

Course description form

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|---|---|---------------------------|---------------------------------|---------------------------|--------------------------------------|----------------------------|--------------------------------|
| 1. : Course Name | | | | | | | |
| Macroeconomic theory2 | | | | | | | |
| 2. :Course Code code | | | | | | | |
| MAET 389 | | | | | | | |
| 3. : Semester/Year | | | | | | | |
| Semester / Second) Spring) 2024 | | | | | | | |
| 4. : Date this description was prepared | | | | | | | |
| 2024 /2 /1 | | | | | | | |
| 5. :Available forms of attendance | | | | | | | |
| My presence | | | | | | | |
| 6. Number of study hours(total) number of units/:(total) | | | | | | | |
| 3.5 / 75 | | | | | | | |
| 7. (Name of the course administrator if more than one name is mentioned | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Dr.. Qays Nazim Ghazal</td> <td style="width: 50%;">Email: kays.1959@uomosul.edu.iq</td> </tr> <tr> <td>M. Mona Abdel Qader Ahmed</td> <td>Email: munaalhamadani@uomosul.edu.iq</td> </tr> <tr> <td>M. mudrikady thanun yahyaa</td> <td>Email:Mudrikady@uomosul.edu.iq</td> </tr> </table> | | A. Dr.. Qays Nazim Ghazal | Email: kays.1959@uomosul.edu.iq | M. Mona Abdel Qader Ahmed | Email: munaalhamadani@uomosul.edu.iq | M. mudrikady thanun yahyaa | Email:Mudrikady@uomosul.edu.iq |
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| M. Mona Abdel Qader Ahmed | Email: munaalhamadani@uomosul.edu.iq | | | | | | |
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| 8. objectives Course | | | | | | | |
| <p>practical</p> <ol style="list-style-type: none"> 1- Enabling the student to understand and understand the factors and variables that .achieve equilibrium in the economy 2- Enabling the student to know the causes that lead to the occurrence of economic problems, then identify ways to solve them and reduce their effects 3- Providing the student with the necessary skills to understand macroeconomic policies and any type of them as they apply to the economic situation of .developing countries 4.Enabling the student with the correct methods of collecting data and adopting any of the programs necessary to .analyze it and use its results in practice | <p>theoretical</p> <ol style="list-style-type: none"> 1-Enabling the student to identify the equilibrium states that need to be reached in any economy 2-Enabling the student to know and understand comprehensive economic problems , the means of solving them, and their implications 3- Providing the student with the skills to deal with macroeconomic policies and problems , which of them have the most impact on the actual economic .reality 4-Enabling the student to solve problems related to collecting and analyzing information about economic concepts and thinking in ways Use it in .different fields | | | | | | |

9. Teaching and learning strategies

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| The strategy | <ul style="list-style-type: none">• The interactive lecture is brainstorming, dialogue and discussion in determining the equilibrium levels in production, income and . employment• Interactive lecture: brainstorming, dialogue and discussion in analyzing interference and interaction between the multiplier and the . accelerator• . Interactive lecture, brainstorming, clarifying money and banks• Interactive lecture, brainstorming, and comparison between economic .and monetary policies• Interactive lecture, brainstorming, dialogue and participation in the analysis of macroeconomic problems• Interactive lecture. Brainstorming, dialogue, and participation in finding the unemployment rate• Interactive lecture, brainstorming, dialogue and discussion, assigning tasks and reporting• Interactive lecture, brainstorming, dialogue and discussion, assigning tasks and reporting• Interactive lecture, brainstorming, dialogue and discussion, assigning tasks and reporting• Interactive lecture, brainstorming, and the relationship between inflation and unemployment (Phelps Grant(• Interactive lecture, brainstorming, dialogue and discussion• Interactive lecture, brainstorming, dialogue and discussion, assigning tasks and reporting• Interactive lecture, brainstorming, dialogue and discussion• Assigned assignment on the stages and theories of the business cycle . and modern growth theory and the Harrod-Domar model• He is assigned the task of solving an exercise |
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10 . Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|--|---|--|---|------------------------------------|----------------|
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | Determining equilibrium levels in production, income, and employment - conditions for achieving the required balance using tables and graphs - planned saving - planned investment, actual saving, and actual investment | The student should be able to know and understand the definition of equilibrium levels conditions using tables and graphs | Theoretical 2 Practical 3 | The first week |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | Changes in the level of net national product and the idea of the multiplier - the multiplier - the multiplier factor - methods for calculating the multiplier | The student should be able Knowledge to And understanding changes in the level of national product | Theoretical 2 Practical 3 | second week |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | Some modifications or reservations about the multiplier - the characteristics of the multiplier - the importance of the idea of the multiplier | The student should be able to know and understand the importance and characteristics of the multiplier | Theoretical 2 Practical 3 | the third week |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | The dilemma or decrease in saving, the inflationary gap and the deflationary gap - the principle of the accelerator - the overlap and interaction between the multiplier and the accelerator | The student should be able to know and understand the dilemma of saving and accelerator | Theoretical 2 Practical 3 | fourth week |

