

ECON 270: Intermediate Macroeconomic Theory

Mondays and Wednesdays (9:30 am-10:50 am), Pettigrew 301

Fridays (9:30 am-10:50 am) are reserved as makeup classes when required

Fall 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Anamika Sen (she/her) – please call me Professor Sen

Email: asen@bates.edu

Office: 270 Pettengill Hall

Drop-in hours: Mondays (3:00 pm – 5:00 pm). Alternative hours upon request.

TEACHING ASSISTANT (TA) INFORMATION

Teaching Assistant: [REDACTED]

Drop-in hours: [REDACTED]

Teaching Assistant: [REDACTED]

Drop-in hours: [REDACTED]

COURSE OVERVIEW

In this course we will take an intermediate-level approach to macroeconomic theory and its applications, building on the foundations developed in the principle-level economics classes. This course will provide you with analytical tools and formal models to explain long-run economic growth and short-run macroeconomic fluctuations. We will use macroeconomic models to analyze current economic issues, understand the behavior of the economy, and assess the impact of policy choices. Through this course, you will be equipped with the necessary tools to think in a structured and analytically rigorous way about important macroeconomic questions.

Modes of Inquiry (MOI): Historical and Social Inquiry [HS], Quantitative and Formal Reasoning [QF]

General Education Concentrations (GEC): C006 – Applying Mathematical Methods

Lyceum course link: <https://lyceum.bates.edu/course/view.php?id=9073>

LEARNING OUTCOMES

At the end of this course, you will be able to:

- Describe the state of an economy using key aggregate economic variables
- Apply, solve, and interpret macroeconomic models of long-term trends and short-run fluctuations
- Analyze current affairs using macroeconomic theory

PREREQUISITES

You are expected to have completed MATH 105, 106, or 205 previously to take this course. A background in the course material covered in ECON 156 is recommended but not required. Please review your algebra and calculus notes if you feel rusty in your knowledge of mathematical methods. You should be comfortable with an intermediate level of algebra, basic calculus, and graphical analysis.

REQUIRED MATERIALS

Textbook: “Macroeconomics” by Charles I. Jones, *Norton & Company* (6th edition).

Students using an older version are likely to be at a slight disadvantage (content in some chapters is different).

Note: The library guarantees that one copy of the required text for this course is on reserve. The reserve desk is on the 1st floor of Ladd Library where the check-out desk is located.

COMMUNICATION

Course materials and class updates

All course materials (slides, problem sets, etc.) will be posted on Lyceum. Please check frequently for updates. I will also use the class mailing list to communicate any updates/changes to the class. Please check your Bates email regularly for any such communication.

How to reach me?

The best ways to reach me outside of class are either during my weekly drop-in hours or via email. I will typically respond to emails **within 48 hours except on weekends and holidays**. If an issue is time-sensitive, please mention it as such in the subject line of your email.

ATTENDANCE & PARTICIPATION

Regular attendance is expected in this class. Attendance will be important not only for your learning but also for our ability to build a community together and maintain a sense of connection and commitment to one another. Your presence in class matters. If you need to miss class one day, you are welcome (but not required) to email me and let me know why. However, please note that we will learn new material every class and it is your responsibility to be up to date with the course. To this end, you can refer to the lecture slides on Lyceum, ask a classmate for their lecture notes, and ask them follow-up questions if needed. If there are still parts you are not clear on, please stop by during my drop-in hours or email me.

USE OF ELECTRONIC DEVICES

You may use your laptop or tablet to take notes during lectures. However, that privilege will be lost if I find that you are using them for non-course-related reasons (e.g., news, social media, shopping). Cell phones and other electronic devices must be silenced and hidden. If there is an emergency and your phone must be on/visible, please inform me of this at the beginning of class.

ASSIGNMENTS & ASSESSMENT

In-class Quizzes: There will be short quizzes throughout the semester during class. These quizzes typically comprise multiple-choice questions and are designed to check your understanding of concepts covered during the lectures.

