

Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	MACROECONOMIC POLICIES ANALYSIS	Instructor	HUNG,HSIAO WEN
Course Class	TLEXM1A MASTER'S PROGRAM, DEPARTMENT OF INDUSTRIAL ECONOMICS, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
Departmental Aim of Education			
<ul style="list-style-type: none"> I. Training up students to establish the specialized knowledge in industrial economics. II. Training up students to strengthen the diversity of knowledge in learning. III. Training up students with the ability in researches. IV. Training up students with the self-cultivation in moral character. V. Training up students with the macroscopic vision in globalization. VI. Training up students with the leadership in industrial development. 			
Departmental core competences			
<ul style="list-style-type: none"> A. With the ability of academic research in industrial economics. B. With the ability of theoretical modeling and empirical applications. C. With the ability of data collection and literature review. D. With the ability of searching research topics. E. With the ability of independent research in advanced practical analyses and industrial policy-making. 			
Course Introduction	<p>This course is to explore the policy effects, including fiscal and monetary policies, on employment, outputs, prices, and economic growth, by a dynamic approach.</p> <p>Three topics are contained in this lesson. Part 1 is the corresponding principle and rational expectation. Part 2 studies the issue about economic growth, first presenting the Solow model with exogenous technical progress, and then extending to the endogenous growth model based on the idea of productive externalities. Part 3 focus the analysis of unemployment.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	To develop the student' s problem-solving ability by learning the dynamic approach.	C3	BCD
2	To help students have a good understanding of the implication of macroeconomic models.	C2	BCD
3	To guide students to formulate the economic intuitions and logic according to the results from the development of the mathematics.	C4	BCD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To develop the student' s problem-solving ability by learning the dynamic approach.	Lecture, Discussion	Written test, Participation
2	To help students have a good understanding of the implication of macroeconomic models.	Lecture, Discussion	Written test, Participation
3	To guide students to formulate the economic intuitions and logic according to the results from the development of the mathematics.	Lecture, Discussion	Written test, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	107/09/10~ 107/09/16	Introduction	
2	107/09/17~ 107/09/23	Corresponding Principle (1)	
3	107/09/24~ 107/09/30	Corresponding Principle (2)	
4	107/10/01~ 107/10/07	Rational Expectation (1)	
5	107/10/08~ 107/10/14	國慶日放假	
6	107/10/15~ 107/10/21	Solow-Swan Model (1)	
7	107/10/22~ 107/10/28	Solow-Swan Model (2)	
8	107/10/29~ 107/11/04	Ramsey Model	
9	107/11/05~ 107/11/11	Endogenous Growth Theory—Learning by Doing and Knowledge Spillover	
10	107/11/12~ 107/11/18	期中考試週	
11	107/11/19~ 107/11/25	Endogenous Growth Theory –Barro (1990, Journal of Political Economy)	

12	107/11/26~ 107/12/02	Endogenous Growth Theory –Lucas (1988, Journal of Monetary Economics)	
13	107/12/03~ 107/12/09	Endogenous Growth Theory –Romer (1990, Journal of Political Economy)	
14	107/12/10~ 107/12/16	Unemployment--Efficiency Wage Theory (1)	
15	107/12/17~ 107/12/23	Unemployment--Efficiency Wage Theory (2)	
16	107/12/24~ 107/12/30	Trade Union (1)	
17	107/12/31~ 108/01/06	開國紀念日補假	
18	108/01/07~ 108/01/13	期末考試週	
Requirement			
Teaching Facility	Other (黑板、自製講義)		
Textbook(s)	Barro, R. J. and Sala-i-Martin, X., Economic growth 2nd, MIT Press, Cambridge, Mass. (2004)		
Reference(s)	<p>Blanchard O. J. and S. Fischer, (1989), Lectures on Macroeconomics. Cambridge, MA: The MIT Press.</p> <p>Barro, R. J., 1990, "Government Spending in a Simple Model of Endogenous Growth," Journal of Political Economy 98, S103-S125.</p> <p>Lucas, R. E., 1988, "On the Mechanics of Economic Development," Journal of Monetary Economics 22, 3-22.</p> <p>Romer, P. M., 1990, "Endogenous Technological Change," Journal of Political Economy 98, S71-S101.</p>		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : % ◆ Midterm Exam : 50.0 %</p> <p>◆ Final Exam : 50.0 %</p> <p>◆ Other < > : %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		