**Course Syllabus**

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| **1** | **Course title** | **Macroeconomics for Agriculture** |
| **2** | **Course number** | **0605215** |
| **3** | **Credit hours** | 3 |  |
| **Contact hours (theory, practical)** | 3,0 |
| **4** | **Prerequisites/corequisites** | Principles of Agricultural Economics 0605101  |
| **5** | **Program title** | Bachelor in **Agricultural Economics & Agribusiness** |
| **6** | **Program code** |  |
| **7** | **Awarding institution**  | University of Jordan  |
| **8** | **School** | **Agriculture** |
| **9** | **Department** | **Agricultural Economics & Agribusiness** |
| **10** | **Course level**  | **fourth year** |
| **11** | **Year of study and semester (s)** | **First semester 2021/2022** |
| **12** | **Other department (s) involved in teaching the course** | **None** |
| **13** | **Main teaching language** | **Arabic and English** |
| **14** | **Delivery method** | ☐Face to face learning **\***Blended ☐Fully online |
| **15** | **Online platforms(s)** | ☐Moodle **\***Microsoft Teams ☐Skype ☐Zoom ☐Others………… |
| **16** | **Issuing/Revision Date** | 1/10/2021 |

**17 Course Coordinator:**

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| Name: Dr. Mohammad Tabieh Contact hours: 11:30-13:00 Sun, Mon, WedOffice number: 22500 Phone number:Email: m.tabieh@ju.edu.jo |

**18 Other instructors:**

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| Name: Office number:Phone number:Email:Contact hours:Name: Office number:Phone number:Email:Contact hours: |

**19 Course Description:**

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| As stated in the approved study plan. This course presents students with an advanced undergraduate level treatment of macroeconomic theory and policy. The course provides a rigorous analysis of macroeconomic theory, building a modern macroeconomic modeling framework with emphasis on the role of monetary policy, fiscal policy and open economy influences on economic outcomes. Students will learn to debate and discuss current economic conditions and policies using rigorous theoretical frameworks. The course builds upon formulations of both macro and microeconomics and quantitative methods |

**20 Course aims and outcomes**

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| A- Aims:The Learning objectives of macroeconomics are the same as microeconomics, just on a larger scale. Macroeconomics studies the effects of decisions made by groups of people, rather than the effects of decisions made by just a few people. Inflation, unemployment, and exchange rates are all parts of macroeconomic theory -- the combined effect of aggregate decisionsB- Students Learning Outcomes (SLOs): Successful completion of the course should lead to the following outcomes:1. **Knowledge and Understanding:** Student is expected to

