergence: How the Global Economy Is Becoming More Equal by Richard Baldwin.

DE Adaptation: Supplemental readings or other online reading material material will be utilized to encourage discussion and participation on selected topics. Selected reading topics will be chosen collaboratively by the honors students and the instructor. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Additional reading will include a contemporary topic or a topic of current interest to the honors students. Supplemental reading will be discussed by the honors students. This permits engagement with a topic in macroeconomics and engagement with peers and faculty in discussing the issues and implications of the readings.

Assignment

Option B: A 10–15-minute presentation of student's project to the honors section or the entire regular section class, at the discretion of the instructor. The presentation will include an introduction, summary of research and results, discussion of the significance of the findings, personal reflection of the project, and conclusion. The presentation will be accompanied by a visual and oral presentation, such as slides.

DE Adaptation: Presentation of multidimensional media can be accomplished by facilitating presentational discussions on the CMS course discussion forum through the use of chat, conversations, or group features. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Required or Optional
Required

Honors Core Values
Academic Rigor and Research
Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value
A presentation provides students the opportunity to consider their audience and what they want to communicate into a concise presentation and to produce appropriate visual aids to support their points and make their presentation more engaging. Additionally, a presentation is a valuable learning experience for students. They can help them to develop a variety of transferable skills that will be useful in their academic and professional careers.

Justify how the assignment reflects the Leadership Core Value
Student-initiated presentations requires the presenter to instruct the class through a complex topic and to anticipate questions that students might ask. This will assist honor students to be prepared to address audience questions in a clear and concise way.

Assignment
Option C: Honors students will meet at least once month with the instructor, either individually or as an honors group to collaborate on the project and to receive instruction on the relevant macroeconomics, methods, and techniques. These meetings may be in addition to the regular honors section meetings or may be conducted as part of that course requirement.

DE adaptation: Online meetings can be accomplished by using live video conferencing through the CMS. Online meeting activities, such as accessible digital slide presentations, closed caption videos, or external links can be incorporated to complement meetings and made accessible to students in the CMS. All distance education technologies, such as video conferencing platforms must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers

Honors Core Values
Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value
To ensure that students are getting the support they need to succeed and are able to produce high-quality work, instructor-to-student meetings will assist students to develop their understanding of how to apply macroeconomic reasoning and methods to real-world problems.

Justify how the assignment reflects the Engagement Core Value
Regular meetings with the instructor is a valuable experience for honors students. By providing students with personalized feedback and guidance, collaborating with other honors students, and receiving instruction on advanced topics, honors students can develop a deeper understanding of macroeconomics and become more prepared for future studies or careers in economics.

Assignment
Option D: Produce an original research paper in macroeconomics consisting of an original contribution to the field. The research paper will involve choosing a topic of interest, feasible research, and makes a significant contribution to the field. This will involve conducting a thorough literature review, developing a research methodology, collecting data, analyzing the data. Additionally, a summary and discussion of the research and a reflection of the research experience will be produced. The specific requirements of the paper may vary depending on the instructor and the topic of the paper. Therefore, students will need to consult with the instructor before starting to write the paper.

The standard format for the research paper will be determined in consultation with the instructor and may consist of the following:
1. A 10–12-page standard paper format in macroeconomics that includes an introduction, literature review, methodology, results, discussion, conclusion, references, and double-spaced with standard margins and fonts
2. A 250-word abstract
3. List all of the sources that were cited in the paper in a standard reference format, such as APA or MLA.

Background research for an independent original research project in macroeconomics can be conducted in a university library or the equivalent and should be based on primary and secondary sources from the economic literature. The economic literature is a vast

body of work that includes journal articles, books, working papers, and dissertations. It's important for honor students to consult with the instructor regarding economic literature when conducting background research for an independent original research project in macroeconomics. This will assist honor students to understand the current state of knowledge on their topic and to identify gaps in the literature that their research can fill. A minimum of eight academic sources must be referenced in the research paper. At the discretion of the instructor, student peer reviews may be solicited for research proposals, outlines, or rough drafts. Examples of topics include:
1. The impact of climate change on economic growth
2. The relationship between income inequality and economic growth
3. The impact of immigration on the economy
4. The effectiveness of different monetary policy tools in promoting economic stability
5. The impact of fiscal policy on economic growth and employment
Students who complete high quality research paper may be asked to apply to present their work at the UC Irvine Community College Conference.