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|---|---|---|---|------------------------------------|--------------------|
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | Money and banks - the concept of money - functions of money supply of money - simple - money multiplier - expanded money multiplier - demand for money | The student should be able to know and understand money, its functions, and the demand for money | Theoretical 2 Practical 3 | The fifth week |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks | Banks - the central bank and its functions - commercial banks | The student should be able to know about banks and commercial banks | Theoretical 2 Practical 3 | the sixth week |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | Economic policies - objectives of economic policies - financial policies - public revenues and public expenditures - financial policy tools - effects of public expenditures | The student should be able to know and understand economic and financial policies | Theoretical 2 Practical 3 | Seventh week |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical reporting Assigning tasks and | Monetary policies - monetary policy tools - determinants of maintaining fiscal policy in the country | The student should be able to know and understand monetary and financial policy tools | Theoretical 2 Practical 3 | The eighth week |

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|--|---|---|--|------------------------------------|------------------------|
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | Macroeconomic problems - inflation - inflation estimation - index numbers - types of inflation - causes of inflation | The student should be able to know and understand economic problems, including inflation, its causes and types | Theoretical 2 Practical 3 | Week nine |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks | The effects of inflation (the impact of inflation on economic activity - measures to address inflation - monetary (policy and financial policy | The student should be able to know and understand the impact and treatment of inflation | Theoretical 2 Practical 3 | The tenth week |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | Unemployment - the concept of unemployment - calculating the unemployment rate - types of unemployment - the relationship between inflation and unemployment (Phelps Grant) economic and social effects of unemployment - means of treating unemployment | The student should be able to know and understand unemployment, how to calculate it, its types, and means of treating it | Theoretical 2 Practical 3 | Week eleven |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | Business cycles, unemployment, and inflation - business cycles - stages of the business cycle, the period of prosperity and prosperity | The student should be able to know and understand business cycles, unemployment and inflation business cycles - | Theoretical 2 Practical 3 | The twelfth week |

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|--|---|---|--|------------------------------------|---------------------------|
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | The idea of contraction and prosperity - the idea of contraction and decline - the depression period - the economic period - sustainable industries - business cycle theories | The student should be able to know and understand Stages and theories of the business cycle | Theoretical 2 Practical 3 | The thirteenth week |
| Short exams Assignment of duty discussions | theoretical Auditory methods Style of writing on the blackboard Direct dialogue style practical Assigning tasks and reporting | Balance of payments - imbalance of payments and means of correcting it | The student should be able to know and understand the balance of payments | Theoretical 2 Practical 3 | The fourteenth week |
| Short exams Assignment of duty discussions | theoretical Writing style Auditory methods on Direct dialogue the blackboard style practical reporting Assigning tasks and | Economic growth - manifestations of economic backwardness and its factors - theories of economic growth - modern growth theory and the Harrod-Domar model | The student should be able to know economic growth , economic backwardness and theories of economic growth | Theoretical 2 Practical 3 | The fifteenth week |

| 11 Course evaluation - | | | | |
|------------------------|---------|-------------------------------|--|---|
| Relative % weight | Class | Calendar appointment - a week | Calendar methods | T |
| 5 | 5 | My theory week 1-15 | A theoretical final report | 1 |
| 10 | 5 | Week 3 | Quiz Short test 1 | 2 |
| 15 | 10 5 | Week 9 | Midterm test Theoretical and practical | 3 |
| 10 | 5 5 | Week 12 | Short test 2 Quiz | 4 |
| 20 | 20 | Practical exam week | Final practical test | 5 |
| 40 | 40 | A week of theoretical exam | Final theoretical test | |
| 100 | 100 | | the total | |

12 Learning and teaching resources -

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| 1- Macroeconomic theory Dr. Saqr Ahmed Saqr Kuwait Publications Agency - 1997 2 - Macro – Economic theory and policy, G. Ackley, Macmillam company, New York, 1982 3- W. Smith, Macroeconomics, Richard D. Irwin.1978. | Required textbooks (methodology, if any) |
| Dr. Abdul Salam Yassin Al-Idrisi, Macroeconomics, Basra University Press, deposited in the National Library in .Baghdad, 1986 | Main references (sources(|
| Michael Abdigman, Macroeconomics Theory and -1 Policy, translated and Arabized by Muhammad Ibrahi .Mansour, Mars Publishing House, 1999 .1994 'Sami Khalil, Macroeconomic Theory, Kuwait Dr -2 | Recommended supporting books and references scientific journals,) (...reports |
| Network of Iraqi Economists | Electronic references, Internet sites |

Theoretical subject teacher: Prof. Dr. Qais Nazim Ghazal

Practical subject teacher: M. Mona Abdel Qader Ahmed

M. mudrikady thanun yahyaa

Chairman of the Scientific Committee: Prof. Dr. Alaa Muhammad Abdullah

Head of the Agricultural Economics Department: Prof. Dr. Alaa Muhammad Abdullah