**A1-** Explain and discuss core principles in macroeconomics, which include macroeconomic issues of Basics of market economics, resources, and production possibilities, Gross Domestic Product and other indicators, Basics of unemployment, inflation, and economic growth**,** Consumption, Investment, Government spending, and Exports**,** [Aggregate Supply and Demand](http://en.wikibooks.org/wiki/Macroeconomics/Aggregate_Supply_and_Demand) - Basics of how an entire economy functions, [Fiscal Policy](http://en.wikibooks.org/wiki/Macroeconomics/Fiscal_Policy)**,** [Money](http://en.wikibooks.org/wiki/Macroeconomics/Money) - How money is created and why it works**,** [Monetary Policy](http://en.wikibooks.org/wiki/Macroeconomics/Monetary_Policy)**,** [Government Finances](http://en.wikibooks.org/w/index.php?title=Macroeconomics/Government_Finances&action=edit&redlink=1)**A2-** Explain and discusse information transmitted by analytical methods and model-based argumentation in macroeconomics.**A3-** Explain and discusse the situations in which different methodological approaches in macroeconomicsare appropriate.**A4-** Understand the important role of graphical and mathematical analysis to explain macroeconomics and related disciplines;**A5**- Be familiar with some concepts of fiscal and monetary policies those are essential for macroeconomics.**B. Intellectual Analytical and Cognitive Skills:** Student is expected to**B1**- Apply macroeconomic concepts that have a broad use for decision making (for example production possibilities, equilibrium, Gross Domestic Product and other indicators, Basics of unemployment, inflation, and economic growth**,** Consumption, Investment, Government spending, and Exports, [Fiscal Policy](http://en.wikibooks.org/wiki/Macroeconomics/Fiscal_Policy), [Monetary Policy](http://en.wikibooks.org/wiki/Macroeconomics/Monetary_Policy)and[Government Finances](http://en.wikibooks.org/w/index.php?title=Macroeconomics/Government_Finances&action=edit&redlink=1) ).**B2**- Communicate ideas, information, and concepts in writing by means appropriate to various problemsin macroeconomics.**B3-** Solve problems in macroeconomics using graphical, tabular, algebraic, and calculus-based techniques.**C. Subject- Specific Skills:** Students is expected to**C1**- Analyse macroeconomics from relevant scientific, societal and ethical aspects.**C2**- Demonstrate developed or improved skills in basic arithmetic, the ability to handle algebraic manipulations and the ability to solve simple optimisation problems.**C3**- demonstrates significantly improved numeracy and the ability for logical and structured problem analysis.**C4**- Demonstrate developed or improved skills to differentiate functions in one or several variables, the ability to handle algebraic manipulations and the ability to solve simple optimisation problems;**C5**- Develop the skills to differentiate functions in several variables, the ability to solve economic optimisation problems and basic the skills of matrix manipulation**C6-** Have developed basic skills to analyse models from microeconomics and macroeconomics;**D. Transferable Key Skills:** Students is expected to**D1**- Have improved their numeracy and also their ability for logical and structured problem analysis**D2**- Apply mathematical methods and techniques that are formulated in abstract settings to concrete economic applications.**D3**-Possess general study skills, including the ability to learn independently using a variety of media.**D4**-Have good time-management and organizational skills.**D5**- Have highly developed skill of numeracy and general IT skills.**D6**- Have good communication skills. |

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| Upon successful completion of this course, students will be able to:

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| Program SLOsSLOs of the course | SLO (1)Knowledge and understanding | SLO (2)Intellectual analytical and cognitive skill | SLO (3)Subject specific skills | SLO (4)Transferable key skills |
| 1.Apply economic principles and research methods in solving economic problems and to agricultural production management. |  |  |  |  |
| 2. Analyze extension programs to deliver relevant information to farmers and employ the economic and business principles in making decisions |  |  |  |  |
| 3. Collaborate effectively with scientists and educators in other disciplines to incorporate economic analysis into multi-disciplinary programs. |  |  |  |  |
| 4. Design , analyze and evaluate agricultural and development projects |  |  |  |  |
| 5. Utilize the economic concepts and factors for successful natural resources management in agriculture and agribusiness. |  |  |  |  |
| 6. Discuss issues related to the agricultural sector, natural resource policies, and rural community development. |  |  |  |  |
| 7. Work effectively in promoting the teamwork environment for pursuing professional goals |  |  |  |  |
| 8. Apply principles of scientific skills and argumentation and ethics of scientific discussion research skills in both oral and written forms. |  |  |  |  |
| 9.Demonstrate ethical and professional responsibilities for being an agricultural engineer, especially with regard to agricultural sector, environment and society |  |  |  |  |
| 10.Apply critical thinking and problem solving skills, and pursue continuous education in aspects of agricultural economics and agribusiness management. |  |  |  |  |

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**21. Topic Outline and Schedule:**