Reading Notes and Practice Problems: You are expected to make handwritten notes and complete practice problems based on the lectures and assigned readings. These must be uploaded to Lyceum by **8 pm the day after class**. Instructions regarding the structure to be followed for reading notes will be provided in the assignment instructions.

Problem Sets: There will be 5 problem sets throughout the semester. You are encouraged to work with your peers, but you need to write your own answers. There should be a positive correlation between the amount of effort you put into the problem sets and exam scores.

Please adhere to the deadlines for the problem sets. If you need to request an extension, please email me **at least 24 hours before the deadline**, explaining the situation and stating the amount of extra time you believe you require. I will not accept late work after 7 days.

Midterm Exams: There will be two midterm exams. **Midterm 1** is on **October 13** and **Midterm 2** is on **November 17**. The midterm exams will be held during class time and will be closed-book. You will be allowed a note sheet for these exams (more details will be provided closer to the exam date).

Makeup exams will only be given if you have a valid excuse. Requests for a makeup exam must be given in writing **at least one week before the exam date** and be approved by the Dean of Students' office. I reserve the right to either offer a makeup or roll the weight of the missed exam into the other exams of the course.

Final Exam: The final exam will be comprehensive and closed-book. The final exam will take place on **Monday, December 15** from **3:45-5:45 pm**. **No makeup exams** will be offered for the final exam

GRADING POLICY

Assessment	Percentage	Additional Details
In-class Quizzes	7.5%	Quizzes are completion-based. No credit will be given for incomplete submissions.
Reading Notes + Practice Problems	7.5%	Assignments are completion-based. No credit will be given for late/incomplete submissions.
Problem Sets	15%	
Midterm Exams	20% each	
Final Exam	30%	

Contesting of Grades:

Every effort is made to ensure that grades are accurate and consistent. I do not want to give any student an erroneous grade. If you believe that a grading error has been made, please bring it to my attention promptly after the problem set/exam has been handed back. I will only consider possible grading errors for one week after a problem set/exam has been returned.

Scale:

You will receive an overall score between 0 and 100 that will be converted into a letter grade according to the following scale:

A	93-100	B+	86-88.9	C+	76-78.9	D	60-68.9
A-	89-92.9	B	83-85.9	C	73-75.9	F	<60
		B-	79-82.9	C-	69-72.9		

Exceptional students may receive an A+ at the discretion of the professor. I reserve the right to curve the grade if deemed necessary.

Note: Your overall score will not be rounded. For example, 88.6 will not be rounded up to 89 and will be converted to B+.

Extra Credit Assignments:

I do not provide individual extra credit assignments to ensure fairness among all students in the class. No exceptions will be made to this policy, so please do not ask for one.

ACADEMIC INTEGRITY

All members of the Bates community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam/assignment rules
- Using only permitted materials during an exam/assignment
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your original work
- Not submitting work done for another course to this course

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source including open artificial intelligence, that is submitted for grading as your own
- Plagiarism, including the use of Internet material without proper citation

- Using cell phones or other electronics to obtain outside information during an exam or assignment without explicit permission from the instructor
- Submitting your work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.

USE OF AI TOOLS

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) is not permitted in this class. Therefore, the use of such AI tools for work in this class will be considered a violation of Bates' Academic Integrity policy, since the work is not your own.

ACCESSIBILITY

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education to discuss a range of options for removing barriers in this course, including official accommodations. Please visit their website for contact and additional information: <https://www.bates.edu/accessible-education/>. If you have already been approved for accommodations through the Office of Accessible Education, please meet with me so we can develop an implementation plan together.

