I. ASCRC General Education Form (revised 1/27/11)
Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.
Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
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<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
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<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
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<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences w/ lab</td>
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<td></td>
<td></td>
<td>w/out lab</td>
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*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

Dept/Program | Department of Economics | Course # | ECNS 202
Course Title | Principles of Macroeconomics | Credits | 3
Prerequisite | ECNS 201 Principles of Microeconomics

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Instructor | Derek Kellenberg, Chair | |
Phone / Email | (on behalf of the department) | |
Program Chair | Derek Kellenberg | |
Dean | Chris Comer | |

III. Type of request
New | One-time Only | Renew | X | Change | Remove

Reason for Gen Ed inclusion, change or deletion

IV. Description and purpose of new general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx](http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx)

V. Criteria: Briefly explain how this course meets the criteria for the group. See: [http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

<table>
<thead>
<tr>
<th>1. systematically study individuals, groups, or social institutions;</th>
<th>1. Students learn models of macroeconomies, which are collections of individuals, groups and social institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. analyze individuals, groups, or social problems and structures; and/or</td>
<td>2. Students learn about growth, inflation and unemployment and the models used to understand these social problems.</td>
</tr>
</tbody>
</table>
3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

3. Competing theories are developed, justified and critiqued. Testing competing models using data analysis and historical case studies is central to the course.

**VI. Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals. See: [http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

1. Students taking courses in the Social Sciences Perspective will be able to: Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

   Students will describe the nature and structure of the US aggregate economy.

2. use theory in explaining these individual, group, or social phenomena; and/or

   Students will demonstrate how various macroeconomic models explain growth, unemployment and inflation, which are social phenomena.

3. understand, assess, and evaluate how conclusions and generalizations are justified based on data

   Students will describe historical cases and data that support or refute the different macroeconomic models.

**VII. Justification:** Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

**VIII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Attached

**Please note:** Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
Economics 202S: Principles of Macroeconomics
Sections 01 and 02
Spring 2012

Instructor: Brian Jenkins
Office: 411 Liberal Arts
Office Hours: Monday and Wednesday; 8 – 9AM, 2:15 – 3:30PM, or by appointment
Email: brian.jenkins@mso.umt.edu
Course Website: http://aplia.com (Access code: 6SED-RXKH-ZKDM)

Course Description: This course is an introduction to the principles of macroeconomic analysis. We will use economic principles to examine the causes and consequences of macroeconomic phenomena such as economic growth and fluctuations, inflation, and unemployment. We will use simple models to study the determinants of a nation’s income, the level of prices, and interest rates. We will study how fiscal and monetary policies influence the macroeconomy. And we will discuss the causes of and policy responses to the recent financial crisis and subsequent recession.

Text: Principles of Macroeconomics, 6th edition by N. Gregory Mankiw. I may also provide you with supplementary readings. The content of any supplemental material I provide will be considered appropriate exam material.

I recommend reading The Economist magazine. The Financial Times and The Wall Street Journal are also outstanding resources.

Prerequisite: ECNS 201S: Principles of Microeconomics

Teaching Assistant: The teaching assistant (TA) for the class is Yoonsoo Nam. His email address is: yoonsoo.nam@umontana.edu. His office is 414 Liberal Arts and he is available from 2:15 – 3:30 PM on Tuesday and Thursday. Please contact Yoonsoo with any questions you have about the course material and feel free to visit him during his office hours.

Attendance: You are not required to attend lectures. However, the textbook is a supplement, not a substitute, for in-class lectures and you will be held responsible for any topics covered in lectures. You may not expect to use my or the TA’s office hours as a substitute for class time.


Students with Disabilities: If you require special accommodation, then you must submit documentation from Disability Services for Students to me within the first two weeks of class. Also, you must inform me in writing at least one week in advance of each instance that an accommodation will be required.
**Exams and Grading:** Your grade will be a weighted average of your homework, quiz and exam grades. The weights are:

- Homework: 20%
- Quizzes: 5%
- Exam 1: 15%
- Exam 2: 15%
- Exam 3: 15%
- Final Exam: 30%

**Homework:** Problem sets will be made available on Aplia about a week before they are due. I will make announcements in class as new assignments become available. Late work will not be accepted, but I will drop your lowest two homework grades. You are free to collaborate with your colleagues on Aplia assignments.

**Quizzes:** While I will not explicitly be taking attendance, I will periodically administer short, in-class quizzes. On each day there will be a 1 out of 3 chance that a quiz will be given. You may expect to receive about 14 quizzes over the semester, but the actual number will likely be more or less than 14. Missed quizzes cannot be made up; however, I will drop your lowest two quizzes.

**Midterm Exams:** **Friday, February 17**, **Friday, March 16**, and **Friday, April 20.** No make-up exam will be given without an officially recognized university excuse. If you miss one exam, its weight will automatically be shifted onto the final. If you miss more than one exam, I reserve the right to give you a zero for that exam grade.

**Final Exam:** The final exam will be comprehensive and everyone must take it. *If it will help your final course grade,* I will replace your lowest exam grade with your final exam grade. The final exam will be administered in the same room in which we meet for lectures. The time and date of your final exam depends upon which section you are in:

- **Section 01:** **Tuesday, May 8, 10:10AM – 12:10PM.**
- **Section 02:** **Thursday, May 10, 10:10AM – 12:10PM.**

You must take the final exam with the section for which you are registered. For more information about finals week scheduling, see: [http://www.umt.edu/registrar/students/finalsweek2/Spring.aspx](http://www.umt.edu/registrar/students/finalsweek2/Spring.aspx)

**Personal Responsibility:** It is your responsibility to ensure that you are getting the help that you need over the duration of the course. I am available to talk with you after class, by email, and during my office hours. Your TA is available to help you by email and during his office hours. Ultimately, you must take responsibility for your academic performance.