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| **Week** | **Lecture** | **Topic** | **Intended Learning Outcome** | **Learning Methods**  | **Platform** | **Synchronous / Asynchronous Lecturing** | **Evaluation Methods** | **Resources** |
| 1 | 1.1 | The Economy: Goals for the Economy | A1, A2, A3,  | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam Quiz |  1, Ch 20 Karl E. Case.2, Ch 1,2 Al-Wazany |
| 1.2 |  The Circular Flow – a Picture of the Economy: Withdrawals from the Economy , | A-1, A-2, A-3, B-1, B-2, B-3, | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam Quiz | 1, Ch 20 Karl E. Case.2, Ch 1,2 Al-Wazany |
| 1.3 |  Injections into the Economy | B-2, B-3, C-1,C-6 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 20 Karl E. Case.2, Ch 1,2 Al-Wazany |
| 2 | 2.1 |  Measuring the Economy: : Aggregate Demand Definition | A-4, A-5. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 21 Karl E. Case2, Ch 4,5 Al-Wazany5, Ch 6, Ch 9 |
| 2.2 | Measuring Aggregate Demand (Consumption + Investment + Government Spending + Net Exports) | A-4, A-5. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 21 Karl E. Case2, Ch 4,5 Al-Wazany5, Ch 6, Ch 9 |
| 2.3 | Measuring Aggregate Demand (Consumption + Investment + Government Spending + Net Exports) | A-4, A-5. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  |  Exam, Quiz | 1, Ch 21 Karl E. Case2, Ch 4,5 Al-Wazany5, Ch 6, Ch 9 |
| **Week** | **Lecture** | **Topic** | **Intended Learning Outcome** | **Learning Methods** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Evaluation Methods** | Resources |
| 3 | 3.1 |  Measuring Aggregate Demand (Consumption + Investment + Government Spending + Net Exports) | A-4, A-5. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 21 Karl E. Case2, Ch 4,5 Al-Wazany5, Ch 6, Ch 9 |
| 3.2 | Manipulating AD through Fiscal Policy | A-4, A-5. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 21 Karl E. Case2, Ch 4,5 Al-Wazany5, Ch 6, Ch 9 |
| 3.3 |  Manipulating AD through Fiscal Policy | A-4, A-5. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 21 Karl E. Case2, Ch 4,5 Al-Wazany5, Ch 6, Ch 9 |
| 4 | 4.1 | Employment vs. Unemployment | A-4, A-5, A-7. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 22 Karl E. Case2, Ch 12 Al-Wazany5, Ch 8 |
| 4.2 | Defining the Labor Force, | A-4, A-5, A-7. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 22 Karl E. Case2, Ch 12 Al-Wazany5, Ch 8 |
| 4.3 |  Measuring the Unemployed vs. the Employed | A-4, A-5, A-7. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 22 Karl E. Case2, Ch 12 Al-Wazany5, Ch 8 |
| 5 | 5.1 |  Unemployment Rate, Participation Rate, Employment Rate | A-4, A-5, A-7. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 22 Karl E. Case2, Ch 12 Al-Wazany5, Ch 8 |
| 5.2 |  Components of the Unemployment Rate | A-4, A-5, A-7. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 22 Karl E. Case2, Ch 12 Al-Wazany5, Ch 8 |
| 5.3 |  The Costs of Unemployment | A-4, A-5, A-7. B-3, C-2, C-3. D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 22 Karl E. Case2, Ch 12 Al-Wazany5, Ch 8 |
| 6 | 6.1 |  Economic Growth – The Gross Domestic Product: Practical Examples, | A-1, A-2, A-3, B-1, B-2, B-3. C-1, C-6. D-1, D-2. | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 32, 36 Karl E. Case2, Ch 18 Al-Wazany5, Ch 17 |
| 6.2 |  Defining GDP, Major Components of GDP | A-1, A-2, A-3, B-1, B-2, B-3. C-1, C-6. D-1, D-2. | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 32, 36 Karl E. Case2, Ch 18 Al-Wazany5, Ch 17 |
| 6.3 |  What GDP does NOT Measure, Real GDP vs. Nominal GDP | A-1, A-2, A-3, B-1, B-2, B-3. C-1, C-6. D-1, D-2. | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 32, 36 Karl E. Case2, Ch 18 Al-Wazany5, Ch 17 |
| 7 | 7.1 |  Inflation : Measuring Inflation | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 |  Blended | Microsoft Teams  | Synchronous Lecturing  |  Exam, Quiz | 1, Ch 22 Karl E. Case2, Ch 12 Al-Wazany5, Ch 8 |
| 7.2 |  The Consumer Price Index, Effects of Inflation | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 22 Karl E. Case2, Ch 12 Al-Wazany5, Ch 8 |
| 7.3 | Nominal vs. Real Interest Rates, Defining the Core Rate of Inflation | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 22 Karl E. Case2, Ch 12 Al-Wazany5, Ch 8 |
| 8 | 8.1 |  Money: An Overview of Money, What Is Money? | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 25, 26, 27 Karl E. Case2, Ch 13, 14 Al-Wazany5, Ch 13, 14 |
| 8.2 |  Commodity and Fiat Monies | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 25, 26, 27 Karl E. Case2, Ch 13, 14 Al-Wazany5, Ch 13, 14 |
