

TEACHING PORTFOLIO

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Table of Contents

- Statement of Teaching Philosophy 1-6
- Teaching Experience 7-8
- Teaching Evaluations..... 9-29
- Class Sample 1: International Economics(at KFUPM).....31-33
 - Syllabus
 - Sample Quiz
 - Sample Home work
- Class Sample 2: Principles of Macroeconomics(at KFUPM).....34-37
 - Syllabus
 - Sample Quiz with answers
 - Sample Homework problems
- Class Sample 3: Principles of Microeconomics(at KFUPM).....38-44
 - Syllabus
 - Sample Quiz
 - Sample Homework problems
- Class Sample 4: Economy of Saudi Arabia (at KFUPM).....45-51
 - Syllabus
 - Sample Homework
 - Sample Term Paper
- Class Sample 5: Intermediate Macroeconomics(at IU)..... 52-58
 - Syllabus
 - Sample Quiz with answers
 - Sample Examination
- Class Sample 6: Introduction to Economics(Class Room Version).....59-61
 - Syllabus
- Sample of Possible courses that I could teach..... 62-63

My Teaching Statement

1. Introduction

Teaching economics was the primary motivation behind my career in economics. Ever since I finished high school, I have taught under different capacities. As I entered my undergraduate studies in economics, I continued to tutor junior students from my university. I realized that a higher degree in economics could allow me to teach at more prestigious institutions. My graduate studies in the USA provided more opportunities to teach economics at undergraduate levels. After completing my Ph. D in economics, I have joined King Fahd University OF Petroleum and Minerals (KFUPM) as an Assistant Professor. Now I teach economics with much more enthusiasm and responsibility. For me, teaching is not only exciting but also spiritually rewarding. Teaching, therefore, has been a core factor in shaping my character as an economist. I have made careful and extensive preparation to pursue a successful career as an instructor of economics. I would lay out some of the key aspects of my teaching philosophy and teaching skills in this essay.

2. My New Role as an Undergraduate Adviser at KFUPM

I have solely taught economics at the undergraduate level for almost eight years as a graduate student. None of that involved any interaction with the students beyond classroom and office hours. Ever since I joined KFUPM as a full time faculty, I have embarked into a new journey as an academic adviser. I am currently working as the undergraduate academic adviser and Co-op training program adviser for the department of economics and finance. I have also organized independent study group to teach undergraduate econometrics for the first time at the department. These responsibilities have broadened my scope to interact with students and clearly have had a positive impact on my teaching performance. I have gained a new found empathy and respect for the students. I now feel much more responsible for my students. This has helped me to connect better with students in general, not only the ones who take my courses. In the last few semesters, my teaching evaluations have been outstanding. Feedbacks from my students have also been very positive. My informal discussion with the chairman of our department has indicated that my teaching evaluations have been one of the best from our department over the last several years. I am making constant effort to maintain current my teaching performance.

3. My work with AACSB Accreditation

College of Industrial Management (CIM) that houses the department of Finance and Economics at KFUPM received its AACSB accreditation in 2002. It is one of the very few institutions in the Middle East that has it. Since joining KFUPM, I have been an active member of the AACSB accreditation committee of the College of Industrial Management (CIM). In the summer of 2012, I was given a special assignment along with two other colleagues to compile, write and complete the maintenance report for the AACSB accreditation review committee which is scheduled to visit KFUPM on 17th March, 2013. I was solely entrusted with writing the Assurance of Learning (AoL) part of the report which included developing rubrics for two MBA level courses, collecting and compiling data from rubrics that mapped all learning objectives outlined in the AoL for all levels, carrying out

statistical analysis and creating holistic and disaggregate measures for all learning objectives. We have presented our report to the Rector (President) of KFUPM and have received satisfactory comments from everyone concerned. Feedback from the external maintenance review team has also been very positive.

4. Training for Instructions

I have received specialized training to teach economics while I was a graduate student at the Indiana University. One of the unique features of the graduate program at Indiana University is that graduate students are allowed to teach undergraduate introductory and intermediate level courses with full teaching responsibility. To successfully implement this, IU offers to its first-year Ph.D. students a required class on teaching methods for undergraduate education. In the spring of 2005, I took this class, which was taught by Professor William Becker, the editor of the *Journal of Economic Education*. I was introduced to the following topics:

- Preparation of class lessons
- Creating multiple choice questions
- Creating and grading essay questions
- Dealing with problem students
- Using technology in the classroom

Throughout my teaching career, I have closely followed the principles taught by Professor Becker. Most importantly, my undergraduate students have been highly appreciative.

5. Types of Courses that I have taught So Far

At KFUPM, I have taught Principles of Macroeconomics, Principles of Microeconomics, International Economics and Economy of Saudi Arabia. Furthermore, in the summer of 2011, I started to organize an independent study group to teach Introductory Econometrics course. Without the pressure of a formal class setup and with the advantage of longer class duration, this format is allowing me to cover both the philosophical and technical aspects of Econometrics in-depth. The study group meets twice a week and continues to meet even during semester breaks.

I have also been fortunate enough to teach a variety of courses while I was a Ph. D. student at the Indiana University. Starting from summer 2005, I have taught intermediate level courses (intermediate macroeconomics) for four semesters and taught introductory level courses (Principles of macroeconomics) for four semesters with full teaching responsibility at the Indiana University. I have also taught Principles of macroeconomics with partial teaching responsibility for another five semesters. In addition to that, I have taught both Principles of Microeconomics and Macroeconomics with full teaching responsibility at the University of Iowa for six semesters. I even worked as a teaching assistant for a course titled “G202: Business and Economic Strategy in Public Arena” offered by the Kelly School Business at the Indiana University to its undergraduates. Outside the university, I have worked as an adjunct instructor for Ivy Tech Community College where I have taught both in-class and online courses with full teaching responsibility. Back in Bangladesh, I worked as an Adjunct Instructor for the Perdana College of Malaysia where I taught both Principles of Microeconomics and Principles of Macroeconomics for two semesters. As an instructor, I have been quite successful (reflected in my teaching evaluation) and I also enjoy teaching.