DE Adaption: Papers will be posted and submitted using the CMS assignment tools and evaluated for completion, adherence to instructions with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period. All distance education technologies, such as video conferencing platforms, and online activities, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Independent original research projects in macroeconomics are a valuable way for honor students to develop their macroeconomic thinking skills and promote academic rigor. By engaging in all of the steps of the research process, students can learn how to think critically about macroeconomic theory, use macroeconomic data to test hypotheses and draw conclusions, and communicate their research findings to a macroeconomic audience.

Assignment

At the discretion of the instructor, additional honor activities may include:

1. Videos can be used to introduce new concepts, illustrate complex ideas, and provide real-world examples of macroeconomic phenomena. They can also be used to spark discussion and debate among students. After viewing, students can write a short response paper regarding the concepts presented in the video.

2. A field trip to the Federal Reserve or financial institution can teach honor students about how the central bank works and how it implements monetary policy. Students can learn about the Federal Reserve's different tools, such as open market operations, the discount rate, and reserve requirements. They can also learn about how the Federal Reserve uses these tools to influence economic growth, inflation, and unemployment. The field trip can be followed by a class discussion or short response paper.

3, Interviewing a macroeconomist or other people working in the field of economics or related fields can be a valuable learning experience for students in macroeconomics classes. Interviews can provide students with insights into the real-world applications of macroeconomics, the motivations of economists, and the latest thinking on various topical issues. Honor students can share the information with their classmates by presenting it to the honors section or leading a class discussion. Honor students can also write a short response paper about the interview, reflecting on what they learned and applying it to their own understanding of macroeconomics.

4. Students can write effective letters or engage in other communication with public or private parties about macroeconomic issues. This can be a valuable learning experience that helps them to develop their critical thinking, communication, and research skills. For example, honor students can write letters to their elected officials to express their concerns about unemployment or inflation. They can also ask their elected officials to take specific steps to address these issues. Alternatively, honor students can write letters to businesses to learn about their hiring practices, and to express their concerns about the impact of unemployment, diversity, and economic equity on the local community. These communications and any responses can be presented to the honors section or followed by a class discussion and/or short response paper.

DE Adaptation: These activities can be posted and submitted using the CMS assignment tools and evaluated for completion, adherence to instructions with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within two week period. Presentation of these activities such as accessible digital documentation or presentations, closed caption videos, or external links can be incorporated to complement discussion and made accessible to students in the CMS. All distance education technologies, such as video conferencing platforms must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Required or Optional

Optional

Honors Core Values

Engagement
Leadership
Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Engagement Core Value

The activities that go beyond the college community. These activities allow honors students to interact with people and organizations outside of the college, which can help them to develop a broader understanding of the world and their place in it. By participating in these activities, honors students can develop a deeper understanding of macroeconomics, its impact on the real world, and their role as citizens in shaping the economy.

Justify how the assignment reflects the Leadership Core Value

Activities 3 and 4 require students to take initiative, to communicate effectively, and to be able to think critically about different perspectives. These assignments can provide students with valuable opportunities to develop their leadership skills, to learn about macroeconomics, and to engage with the world around them.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Activities 1, 3, and 4 can assist honor students to develop the skills and confidence they need to approach controversial topics, take a stand, and question prevailing narratives. These are all essential skills for informed and engaged citizenship.