| 8.3 |  Measuring the Supply of Money in the United States | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 25, 26, 27 Karl E. Case2, Ch 13, 14 Al-Wazany5, Ch 13, 14 |
| 9 | 9.1 |  The Private Banking System | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 25, 26, 27 Karl E. Case2, Ch 13, 14 Al-Wazany5, Ch 13, 14 |
| 9.2 | How Banks Create Money:A Historical Perspective: Goldsmiths, | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 25, 26, 27 Karl E. Case2, Ch 13, 14 Al-Wazany5, Ch 13, 14 |
| 9.3 |  The Modern Banking System, The Creation of Money, The Money Multiplier, | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 25, 26, 27 Karl E. Case2, Ch 13, 14 Al-Wazany5, Ch 13, 14 |
| 10 | 10.1 |  The Federal Reserve System: Functions of the Federal Reserve, The Federal Reserve Balance Sheet | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 25, 26, 27 Karl E. Case2, Ch 13, 14 Al-Wazany5, Ch 13, 14 |
| 10.2 |  How the Federal Reserve Controls the Money SupplyThe Required Reserve RatioThe Discount Rate | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 25, 26, 27 Karl E. Case2, Ch 13, 14 Al-Wazany5, Ch 13, 14 |
| 10.3 | Open Market OperationsThe Supply Curve for Money, Functions of Money, Characteristics of Money | B-1, B-2, B-3. C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  |  Exam, Quiz | 1, Ch 25, 26, 27 Karl E. Case2, Ch 13, 14 Al-Wazany5, Ch 13, 14 |
| 11 | 11.1 |  Government in the EconomyGovernment Purchases (G), Net Taxes (T), and Disposable income (Yd) | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 24 Karl E. Case2, Ch 8, 9, 10 Al-Wazany5, Ch 12 |
| 11.2 |  Government in the EconomyGovernment Purchases (G), Net Taxes (T), and Disposable income (Yd) | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 24 Karl E. Case2, Ch 8, 9, 10 Al-Wazany5, Ch 12 |
| 11.3 |  The Determination of Equilibrium Output(Income) | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 24 Karl E. Case2, Ch 8, 9, 10 Al-Wazany5, Ch 12 |
| 12 | 12.1 |  Fiscal Policy at Work: Multiplier Effects | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 24 Karl E. Case2, Ch 8, 9, 10 Al-Wazany5, Ch 12 |
| 12.2 |  The Government Spending MultiplierThe Tax Multiplier The Balanced-Budget Multiplier | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 24 Karl E. Case2, Ch 8, 9, 10 Al-Wazany5, Ch 12 |
| 12.3 | The Government Spending MultiplierThe Tax Multiplier The Balanced-Budget Multiplier | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 24 Karl E. Case2, Ch 8, 9, 10 Al-Wazany5, Ch 12 |
| 13 | 13.1 |  Comparative Advantage, Absolute Advantage versus Comparative Advantage, | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 34 Karl E. Case2, Ch 16 Al-Wazany |
| 13.2 | Terms of Trade, Exchange Rates | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 34 Karl E. Case2, Ch 16 Al-Wazany |
| 13.3 |  The Sources of Comparative Advantage | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 34 Karl E. Case2, Ch 16 Al-Wazany |
| 14 | 14.1 |  Trade Barriers: Tariffs, Export, Subsidies, and Quotas | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  |  Exam, Quiz |  1, Ch 34 Karl E. Case2, Ch 16 Al-Wazany |
| 14.2 |  U.S. Trade Policies, GATT, and the WTO | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 34 Karl E. Case2, Ch 16 Al-Wazany |
| 14.3 |  Free Trade or Protection?The Case for Free Trade The Case for Protection | A-1, A-2, A-3, A-4, A-5. B-1, B-2, C-1, C-2, C-3, C-4, C-5, C-6. D-1, D-2 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz |  1, Ch 34 Karl E. Case2, Ch 16 Al-Wazany |
| 15 | 15.1 | The Balance of PaymentsThe Current AccountThe Capital Account | A-1, A-2, A-5. B-1, B-2, B-3. C-2, C-3, C-5. D-1, D-2, D-3, D-4 , D-5, D-6 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 35 Karl E. Case2, Ch 17 Al-Wazany5, Ch 7 |
| 15.2 | The International Sector and Planned Aggregate ExpenditureImports and Exports and the Trade Feedback EffectImport and Export Prices and the Price Feedback Effect | A-1, A-2, A-5. B-1, B-2, B-3. C-2, C-3, C-5. D-1, D-2, D-3, D-4 , D-5, D-6 | Blended | Microsoft Teams  | Synchronous Lecturing  | Exam, Quiz | 1, Ch 35 Karl E. Case2, Ch 17 Al-Wazany5, Ch 7 |
| 15.3 |  The Open Economy with Flexible Exchange RatesThe Market for Foreign ExchangeFactors That Affect Exchange RatesThe Effects of Exchange Rates on the Economy | A-1, A-2, A-5. B-1, B-2, B-3. C-2, C-3, C-5. D-1, D-2, D-3, D-4 , D-5, D-6 | Blended | Microsoft Teams  | Synchronous Lecturing | Exam, Quiz | 1, Ch 35 Karl E. Case2, Ch 17 Al-Wazany5, Ch 7 |