6. My Teaching Philosophy

As an instructor, I believe that one faces three challenges in teaching a successful economics course. First, he has to create an efficient mode of instruction which will convey teaching materials to the student in the clearest and most non-distorting form. Second, the instructor has to create a positive environment that will create enthusiasm among students about the topics being covered and encourage them to learn in an effective way. Third, the instructor has to create a mechanism through which the students can have an opportunity to apply their knowledge from the economic theory in a real life setting, which could serve as an evaluation of their cognitive understanding and help the students to get a proper feedback about their progress.

I am very enthusiastic about studying economics. I believe I have been successful in transferring this interest to my students. Since I began my graduate schools at the University of Iowa in the fall of 2001, I have taught a variety of courses with a variety of formats and class sizes. My class size ranged from twenty to sixty five. I have found that regardless of the class size or the level at which the course is being offered, being able to motivate the students always reaps large dividends. As a way to obtain their attention, I always begin my class asking about their day or sharing stories about myself, and welcoming stories about them. This strategy creates an atmosphere in which students become more involved and less shy about participating. Then, I clearly define the class objectives and goals for that day, and how I will proceed to achieve them.

7. Learning Goals for Students in My Class

The main objective of the introductory courses such Principles of Microeconomics and Principles of Macroeconomics is to introduce the students to the basic fundamentals of economics. Their opinions of these courses will shape their future interest in the field of economics and their view of its relevance to practical matters. It is my philosophy that the instructors of these courses should strive to make these courses as interesting and applicable to the students as possible.

In order to make the course interesting, students should be given the opportunity to discover their own *principles of microeconomics* and *macroeconomics*. The students should be able to understand the basic language used in microeconomics and macroeconomics. In order to facilitate their understanding and enrich both their cognitive domain (ability to define and interpret) and affective domain (ability to listen and complete tasks such as homework), there would be well-designed homework and empirical projects as part of the core syllabus. The topics covered in the class should have both theoretical and real life components so that the students can appreciate how economics affects their everyday life. A course structured like this will greatly enhance the knowledge gain of the students¹. The course objectives for intermediate level courses are even more challenging. Since these are typically the last set of courses that an undergraduate student usually takes, these courses should be designed with a blend of theoretical elegance and application. The former is needed to connect student's

¹ For more information on the structure of the course that I usually teach and other teaching materials, please visit the teaching section of my homepage: <http://faculty.kfupm.edu.sa/FINEC/murahman>

knowledge to the more advanced topics in economics and the latter is essential to sustain their interest in economics in the long run. I have made informed attempts to balance both my principles and intermediate level courses like this. I have had immediate success for my efforts. Almost everyone who takes my principle level course eventually takes my intermediate level course as well. I have also been able to motivate several undergraduate students to pursue graduate level of studies in economics. Currently, I am mentoring one student to pursue a Ph. D degree in economics and another student to pursue a Ph. D degree in finance.

8. Opportunities for Outside-of-Classroom Interactions

I believe that consultation outside the class room is an integral part of ensuring a pro-active learning environment. I hold extended office hours and also agree to meet with students beyond office hours through appointments. I also offer ‘Open Door Policy’ for several days of the week when the students can come to my office without prior appointments. I also maintain regular contact with my students through emails and email systems within the online portals (Black Board and Course Compass) that I use to teach my courses. I have found these provisions to be highly productive because they offer flexibility to the students and promote them to come and discuss their course concerns with me. This helps me to have a better gauge of how much the students are learning. Finally, it also provides an opportunity for me to go beyond the class materials and discuss economics in broader perspective.

9. Methods of Getting Indirect and Direct Feedback from Students

I have devised several direct and indirect feedback collection methods. As a direct method, I ask the students to write a one minute paper at the end of each week. Students can use this as an opportunity to ask questions about any topic which they have trouble understanding. In addition to that, I setup an online forum for each of my courses where the students can post questions about any topic with the exception of their own grade (in USA and also at KFUPM, student grades are private information). I check the forum everyday and if most of the students give voice to a specific question, I address it in the next class. I also keep a notebook during my class where I write down key things that I believe my students want me to re-iterate on next time.

Indirectly, I will get feedbacks from well designed in-class quizzes, a series of home works and in class examinations. I always put significant weight on home works and quizzes in my grading scale. The students usually have more time to work on their home works. If they do poorly on that, it is signal of their lack of understanding of the course material. I then notify the students immediately and setup time to talk about their performance and provide suggestions for improvement

10. Communicating my Teaching Experience

I recognize that an instructor can learn a lot from a fellow instructor. That is why I request to setup meetings with other instructors at least four times during a typical semester. During this discussion, I share my notes and teaching tips with everyone. These meetings have been productive experience for me as I have learnt a lot from my more senior colleagues.

