Introduction

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Econ 126: Computational Macroeconomics

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- Computational tools are indispensable for many areas of economic research and particularly for macroeconomics.
- Macroeconomists use computational tools to:
 - Solve and simulate complex dynamic models (often impossible with paper and pencil)
 - Manage and analyze data
- Undergraduate economic curriculum often shields students from this knowledge for a variety of reasons (e.g., pedagogical philosophy, perceived lack of math proficiency of students, cost to faculty of course design)

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$$C_t + K_{t+1} = A_t K_t^{\alpha} + (1 - \delta) K_t \tag{2}$$

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- Equation (1) implies that C_t depends on the *expectation* of C_{t+1} .
- But Equation (1) also implies that the expectation of C_{t+1} depends on the expectation of C_{t+2} and so on.

Example: RBC Model

• So computing C_t requires also computing the expected path of C_{t+1} , C_{t+2} , C_{t+1} , ... given A_t and K_t .

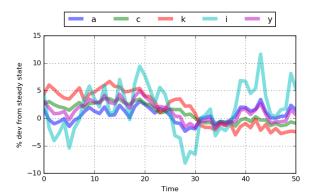
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- Solving the problem analytically (i.e., exactly with paper and pencil) would take pages of calculations and is error prone.
- Programmed properly, a computer can solve the problem numerically (i.e., approximately) in less than a second.

Figure 1: Simulated RBC model.



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- The compiled languages execute more quickly, but the time investment to write code is greater.

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- Versatility means that even if you don't become a researching macroeconomist or a financial engineer, you can still use Python.

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 - Designing a mural for a wall in my house.

Figure 2: **Mural: design concept.** Colors are taken from the Sherwin Williams color catalog.

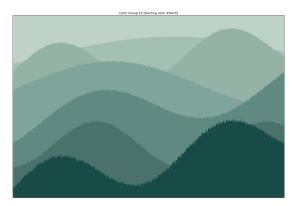


Figure 3: Mural: key coordinates.

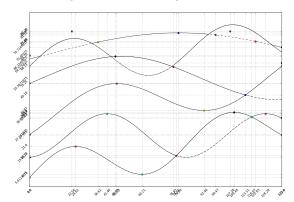


Figure 4: Mural: final result.



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 - Critiques and criticisms of both business cycle modeling approaches

- The course presumes no programming experience
- My philosophy is that coding is like cooking: it's often sufficient to learn just what you need to know in order to make what you're trying to make