RESPECT FOR DIVERSITY

This course is intended to serve students from diverse backgrounds and perspectives. I will try my best so that all students' learning needs can be addressed both in and out of class. It is an important part of my teaching philosophy that the diversity that students bring to class be viewed as a resource, strength, and benefit. It is always my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings or deadlines conflict with your religious events, please let me know within the first three weeks of the semester so that we can accommodate you. Finally, all people have the right to be addressed and referred to by their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify the pronouns with which we would like to be addressed. I will do my best to address and refer to everyone accordingly and support classmates in doing so as well.

PRINCIPLES OF COMMUNITY

I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. To this end, I ask all members of this class to:

- Be open to and interested in the views of others
- Consider the possibility that your views may change over the term
- Be aware that this course could ask you to reconsider some "common sense" notions you may hold
- Honor the unique life experiences of your peers

- Appreciate the opportunity that we have to learn from each other
- Listen to each other's opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature
- Ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

STUDENT RESOURCES

There are multiple resources available to help you succeed in this course. Please take advantage of my drop-in hours and the teaching assistants' drop-in hours. These are times when you can just come in and no scheduling is needed. If you cannot make it to my drop-in hours, please contact me to schedule an appointment.

I also encourage you to form study groups with your peers. This is a great way to make your learning experience more collaborative and social.

Finally, I recommend using the services provided by the **Student Academic Support Center (SASC)**, which include peer-led support for introductory and intermediate-level courses in mathematics, statistics, programming, natural sciences, life sciences, and quantitative social sciences. SASC is located in the Peer Learning Commons (PLC) on the Ground Floor of Ladd Library. You are invited to stop by, without an appointment, during the drop-in hours in Ladd to meet with a tutor, study independently, meet up with classmates, or discuss learning strategies. If you wish to set up an individual appointment, you can discuss options with a Resource Representative at the PLC check-in desk. For more information refer to www.bates.edu/sasc or, email sasc@bates.edu to ask additional questions.

COURSE OUTLINE

Date	Topic	Textbook Chapter	What's Due?
09/03 – Wednesday	Syllabus, Introduction	Chapter 1	
09/08 – Monday	Macroeconomic Variables	Chapter 2	
09/10 – Wednesday	Macroeconomic Variables	Chapter 2	
09/15 – Monday	Growth: Empirical Facts	Chapter 3	
09/17 – Wednesday	Solow Growth Model	Chapter 5	Problem Set 1
09/22 – Monday	Solow Growth Model	Chapter 5	
09/24 – Wednesday	Solow Growth Model	Chapter 5	
09/29 – Monday	Endogenous Growth Model	Chapter 6	
10/01 – Wednesday	Endogenous Growth Model	Chapter 6	Problem Set 2
10/06 – Monday	Catch-up/Special Topic		
10/08 – Wednesday	Midterm 1 review		
10/13 – Monday	Midterm 1		
10/15-17	NO CLASS – Fall recess		
10/20 – Monday	Labor Market	Chapter 7	
10/22 – Wednesday	NO CLASS		
10/27 – Monday	Inflation	Chapter 8	
10/29 – Wednesday	IS Curve	Chapter 11	
10/31 – Friday	IS Curve	Chapter 11	Problem Set 3
11/03 – Monday	IS/MP Model	Chapter 12	
11/05 – Wednesday	IS/MP Model	Chapter 12	
11/10 – Monday	Catch-up/Special Topic		Problem Set 4
11/12 – Wednesday	Midterm 2 review		
11/17 – Monday	Midterm 2		
11/19 – Wednesday	AS-AD Model	Chapter 13	
11/24-28	NO CLASS – Thanksgiving recess		
12/01 – Monday	AS-AD Model	Chapter 13	
12/03 – Wednesday	Wrap up + Final Exam review		
12/05 – Friday	NO CLASS		Problem Set 5
12/15 – Monday	Final Exam		

Disclaimer: This outline is intended to give you guidance on what may be covered during the semester and will be followed as closely as possible. However, I reserve the right to modify, supplement, and make changes as the course needs arise. Any changes will be communicated via email and in class.