11. My Experience with Alternative Course Formats

I have been very fortunate to have taught courses under various formats. As a teaching assistant, I have taught classes that are entirely of discussions format which complement actual classroom lectures. I have also taught courses that follow standard classroom structure numerous times. Even in a standard in-class course, I am familiar with instructional technologies such as E-books and wireless mouse technology for instant class room feedbacks. Furthermore, online teaching portals such as the Black Board, Web CT, PeopleSoft or Course Compass have always been part of the technology used in my courses. In spring of 2007, I had the opportunity to teach two online courses at Ivy Tech community college of Indiana. Teaching in a virtual environment was a welcome challenge. I had to video record my class lectures, offer online office hours, hold an online chat-discussion forum for my students and constantly blog in my class website. I look forward to teaching similar courses in future. At KFUPM, I am regularly using technology and resources from the Myeconlab, Course Compass and Black Board to teach my courses.

12. Alternatives to Chalk and Talk

It is all too well-known that abstract economic theory can sometimes be boring to young undergraduate students. I address this problem in two ways. First, being an international faculty, I share stories from my own life and encourage the students to do the same. I then relate those stories to current materials that are being covered in the class. This instantly helps the students to relate to the study materials. Second, I have regularly used alternative methods to convey theories that are apparently challenging to the students. I have regularly set up 'Mock Market Place' where students would be divided into buyers, sellers and brokers of goods, stocks and often loanable funds. These markets would be used to explain market equilibrium, aggregation, role of banks and financial institutions and so forth. But my most frequent use of alternative teaching strategy is to use media outlets as a method to explain economic theory. My favorite media is the movie industry. I often would pick up some movies, show some specific clips or discuss the content of the story with my students. For example, I would use the movie "Wall street" to talk about financial markets or the "Bee Movie" to talk about divisions of labor, production possibilities and specialization. I have found the use of popular media to be highly rewarding in teaching undergraduate level classes.

13. My Personal Traits as an Instructor

I am a social and interactive person. I listen to other people without interrupting them and I never talk down to people. I believe these qualities have contributed significantly to my success as an instructor. I have been able to build self-esteem to many students, who at the end of the semester would come and appreciate my teaching style. I also have a friendly but respectable relationship with my students which help me to gauge their understanding of course materials during out-of class consultation.

14. My Role as an Academic Administrator at KFUPM

In addition to my advisory role at the KFUPM, I have also been members of several very important committees to oversee the quality of education. First, I am a member of the Text Book committee which spends painstaking time to review a large set of undergraduate text books to select the ideal set of books for the students of our department. I have been part of a successful campaign to introduce new and improved text books to almost all of the undergraduate economics courses taught at the KFUPM. Second, I am a member of the National Commission for Academic Accreditation and Assessment (NCAA) Committee which over sees the academic and technical requirement to maintain the international recognition and certification such as the AACSB International. Third, since 2012, I have been part of the curriculum committee that oversees development of new curriculum, maintenance and update of existing curriculum for the wide range of economics and finance courses that we offer. My involvement in these committees and interaction with my other colleagues have motivated me not only to improve my own teaching performance, but also have encouraged me to think about ways to improve the educational quality and standard of the entire department. I now care about not only own reputation as an instructor, but also the reputation of my department.

15. Conclusion

To me, teaching is a privilege that few can enjoy and a successful teaching career is something that everyone can be proud of. I also believe that the instructor can learn from the students as much as the students can learn from him. I therefore keep my own window of knowledge open while teaching a course. I believe this and my other teaching strategies, which were discussed above, would put me in a path to help me become something I desire to become one day, a successful instructor.

Teaching Experience

Assistant Professor (full teaching responsibility)

Fall 2009	Econ 202: Principles of Macroeconomics (Two Sections)	King Fahd University Dhahran, Saudi Arabia
Spring 2010	Econ 202: Principles of Macroeconomics (Two Sections)	King Fahd University Dhahran, Saudi Arabia
Summer 2010	Independent Study Group on Undergraduate Econometrics	King Fahd University Dhahran, Saudi Arabia
Fall 2010	Econ 202: Principles of Macroeconomics Econ 410: International Economics	King Fahd University Dhahran, Saudi Arabia
Spring 2011	Econ 101: Principles of Microeconomics Econ 410: International Economics	King Fahd University Dhahran, Saudi Arabia
Fall 2011	Econ 101: Principles of Microeconomics (Two Sections)	King Fahd University Dhahran, Saudi Arabia
Spring 2012	Econ 101: Principles of Microeconomics Econ 306: Economy of Saudi Arabia	King Fahd University Dhahran, Saudi Arabia
Fall 2012	Econ 101: Principles of Microeconomics Econ 306: Economy of Saudi Arabia	King Fahd University Dhahran, Saudi Arabia
Spring 2013	Econ 101: Principles of Microeconomics Econ 306: Economy of Saudi Arabia	King Fahd University Dhahran, Saudi Arabia

Adjunct Instructor (full teaching responsibility)

Fall 2000	Econ 102: Principles of Macroeconomics	Perdana College of Malaysia, Dhaka, Bangladesh.
Fall 2000	Econ 101: Principles of Microeconomics	Perdana College of Malaysia, Dhaka, Bangladesh.
Spring 2001	Econ 101: Principles of Microeconomics	Perdana College of Malaysia, Dhaka, Bangladesh.

Spring 2001	Econ 102: Principles of Macroeconomics	Perdana College of Malaysia, Dhaka, Bangladesh.
Fall 2006	E101: Introduction to Economics	Ivy tech Community College, Bloomington, Indiana.
Spring 2007	E101: Introduction to Economics (On-line)	Ivy tech Community College, Bloomington, Indiana.

