

**UNIVERSITY OF CALIFORNIA, BERKELEY  
HAAS SCHOOL OF BUSINESS**

**MBA 201B: Macroeconomics in the Global Economy  
Spring 2020 Weekend**

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Professor: Ross Levine

GSI: Meghan Dow and Alex Klein

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Contact for appointment

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Online office and section times: TBA

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**Course goal:** The objective of Macroeconomics in the Global Economy is to improve business decisions by (1) providing students with the analytical tools to better understand the global macroeconomic environment and (2) familiarizing students with current economic challenges around the world.

**Required Textbook:** Gregory Mankiw, Macroeconomics, 10<sup>th</sup> edition.

**& Newspaper:** Financial Times (FT). To create your subscription, follow the instructions: <https://registration.ft.com/corporate/signup/zs0Ie0yGLigV8>

**Website:** bCourses will be used to disseminate all materials: lecture notes, additional readings, videos, podcasts, problem sets, answers to problem sets, etc.

**Quizzes / Exams:** **Quiz 1:** February 1<sup>st</sup> (in class) (5 minutes)  
**Quiz 2:** February 8<sup>th</sup> (in class) (5 minutes)  
**Midterm:** February 15<sup>th</sup> (in class) (20 minutes)  
**Final:** March 14<sup>th</sup> (9:00 – 11:00AM)

**Relevance:** The macroeconomy shapes business conditions. So, understanding macroeconomics is essential for making good decisions. But, business leaders *face* macroeconomic conditions; they do not *make* macroeconomic choices in the same way that they make pricing and financing choices. This can make macroeconomics seem remote. If you are in class and the material seems irrelevant, please ask me: How is this relevant to me? This is a fair question and answering it will help the class.

**Daily Organization:** Lecture / Interactive / Cold-calling / FT Time / In-class problems / 2 10-minute breaks

**FT Time:** Students give a five-minute presentation of a relevant article. This can occur either by (1) students selecting an article and communicating with me about it, so that I can coordinate presentations and prioritize articles that are related to where the class is at that point in time or (2) me selecting an article and asking a student to present it. I plan to have at least two per class, excluding the first class and the day of the mid-term.

<b>Assessment:</b>	Class Participation	10%
	Problem Sets	10%
	2 Quizzes	10% (5% each)
	Mid-Term	20%*
	Final Exam	50%**

**Class Participation:** Excellent participation involves enhancing the class experience for your classmates by answering questions, making relevant comments and posing valuable questions to me, giving useful FT presentations, and asking illuminating questions when your classmates make presentations. And, as appropriate, stepping back to give others the chance enhance the class experience for everyone.

**Problem Sets:** The purpose of the problem sets are to assess whether you understand the material. The answers should be typed or drawn neatly in the case of graphs and loaded into bCourses as a single pdf file. You will be graded pass/fail. If late, it counts as “fail.” You may do problem sets in groups. Each person should submit the answers independently. There are five problem sets. Your two lowest grades will be dropped. Answers to the problems will be posted on bCourses.

**Quizzes:** There will be quizzes before the classes on growth and fiscal policy. The questions for these 5-minute quizzes are given in the packets!  
Purpose: Everyone is ready to apply the material.

**Mid-Term:** The mid-term is 20 minutes and will cover only central banks and growth 1 & 2.  
\* It will either count as 20% of your grade or 0% if you perform better on the final. If you cannot take the mid-term, then it will count as 0% of your grade. There is not a make-up mid-term.

**Final Exams:** The final—and the quizzes and mid-term—are closed everything. I will provide equations on the exam to reduce the need to memorize formulas.  
I provide past exams and answers on bCourses.  
\*\* It will either count as 50% of your grade or 70% if you perform better on the final than on the mid-term.

**Professionalism:** We want an environment that supports learning, and encourages the exchange of pertinent ideas. We want to avoid behaviors that adversely affect our class.  
Please do not arrive late, including after breaks, or leave early. If you arrive late, please wait until a break to come into the classroom. If you can’t return to class on time when a break ends, please wait until the next break.  
Laptop and electronic device policy. A mutually supportive learning environment depends on active attention and engagement. For this reason, no use of laptops, tablets, cell phones, or any other electronic device is allowed during class time.