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**22 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation Activity** | **Mark** | **Topic(s)** | **SLOs** | **Period (Week)** | **Platform** |
| Midterm Exam  |  30 |  The Economy: Employment vs. Unemployment, and Economic Growth | A1, A2, A3, A4, D1, A5, B1,B2, C1, C2, D2, A5, B3, C3,  |  Fourth week |  In Class |
|  Quizzes |  20 |  All Topics | A1, A2, A3, A4, D1, A5, B1,B2, C1, C2, D2, A5, B3, C3, A5, B3, C4, A6, B5, C5, D3, A7, B6, D4, A10, B9, C6, D6 | At the end of each topic |  In Class, Microsoft Teams  |
| Final Exam  |  50 |  All Topics | A1, A2, A3, A4, D1, A5, B1,B2, C1, C2, D2, A5, B3, C3, A5, B3, C4, A6, B5, C5, D3, A7, B6, D4, A10, B9, C6, D6 |  Will be announcing from register |  In Class |

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**23 Course Requirements**

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| **(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):**  |

**24 Course Policies:**

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| A- Attendance policies: **students should attend all classes on time**B- Absences from exams and submitting assignments on time: **No makeup exams will be made, only medical excuses from the JU hospital** C- Health and safety procedures: **Please consider the safety procedures as announced** D- Honesty policy regarding cheating, plagiarism, misbehavior: **will be handled according to JU regulations**E- Grading policy: **according to JU regulations**F- Available university services that support achievement in the course: |

**25 References:**

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| 1. **Principles of Economics**, 9/E, **Karl E. Case**, Ray C. Fair, Yale University, Sharon OsterproductFormatCode=C02productCategory=10statusCode=8isBuyable=falsesubType=subpath/ProductBean/courseSmart

ISBN-10: 0136055486 • ISBN-13: 978013605548897801360554880136055486, ©2009 • Prentice Hall • Cloth, 816 ppPublished 12/05/2008,http://www.pearsonhighered.com/educator/academic/product/0,3110,0136055486,00.html#sthash.rOa84IRe.dpuf **مبادئ الاقتصاد الكلي بين النظرية والتطبيق**, خالد الوزني وأحمد الرفاعي, دار وائل للنشر, الطبعة التاسعة, عمان – الاردن , 2008**- 2** |

**26 Additional information:**

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| * • Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
* • For more details on University regulations please visit:

 http://www.ju.edu.jo/rules/index.htm |

Name of Course Coordinator: -----------------------------------Signature: ----------------------- Date: -------------------

Head of Curriculum Committee/Department: ---------------------------- Signature: ------------------------------------

Head of Department: ------------------------------------------------------------ Signature: ------------------------------

Head of Curriculum Committee/Faculty: ---------------------------------------- Signature: ---------------------------

Dean: ---------------------------------------------------------- Signature: -------------------------------------------