Associate Instructor (full teaching responsibilities)

Summer 2005	E322: Intermediate Macroeconomics	Indiana University–Purdue University
Summer 2006	E322: Intermediate Macroeconomics	Indiana University
Fall 2006	E202: Principles of Macroeconomics	Indiana University
Summer 2007	E322: Intermediate Macroeconomics	Indiana University
Fall 2007	E202: Principles of Macroeconomics	Indiana University
Spring 2008	E202: Principles of Macroeconomics	Indiana University
Summer 2008	E322: Intermediate Macroeconomics	Indiana University
Fall 2008	E202: Principles of Macroeconomics	Indiana University

Teaching Assistant (full teaching responsibilities except for designing examinations)

Fall 2001	Econ 101: Introduction to Microeconomics	University of Iowa
Spring 2002	Econ 102: Introduction to Microeconomics	University of Iowa
Fall 2002	Econ 101: Introduction to Macroeconomics	University of Iowa
Spring 2003	Econ 102: Introduction to Macroeconomics	University of Iowa
Fall 2003	Econ 102: Introduction to Microeconomics	University of Iowa
Spring 2004	Econ 101: Introduction to Microeconomics	University of Iowa

Teaching Assistant (Head) (Grade examinations, quizzes and home works. Hold review sessions. Maintain the class roster. Act as a coordinator for other teaching assistants)

Spring 2006	E202: Introduction to Macroeconomics	Indiana University
Spring 2007	E202: Introduction to Macroeconomics	Indiana University

Teaching Assistant (Grade examinations, quizzes and home works. Hold review sessions)

Spring 2005	E202: Introduction to Macroeconomics (Honors Section)	Indiana University
Fall 2005	E202: Introduction to Macroeconomics	Indiana University
Fall 2006	G202: Business and Economic Strategy in Public Arena	Indiana University
Spring 2009	E202: Introduction to Macroeconomics	Indiana University

Teaching Evaluations

A. Teaching Evaluations from King Fahd University of Petroleum and Minerals(KFUPM)

Below are detailed explanations of my teaching evaluations for courses that I taught at King Fahd University. For faculty evaluation at the KFUPM, students submit a multiple choice rating based on the following criteria:

A = Strongly Agree, B = Agree, C = No Opinion, D = Disagree, E = Strongly Disagree
Student evaluations are then converted into a numerical score out of 10.00. This score is a weighted mean score calculated on the basis of rules set by the university. For a more detailed description of the calculation procedures, please visit:

http://www.kfupm.edu.sa/ee/bulletin/faculty_handbook.pdf. Below is summary of my teaching evaluations at KFUPM:

Term Code	Course	Course Title	Overall Average	Instructor Average	Department Average		University Average	
					UG	Graduate	UG	Graduate
201210 (Fall 2012)	ECON-101	Principles Of Economics I	9.11	9.08	8.39	8.93	8.54	8.94
	ECON-206	Economy of Saudi Arabia	9.06					
201120 (Sp 2012)	ECON-101	Principles Of Economics I	9.57	8.80	8.40	8.68	8.54	9.02
	ECON-306	Economy of Saudi Arabia	8.04					
201110 (Fall 2011)	ECON-101	Principles Of Economics I	9.36	9.36	8.54	9.16	8.43	8.91
	ECON-101	Principles Of Economics I	9.36					
201020 (Sp 2011)	ECON-202	Principles Of Economics II	9.59	9.23	8.59	9.03	8.45	8.86
	ECON-410	International Economics	8.87					
201010 (Fall 2010)	ECON-202	Principles Of Economics II	9.70	9.41	8.74	8.84	8.40	8.93
	ECON-410	International Economics	9.12					
200920 (Sp 2010)	ECON-202	Principles Of Economics II	8.97	9.06	8.58	8.88	8.42	9.03
	ECON-202	Principles Of Economics II	9.16					
200910 (Fall 2009)	ECON-202	Principles Of Economics II	9.17	9.26	8.73	8.62	8.36	9.12
	ECON-202	Principles Of Economics II	9.35					

Tables 1-14 give detailed information about my teaching evaluations at KFUPM.

Table1: Econ 101: Principles of Economics I (Microeconomics): Fall 2012(121): Section 3

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	21	4	0	0	0	3.84	8	30.72
Ends lecture on scheduled time	15	5	4	1	0	3.36	7	23.52
Comes prepared for the class	19	6	0	0	0	3.76	10	37.60
States objectives of each class session	19	6	0	0	0	3.76	6	22.56
Speaks clearly	18	7	0	0	0	3.72	8	29.76
Assigns homework regularly	15	10	0	0	0	3.60	6	21.60
Explains concepts clearly with examples	18	7	0	0	0	3.72	8	29.76
Encourages student participation in class	19	6	0	0	0	3.76	2	7.52
Explains the subject matter clearly	18	7	0	0	0	3.72	10	37.20
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	18	4	2	1	0	3.56	8	28.48
Uses computer to communicate with students	16	7	1	0	1	3.63	6	21.75
Is concerned about the student's understanding	16	7	1	1	0	3.52	8	28.16
Speaks with an accent that is hard to understand	0	0	8	16	1	1.33	0	0.00
Responds to questions in class	22	3	0	0	0	3.88	10	38.80
Motivates students in all work related to the course	12	12	1	0	0	3.44	8	27.52
Presents class material clearly	18	6	0	1	0	3.64	10	36.40
Gives tests that focus on understanding of the subject	13	11	0	0	1	3.54	10	35.42
Does not assign homework at all	0	0	11	14	0	1.44	0	0.00
Grades and returns tests without delay	15	8	1	0	1	3.58	4	14.33
Overall rating of the instructor	21	3	1	0	0	3.80	10	38.00