Course Materials

Textbooks

These are representative texts. Texts used by individual institutions and even individual sections
will vary.
These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one semester edition covering only Macroeconomics is acceptable as is any other equivalent textbook,
including an OER textbook.
• Arnold, R., Arnold, D., & Arnold, D. (2023) Economics. Mason, OH: Cengage Learning.
• Colander, D. (2019) Economics. New York: McGraw-Hill Irwin.
• Coppock, L. & Mateer. (2023) Principles of Economics, Norton.
• The CORE Econ Team. The Economy 2.0, CORE Econ.
• Cowen, T., & Tabarrok, A. (2021) Modern Principles of Economics. New York: Worth.
• Frank, R. H., & Bernanke, B. S. (2024) Principles of Economics. New York: McGraw-Hill Irwin.
• Greenlaw, S., Shapiro, D., & MacDonald, D. Principles of Economics 3e. Houston, TX:
OpenStax.
• Hubbard, R. G., & O'Brien, A. P. (2024) Economics. Boston: Pearson.
• Krugman, P. & Wells, R. (2024) Economics. New York: Worth.
• Mankiw, N. G. (2024) Principles of economics. Mason, OH: Cengage Learning.
• McConnell, C. R., Brue, S. L., & Flynn, S. M. Economics: Principles, problems and policies.
New York: McGraw-Hill Irwin.
• Parkin, M., (2023) Economics, New York: Pearson
• Rittenberg, L., & Tregarthen, T. (2021) Principles of economics. Flat World Knowledge.
• Schneider, G., (2023) Macroeconomic Principles and Problems: A Pluralist Introduction. New York:
Routledge.
• Stevenson, B. & Wolfers, J. (2023) Principles of Economics, New York: Worth.
• Tucker, I. B. (2023) Economics for today. Mason, OH: Cengage Learning.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course provides a broad framework in the field of macroeconomics with a focus on how business, governments, institutions, culture, race, and gender interact with domestic and global economies. Course activities provide students with opportunities to explore economic equality issues that affect economic systems domestically and internationally. Considerations of the economic impacts of economic policy will have on economic equality, race, and gender are integrated into the course content. For example, students will consider how income tax structures differ in terms of gendered taxes and gendered equality and the impact it has on economic equality across marginalized wage earners.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course centers on macroeconomic issues and topics students will encounter throughout the course. Students will be exposed to diverse businesses, economic policies, economic cultures, and the political economy. The course has integrated several aspects of diversity for learners in order to promote an equitable course. Instruction is focused on providing a range of web-based interactive media designed to increase learner effort, engagement, and success for diverse learning styles. Additionally, diversity and equality have been addressed in areas such as income tax structures, social values, and the impact economic policies have on equality. Students are expected to have student-to-student interaction and instructor-to-student interaction in discussions focused on present-day issues and to share their viewpoints regarding economic equality and justice for detached and marginalized communities. Students are encouraged to challenge perspectives that reflects normative or ideologically prescriptive judgements toward inclusivity.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during class discussions. In online environments student-to-student interactions may be accomplished by but not limited to assigned asynchronous, assigned synchronous activities, or video conference using the available course management system discussion and video tools. For on campus courses, an instructor can arrange students into small groups or teams and ask students to debate, critique, examine, or evaluate macroeconomic concepts including economic justice or critique the disparities of economic impacts across race, culture, and gender. The same format can be utilized for online learning environments using the course management system discussion and video tools. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions for on campus courses may occur before, during, and after class meetings. Additionally, on campus and online office hours will assist in providing instructor-to-student interactions and feedback regarding course activities for selected topics covered in the learning objectives. These interactions can be synchronous or asynchronous using the course management system tools for communication and engagement. Furthermore, instructor-initiated interactions and feedback on course activities may occur on campus and online environments via in-person meetings, individual email, or the course management system communication tools. For example, students may be assigned topics or articles relating to the normative aspects of macroeconomics and asked to discuss comparable worth of gender, class, and pay equity. This type of activity can be accomplished using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class with instructor participation. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through interactive learning modules designed to increase student effort, engagement, and success. Interactive learning activities include but are not limited to, action-based activities, instructor prepared homework packets, interactive discussion assignments, peer-review discussions, interactive problem-sets, and investigative and systematic problem-solving. For example, students may be given a problem-set or scenario designed to predict prices and quantities for a market that produces pizzas. Students will have to analyze market conditions and use these conditions to predict the price of pizzas and quantities demanded and sold. In online or in person, on campus settings, student-to-content interaction can be accomplished in teams, small groups, or individualized. This student-to-content interaction produces different results and answers will vary. This type of interaction provides an opportunity for students to resolve and discuss different market outcomes.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative activities. Additionally, students will be asked to complete a contemplative activity or discussion related topic regarding macroeconomics. For instance, students will be given opportunities to contemplate the concepts and ideas they are engaged in and how they may want to apply these concepts and ideas in their homes, workplaces, communities, and relationships. These concepts and ideas can range from specific to broad areas in macroeconomics.

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