

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Economics and Finance  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Open Economy Macroeconomics

**Course Code:** EF4441

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** B4

**Proposed Area:**  Arts and Humanities  
(for GE courses only)  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** EF3441 Intermediate Macroeconomics  
(Course Code and Title)

**Precursors:** Nil  
(Course Code and Title)

**Equivalent Courses:** Nil  
(Course Code and Title)

**Exclusive Courses:** Nil  
(Course Code and Title)

## Part II Course Details

### 1. Abstract

(i)	to introduce the basic components of international macroeconomics;
(ii)	to develop the necessary analytical concepts to develop and analyze a model for open macroeconomic issues such as exchange rate and stabilization policy effectiveness in an open economy context; and
(iii)	to provide the necessary preparation for students to further their studies in Open Economy Macroeconomics and International Finance.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	List and describe the operation of the exchange rate systems in developing and developed countries and creatively analyze the differences among various exchange rate regimes, paying particular attention to a myriad of factors that affect existing exchange rate regimes and the possible evolutions of these exchange rate regimes over time.	25%	✓		
2.	Demonstrate an understanding of the basic exchange rate models and innovatively apply these theoretical models to analyze real-life issues.	25%		✓	
3.	Demonstrate an understanding of the macroeconomic consequences of economic reform of the external sector such as relaxing foreign exchange and trade control; synthesize the theories and discovery skills to explain real cases, e.g. why China's economic reform works but economic reforms in other countries have not been as successful.	25%		✓	
4.	Apply open economy macro models to analyze the effects of stabilization policies and financial policies	25%			✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lecture	In-class Discussions Students would discover the latest developments in Macroeconomics and global economy through discussion of real world cases. Discussions are highly encouraged as it would enhance students' communication skills, critical thinking and develop students' creative and innovative abilities.	√	√	√	√	3 hours
Exercises	Students would perform analysis on different global economic issues using databases and software. This is important to develop students' abilities and skills to discover and innovate. CEIC and Reuter are among the most important databases to collect macroeconomic data and Excel, SAS and E-View are the most commonly used statistical tools in Economics.		√	√	√	
Group Project	Students would perform analysis on different global economy issues using databases and software. This is important to develop students' abilities and skills to discover and innovate. CEIC and Reuter are among the most important databases to collect macroeconomic data and Excel, SAS and E-View are the most commonly used statistical tools in Economics. Students will enhance their team work skills.			√	√	

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 50%						
Group Project	√		√	√		
Class Participation	√		√	√		
Homework Assignment	√		√	√		
Examination: 50% (duration: 2 hours, if applicable)						
Final Exam	√	√	√	√		

\* The weightings should add up to 100%.

100%

**5. Assessment Rubrics**

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Group Project	Allow students to discover new areas in the subject	Exceptional	High	Moderate	Basic	Unacceptable
Class Participation	Allow group interaction					
Homework Assignment	Provide exercises on theories					
Final Examination	Test of knowledge					

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

Exchange rate, capital flow, capital control, stabilization policy, monetary policy, fiscal policy.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Rodseth, Asbjorn (2000). "Open Economy Macroeconomics", Cambridge University Press
2.	Feesntra, R and Taylor A (2017). "International Economics", Macmillan Learning

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Krugman, P., Obstfeld M. and Melitz, M. (2015). "International Economics", 10 <sup>th</sup> Edition, Pearson
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