Table2: Econ 206: Economy of Saudi Arabia: Fall 2012(121): Section 3

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	9	4	0	0	1	3.69	8	29.54
Ends lecture on scheduled time	8	4	1	0	1	3.54	7	24.77
Comes prepared for the class	8	5	0	0	1	3.62	10	36.15
States objectives of each class session	7	4	1	0	2	3.50	6	21.00
Speaks clearly	9	3	1	0	1	3.62	8	28.92
Assigns homework regularly	6	7	0	0	1	3.46	6	20.77
Explains concepts clearly with examples	9	4	0	0	1	3.69	8	29.54
Encourages student participation in class	8	4	0	0	2	3.67	5	18.33
Explains the subject matter clearly	10	2	0	0	2	3.83	10	38.33
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	8	5	0	0	1	3.62	8	28.92
Uses computer to communicate with students	7	6	0	0	1	3.54	6	21.23
Is concerned about the student's understanding	8	4	0	0	2	3.67	8	29.33
Speaks with an accent that is hard to understand	0	1	4	8	1	1.46	0	0.00
Responds to questions in class	11	2	0	0	1	3.85	10	38.46
Motivates students in all work related to the course	7	6	0	0	1	3.54	8	28.31
Presents class material clearly	8	5	0	0	1	3.62	10	36.15
Gives tests that focus on understanding of the subject	6	6	1	0	1	3.38	10	33.85
Does not assign homework at all	0	0	3	10	1	1.23	0	0.00
Grades and returns tests without delay	6	7	0	0	1	3.46	4	13.85
Overall rating of the instructor	11	3	0	0	0	3.79	10	37.86

Table3: Econ 101: Principles of Economics I (Microeconomics): Spring 2012(112): Section 3

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	14	2	0	0	0	3.88	8	31.00
Ends lecture on scheduled time	10	2	2	1	1	3.40	7	23.80
Comes prepared for the class	16	0	0	0	0	4.00	10	40.00
States objectives of each class session	15	1	0	0	0	3.94	6	23.63
Speaks clearly	15	1	0	0	0	3.94	8	31.50
Assigns homework regularly	9	7	0	0	0	3.56	6	21.38
Explains concepts clearly with examples	15	1	0	0	0	3.94	8	31.50
Encourages student participation in class	13	3	0	0	0	3.81	5	19.06
Explains the subject matter clearly	15	1	0	0	0	3.94	10	39.38
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	13	3	0	0	0	3.81	8	30.50
Uses computer to communicate with students	10	5	0	1	0	3.50	6	21.00
Is concerned about the student's understanding	13	3	0	0	0	3.81	8	30.50
Speaks with an accent that is hard to understand	0	0	3	13	0	1.19	0	0.00
Responds to questions in class	16	0	0	0	0	4.00	10	40.00
Motivates students in all work related to the course	12	3	0	0	1	3.80	8	30.40
Presents class material clearly	15	1	0	0	0	3.94	10	39.38
Gives tests that focus on understanding of the subject	11	5	0	0	0	3.69	10	36.88
Does not assign homework at all	0	0	3	13	0	1.19	0	0.00
Grades and returns tests without delay	9	7	0	0	0	3.56	4	14.25
Overall rating of the instructor	14	2	0	0	0	3.88	10	38.75

Table4: Econ 306: Economy of Saudi Arabia: Spring 2012(112): Section 3

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	9	5	0	0	0	3.64	8	29.14
Ends lecture on scheduled time	5	9	0	0	0	3.36	7	23.50
Comes prepared for the class	4	10	0	0	0	3.29	10	32.86
States objectives of each class session	5	8	1	0	0	3.29	6	19.71
Speaks clearly	3	11	0	0	0	3.21	8	25.71
Assigns homework regularly	1	12	0	0	1	3.08	6	18.46
Explains concepts clearly with examples	4	9	0	0	1	3.31	8	26.46
Encourages student participation in class	3	11	0	0	0	3.21	5	16.07
Explains the subject matter clearly	5	8	1	0	0	3.29	10	32.86
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	3	10	1	0	0	3.14	8	25.14
Uses computer to communicate with students	3	7	2	2	0	2.79	6	16.71
Is concerned about the student's understanding	3	11	0	0	0	3.21	8	25.71
Speaks with an accent that is hard to understand	0	0	9	5	0	1.64	0	0.00
Responds to questions in class	6	8	0	0	0	3.43	10	34.29
Motivates students in all work related to the course	3	9	2	0	0	3.07	8	24.57
Presents class material clearly	4	10	0	0	0	3.29	10	32.86
Gives tests that focus on understanding of the subject	4	8	1	1	0	3.07	10	30.71
Does not assign homework at all	0	0	8	5	1	1.62	0	0.00
Grades and returns tests without delay	2	6	2	4	0	2.43	4	9.71
Overall rating of the instructor	5	8	1	0	0	3.29	10	32.86

Table5: Econ 101: Principles of Economics I (Microeconomics): Fall 2011(111): Section 2

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	11	2	0	0	0	3.85	8	30.77
Ends lecture on scheduled time	6	3	2	2	0	3.00	7	21.00
Comes prepared for the class	12	1	0	0	0	3.92	10	39.23
States objectives of each class session	11	2	0	0	0	3.85	6	23.08
Speaks clearly	8	5	0	0	0	3.62	8	28.92
Assigns homework regularly	6	7	0	0	0	3.46	6	20.77
Explains concepts clearly with examples	12	1	0	0	0	3.92	8	31.38
Encourages student participation in class	10	3	0	0	0	3.77	5	18.85
Explains the subject matter clearly	11	2	0	0	0	3.85	10	38.46
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	11	2	0	0	0	3.85	8	30.77
Uses computer to communicate with students	10	2	0	0	1	3.83	6	23.00
Is concerned about the student's understanding	11	1	1	0	0	3.77	8	30.15
Speaks with an accent that is hard to understand	0	0	6	7	0	1.46	0	0.00
Responds to questions in class	12	1	0	0	0	3.92	10	39.23
Motivates students in all work related to the course	11	2	0	0	0	3.85	8	30.77
Presents class material clearly	9	4	0	0	0	3.69	10	36.92
Gives tests that focus on understanding of the subject	10	2	1	0	0	3.69	10	36.92
Does not assign homework at all	0	0	3	10	0	1.23	0	0.00
Grades and returns tests without delay	7	5	1	0	0	3.46	4	13.85
Overall rating of the instructor	12	0	1	0	0	3.85	10	38.46

