暨南大學
JINAN UNIVERSITY

0201E102
Macroeconomics

Instructor: TBA

Time: December 14, 2026 - January 15, 2027

Office Hours: by appointment

Contact Hours: 60 (50 minutes each)

Credits: 4

E-mail: TBA

Course Description

This course provides an introduction to the fundamental principles of macroeconomics, exploring how the overall economy functions and evolves over time. Students will examine major macroeconomic theories and models to understand the determinants of national income, employment, inflation, and economic growth. Key topics include scarcity and resource allocation, the market system, the roles of the private and public sectors, national income accounting, monetary and fiscal policy, the foreign exchange market, aggregate demand and supply, and the impacts of globalization on economic performance. Through real-world examples and analytical discussions, students will develop the ability to interpret macroeconomic data and evaluate policy implications in a global context.

Course Goals

By the end of the course, students will be able to:

- **Understand Core Macroeconomic Concepts**
  - Explain how scarcity and resource allocation shape economic choices.

    - Describe the functioning of market systems and the roles of private and public sectors in the economy.
- **Analyze Economic Indicators and Performance**
    - Interpret key measures of national income, unemployment, and inflation.
    - Assess how aggregate demand and aggregate supply determine short- and long-run economic outcomes.
- **Evaluate Macroeconomic Policies**
    - Compare and contrast fiscal and monetary policy tools and their effects on economic stability and growth.
    - Discuss policy trade-offs in managing unemployment, inflation, and national debt.
- **Apply Macroeconomic Models to Global Issues**
    - Analyze the relationships between exchange rates, trade balances, and international capital flows.
    - Evaluate how globalization influences domestic economic performance and policy decisions.
- **Develop Critical Thinking and Analytical Skills**
    - Use economic reasoning to explain current macroeconomic events and policy debates.
    - Apply theoretical models to real-world case studies and data.

Prerequisites

No prerequisites.

Course Outline

Module 1: Foundations of Economics

- **Topics**
    - Introduction to Economics
    - Thinking Like an Economist

    - Opportunity Cost and Specialization
    - Economic Models: Circular Flow and Production Possibility Frontier (PPF)
- **Module 1 Challenge Quiz**

Module 2: Market Mechanisms and Applications

- **Topics**
    - Demand and Supply: Introduction and Analysis
    - Applications of Demand and Supply (Parts 1 & 2)
- **Module 2 Challenge Quiz**

Module 3: Measuring Economic Activity

- **Topics**
    - Spending, Income, and GDP (Parts 1 & 2)
    - Measurement of GDP (Parts 1 & 2)
    - Shortcomings of GDP as a Key Economic Indicator
- **Assignment (Optional)**
    - Data Exercise: “Calculating GDP and Interpreting National Accounts”
- **Module 3 Challenge Quiz**

Module 4: Prices, Inflation, and the Labor Market

- **Topics**
    - Consumer Price Index (CPI) and Inflation
    - Inflation, Prices, and Taxes
    - Labor Market Trends, Labor Demand & Supply
    - Unemployment and Structural Barriers to Employment
- **Module 4 Challenge Quiz**

Module 5: Economic Growth and Productivity

- **Topics**

    - Introduction to Economic Growth
    - Determinants of Labor Productivity (Parts 1 & 2)
    - Policies that Promote Economic Growth
- **Assignment (Optional)**
    - Analysis: "Cross-Country Growth Comparisons"
- **Module 5 Challenge Quiz**

Module 6: Savings, Investment, and Financial Markets

- **Topics**
    - Savings and National Savings
    - Household Savings and Well-Being
    - Investments, Bonds, and Financial Markets
- **Module 6 Challenge Quiz**

Module 7: Money and Monetary Systems

- **Topics**
    - Money in Economics and its Functions
    - The Federal Reserve System and Money Supply
    - Economic Fluctuations and Potential Output
    - Okun's Law and Short-Term Output Gaps
- **Module 7 Challenge Quiz**
- **Exam**
    - **Midterm Exam** – Covers Modules 1–7

Module 8: The Keynesian Model and Fiscal Policy

- **Topics**
    - Keynesian Model and Planned Aggregate Expenditure (PAE)
    - Consumption Function and Short-Run Equilibrium
    - Income-Expenditure Multiplier and Government Spending
    - Fiscal Policy and Economic Stabilization

- **Assignment (Optional)**
  - Reading: “Keynesian Model”
- **Module 8 Challenge Quiz**

Module 9: Monetary Policy and the Macroeconomy

- **Topics**
  - The Federal Reserve and Monetary Policy
  - Money Demand, Supply, and Market Equilibrium
  - Aggregate Demand and Aggregate Supply
  - Business Cycles and Macroeconomic Policy Tools (Parts 1–3)
- **Module 9 Challenge Quiz**

Module 10: Open Economy and Globalization

- **Topics**
  - Exchange Rate Systems and Policy Strategies
  - Monetary Policy in an Open Economy
  - International Trade and Capital Flows
- **Assignment (Optional)**
  - Watching Video: “The Chinese Bubble”
- **Module 10 Challenge Quiz**
- **Exam**
  - **Final Exam** – Comprehensive assessment of Modules 1–10

Grading Policy

Your grade will be based on quizzes and exams.

Quizzes:	60%
Exams:	40%
TOTAL	**100%**

Grading System

The instructor will use the grading system as applied by JNU:

Definition	**Letter Grade**	**Score**
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

Academic Integrity

As members of the Jinan University academic community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.

AI Use Policy (e.g., ChatGPT)

In this class, we will selectively incorporate ChatGPT and generative AI to enhance our curriculum and learning experience. As we embrace these technologies, it is crucial that we use them ethically and responsibly. This involves being transparent about their application, handling data with the utmost privacy and care, respecting copyright limitations, and recognizing that AI is a tool for assistance rather than a substitute for human judgment and creativity.

By employing ChatGPT and generative AI, we embark on an enlightening and challenging journey to explore innovative ways to improve our teaching and learning processes. Let us proceed with a commitment to utilizing these powerful tools responsibly, transparently, and with an unwavering curiosity.

Cautionary Note About Hallucination in Generative AI:

It is essential to acknowledge that generative AI tools, despite their immense capabilities, may occasionally produce outputs that are inaccurate, fabricated, or inconsistent with reality. Students must critically evaluate AI-generated content and diligently verify it for factual errors and inconsistencies. Students are ultimately responsible for ensuring the accuracy, integrity, and ethical use of the information they incorporate into their work.

Data Privacy:

Data privacy is of utmost importance when using AI tools. By utilizing AI, users grant permission for their data to be used by the AI tool. Copyrighted data or documents should not be uploaded into AI without obtaining explicit permission from the copyright holder. Students are accountable for maintaining the accuracy, integrity, and ethical use of the information they include in their work.

Data Bias:

It is crucial to be mindful of potential data bias when using AI. Some information provided by AI may be biased, reflecting prejudices based on factors such as race, gender, nationality, or religion. Students must critically assess AI-generated content for any biases and take responsibility for ensuring the accuracy, integrity, and ethical use of the information they incorporate into their work.

By adhering to these guidelines and approaching the use of AI with a critical and responsible mindset, we can harness the power of these tools to enhance our learning experience while upholding the highest standards of academic integrity and ethical conduct.