Table6: Econ 101: Principles of Economics I (Microeconomics): Fall 2011(111): Section 4

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	15	0	0	0	0	4.00	8	32.00
Ends lecture on scheduled time	4	7	3	1	0	2.93	7	20.53
Comes prepared for the class	14	1	0	0	0	3.93	10	39.33
States objectives of each class session	12	2	1	0	0	3.73	6	22.40
Speaks clearly	11	4	0	0	0	3.73	8	29.87
Assigns homework regularly	9	6	0	0	0	3.60	6	21.60
Explains concepts clearly with examples	14	1	0	0	0	3.93	8	31.47
Encourages student participation in class	8	6	1	0	0	3.47	5	17.33
Explains the subject matter clearly	14	1	0	0	0	3.93	10	39.33
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	12	3	0	0	0	3.80	8	30.40
Uses computer to communicate with students	10	5	0	0	0	3.67	6	22.00
Is concerned about the student's understanding	14	1	0	0	0	3.93	8	31.47
Speaks with an accent that is hard to understand	0	0	3	12	0	1.20	0	0.00
Responds to questions in class	14	1	0	0	0	3.93	10	39.33
Motivates students in all work related to the course	9	6	0	0	0	3.60	8	28.80
Presents class material clearly	12	3	0	0	0	3.80	10	38.00
Gives tests that focus on understanding of the subject	12	3	0	0	0	3.80	10	38.00
Does not assign homework at all	0	0	3	12	0	1.20	0	0.00
Grades and returns tests without delay	5	6	3	0	1	3.14	4	12.57
Overall rating of the instructor	14	1	0	0	0	3.93	10	39.33

Table7: Econ 202: Principles of Economics II (Macroeconomics): Spring 2011(102): Section 1

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	12	2	2	0	0	3.63	8	29.00
Ends lecture on scheduled time	11	4	1	0	0	3.63	7	25.38
Comes prepared for the class	14	2	0	0	0	3.88	10	38.75
States objectives of each class session	14	2	0	0	0	3.88	6	23.25
Speaks clearly	14	2	0	0	0	3.88	8	31.00
Assigns homework regularly	13	3	0	0	0	3.81	6	22.88
Explains concepts clearly with examples	16	0	0	0	0	4.00	8	32.00
Encourages student participation in class	15	0	1	0	0	3.88	5	19.38
Explains the subject matter clearly	13	3	0	0	0	3.81	10	38.13
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	15	1	0	0	0	3.94	8	31.50
Uses computer to communicate with students	15	1	0	0	0	3.94	6	23.63
Is concerned about the student's understanding	15	1	0	0	0	3.94	8	31.50
Speaks with an accent that is hard to understand	0	0	6	10	0	1.38	0	0.00
Responds to questions in class	15	1	0	0	0	3.94	10	39.38
Motivates students in all work related to the course	13	3	0	0	0	3.81	8	30.50
Presents class material clearly	14	2	0	0	0	3.88	10	38.75
Gives tests that focus on understanding of the subject	14	2	0	0	0	3.88	10	38.75
Does not assign homework at all	0	0	2	14	0	1.13	0	0.00
Grades and returns tests without delay	13	2	1	0	0	3.75	4	15.00
Overall rating of the instructor	13	2	1	0	0	3.75	10	37.50

Table8: Econ 410: International Economics: Spring 2011(102): Section 2

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	11	4	0	0	1	3.73	8	29.87
Ends lecture on scheduled time	11	4	0	0	1	3.73	7	26.13
Comes prepared for the class	7	8	0	0	1	3.47	10	34.67
States objectives of each class session	8	7	0	0	1	3.53	6	21.20
Speaks clearly	8	6	1	0	1	3.47	8	27.73
Assigns homework regularly	8	7	0	0	1	3.53	6	21.20
Explains concepts clearly with examples	9	6	0	0	1	3.60	8	28.80
Encourages student participation in class	9	5	1	0	1	3.53	5	17.67
Explains the subject matter clearly	7	7	1	0	1	3.40	10	34.00
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	8	7	0	0	1	3.53	8	28.27
Uses computer to communicate with students	7	8	0	0	1	3.47	6	20.80
Is concerned about the student's understanding	8	7	0	0	1	3.53	8	28.27
Speaks with an accent that is hard to understand	0	1	8	6	1	1.67	0	0.00
Responds to questions in class	12	3	0	0	1	3.80	10	38.00
Motivates students in all work related to the course	9	5	1	0	1	3.53	8	28.27
Presents class material clearly	8	7	0	0	1	3.53	10	35.33
Gives tests that focus on understanding of the subject	8	5	2	0	1	3.40	10	34.00
Does not assign homework at all	0	0	4	11	1	1.27	0	0.00
Grades and returns tests without delay	6	7	1	1	1	3.20	4	12.80
Overall rating of the instructor	10	6	0	0	0	3.63	10	36.25

Table9: Econ 202: Principles of Economics II (Macroeconomics): Fall 2010(101): Section 2

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	7	1	0	0	0	3.88	8	31.00
Ends lecture on scheduled time	7	1	0	0	0	3.88	7	27.13
Comes prepared for the class	7	1	0	0	0	3.88	10	38.75
States objectives of each class session	7	1	0	0	0	3.88	6	23.25
Speaks clearly	7	1	0	0	0	3.88	8	31.00
Assigns homework regularly	7	1	0	0	0	3.88	6	23.25
Explains concepts clearly with examples	8	0	0	0	0	4.00	8	32.00
Encourages student participation in class	8	0	0	0	0	4.00	8	32.00
Explains the subject matter clearly	8	0	0	0	0	4.00	10	40.00
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	7	1	0	0	0	3.88	8	31.00
Uses computer to communicate with students	7	1	0	0	0	3.88	6	23.25
Is concerned about the student's understanding	8	0	0	0	0	4.00	8	32.00
Speaks with an accent that is hard to understand	0	0	1	7	0	1.13	0	0.00
Responds to questions in class	8	0	0	0	0	4.00	10	40.00
Motivates students in all work related to the course	7	1	0	0	0	3.88	8	31.00
Presents class material clearly	6	2	0	0	0	3.75	10	37.50
Gives tests that focus on understanding of the subject	6	2	0	0	0	3.75	10	37.50
Does not assign homework at all	0	0	2	6	0	1.25	0	0.00
Grades and returns tests without delay	7	1	0	0	0	3.88	4	15.50
Overall rating of the instructor	7	1	0	0	0	3.88	10	38.75

Table10: Econ 410: International Economics: Fall 2010(101): Section 2

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	19	6	0	0	0	3.76	8	30.08
Ends lecture on scheduled time	18	7	0	0	0	3.72	7	26.04
Comes prepared for the class	16	8	1	0	0	3.60	10	36.00
States objectives of each class session	16	8	1	0	0	3.60	6	21.60
Speaks clearly	16	9	0	0	0	3.64	8	29.12
Assigns homework regularly	14	11	0	0	0	3.56	6	21.36
Explains concepts clearly with examples	15	10	0	0	0	3.60	8	28.80
Encourages student participation in class	16	8	0	0	1	3.67	0	0.00
Explains the subject matter clearly	15	9	0	0	1	3.63	10	36.25
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	15	10	0	0	0	3.60	8	28.80
Uses computer to communicate with students	18	6	0	0	1	3.75	6	22.50
Is concerned about the student's understanding	17	8	0	0	0	3.68	8	29.44
Speaks with an accent that is hard to understand	0	0	9	16	0	1.36	0	0.00
Responds to questions in class	20	5	0	0	0	3.80	10	38.00
Motivates students in all work related to the course	14	10	0	0	1	3.58	8	28.67
Presents class material clearly	12	13	0	0	0	3.48	10	34.80
Gives tests that focus on understanding of the subject	16	9	0	0	0	3.64	10	36.40
Does not assign homework at all	0	0	6	19	0	1.24	0	0.00
Grades and returns tests without delay	13	9	1	0	2	3.52	4	14.09
Overall rating of the instructor	21	3	1	0	0	3.80	10	38.00

Table11: Econ 202: Introduction to Economics II (Macroeconomics): Spring 2010(092): Section 2

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	13	4	1	0	0	3.67	8	29.33
Ends lecture on scheduled time	9	7	1	1	0	3.33	7	23.33
Comes prepared for the class	11	6	0	0	1	3.65	10	36.47
States objectives of each class session	10	8	0	0	0	3.56	6	21.33
Speaks clearly	11	6	1	0	0	3.56	8	28.44
Assigns homework regularly	12	6	0	0	0	3.67	6	22.00
Explains concepts clearly with examples	12	6	0	0	0	3.67	8	29.33
Encourages student participation in class	11	7	0	0	0	3.61	5	18.06
Explains the subject matter clearly	12	5	1	0	0	3.61	10	36.11
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	13	5	0	0	0	3.72	8	29.78
Uses computer to communicate with students	13	4	0	0	1	3.76	6	22.59
Is concerned about the student's understanding	11	6	0	0	1	3.65	8	29.18
Speaks with an accent that is hard to understand	0	1	7	10	0	1.50	0	0.00
Responds to questions in class	13	5	0	0	0	3.72	10	37.22
Motivates students in all work related to the course	9	8	0	0	1	3.53	8	28.24
Presents class material clearly	11	6	0	0	1	3.65	10	36.47
Gives tests that focus on understanding of the subject	9	8	0	0	1	3.53	10	35.29
Does not assign homework at all	0	0	6	12	0	1.33	0	0.00
Grades and returns tests without delay	10	7	0	1	0	3.44	4	13.78
Overall rating of the instructor	10	7	1	0	0	3.50	10	35.00

Table12: Econ 202: Introduction to Economics II (Macroeconomics): Spring 2010(092): Section 3

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	16	5	0	0	0	3.76	8	30.10
Ends lecture on scheduled time	14	7	0	0	0	3.67	7	25.67
Comes prepared for the class	14	7	0	0	0	3.67	10	36.67
States objectives of each class session	16	5	0	0	0	3.76	6	22.57
Speaks clearly	13	8	0	0	0	3.62	8	28.95
Assigns homework regularly	12	8	0	0	1	3.60	6	21.60
Explains concepts clearly with examples	15	6	0	0	0	3.71	8	29.71
Encourages student participation in class	13	7	1	0	0	3.57	2	7.14
Explains the subject matter clearly	14	7	0	0	0	3.67	10	36.67
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	14	7	0	0	0	3.67	8	29.33
Uses computer to communicate with students	15	6	0	0	0	3.71	6	22.29
Is concerned about the student's understanding	14	6	1	0	0	3.62	8	28.95
Speaks with an accent that is hard to understand	0	0	7	14	0	1.33	0	0.00
Responds to questions in class	17	4	0	0	0	3.81	10	38.10
Motivates students in all work related to the course	11	9	1	0	0	3.48	8	27.81
Presents class material clearly	13	8	0	0	0	3.62	10	36.19
Gives tests that focus on understanding of the subject	14	7	0	0	0	3.67	10	36.67
Does not assign homework at all	0	0	3	18	0	1.14	0	0.00
Grades and returns tests without delay	11	10	0	0	0	3.52	4	14.10
Overall rating of the instructor	17	4	0	0	0	3.81	10	38.10

**Table 13: Econ 202: Introduction to Economics II (Macroeconomics): Fall 2009(091):
Section 4**

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	7	7	0	0	0	3.50	8	28.00
Ends lecture on scheduled time	10	4	0	0	0	3.71	7	26.00
Comes prepared for the class	9	5	0	0	0	3.64	10	36.43
States objectives of each class session	7	6	1	0	0	3.43	6	20.57
Speaks clearly	8	6	0	0	0	3.57	8	28.57
Assigns homework regularly	8	6	0	0	0	3.57	6	21.43
Explains concepts clearly with examples	10	4	0	0	0	3.71	8	29.71
Encourages student participation in class	13	1	0	0	0	3.93	5	19.64
Explains the subject matter clearly	9	5	0	0	0	3.64	10	36.43
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	11	3	0	0	0	3.79	8	30.29
Uses computer to communicate with students	8	6	0	0	0	3.57	6	21.43
Is concerned about the student's understanding	12	2	0	0	0	3.86	8	30.86
Speaks with an accent that is hard to understand	0	0	7	7	0	1.50	0	0.00
Responds to questions in class	11	2	0	0	1	3.85	10	38.46
Motivates students in all work related to the course	9	5	0	0	0	3.64	8	29.14
Presents class material clearly	10	4	0	0	0	3.71	10	37.14
Gives tests that focus on understanding of the subject	9	5	0	0	0	3.64	10	36.43
Does not assign homework at all	0	0	1	13	0	1.07	0	0.00
Grades and returns tests without delay	6	6	1	0	1	3.38	4	13.54
Overall rating of the instructor	10	4	0	0	0	3.71	10	37.14

**Table 14: Econ 202: Introduction to Economics II (Macroeconomics): Fall 2009(091):
Section 6**

Questions\Responses	A	B	C	D	E	Mean	Weight	Weighted Mean
Comes to class on scheduled time	10	2	0	0	0	3.83	8	30.67
Ends lecture on scheduled time	10	2	0	0	0	3.83	7	26.83
Comes prepared for the class	10	2	0	0	0	3.83	10	38.33
States objectives of each class session	9	2	1	0	0	3.67	6	22.00
Speaks clearly	7	3	2	0	0	3.42	8	27.33
Assigns homework regularly	10	2	0	0	0	3.83	6	23.00
Explains concepts clearly with examples	10	2	0	0	0	3.83	8	30.67
Encourages student participation in class	9	2	1	0	0	3.67	5	18.33
Explains the subject matter clearly	9	3	0	0	0	3.75	10	37.50
Uses possible educational aids for demonstrations (e.g. blackboard, transparencies, models, computers, etc.)	10	2	0	0	0	3.83	8	30.67
Uses computer to communicate with students	10	2	0	0	0	3.83	6	23.00
Is concerned about the student's understanding	8	3	1	0	0	3.58	8	28.67
Speaks with an accent that is hard to understand	0	2	4	5	1	1.73	0	0.00
Responds to questions in class	10	2	0	0	0	3.83	10	38.33
Motivates students in all work related to the course	9	2	1	0	0	3.67	8	29.33
Presents class material clearly	9	3	0	0	0	3.75	10	37.50
Gives tests that focus on understanding of the subject	10	2	0	0	0	3.83	10	38.33
Does not assign homework at all	0	0	2	10	0	1.17	0	0.00
Grades and returns tests without delay	9	2	1	0	0	3.67	4	14.67
Overall rating of the instructor	7	4	1	0	0	3.50	10	35.00

Comments by Students during various Econ 202(Principles of Macroeconomics) classes:

- “Dr. Saifur Rahman is a very energetic and dynamic instructor. He has shown a lot of concern towards our understanding of the course and has entertained any question related to the course material and also those not related to the course material. He has gained the trust of the students by stating that nothing will come from outside what he has taught in class. The real motivation that he gives to the students is that he learns with us and always makes us critically analyze the subject at hand. He involves the students’ views in the lecture and fuses them with the material, giving broader perspective with the core ideas being fulfilled. The real factor is that it is a pleasure coming to his class and listening to his lecture, he has that faith and charisma which all students like. The only aspect I need change is that there should be some sort of project based assignment, so that we can relate theory to real life.”
- “One of the best teachers I have ever met.”
- “I am honored and privileged to be taught by one of the best teachers.”

Comments by Students during various Econ 101(Principles of Microeconomics) classes:

- Dr. Rahman was absolutely incredible. I'd take another course with him without thinking twice if possible.
- Dr. Rahmman is one of the best instructors.
- WooooW!!! ... I really didn't think I am going to like economy, but with Dr. Rahman, I totally enjoyed every single second!! , this man really can deliver every single information in the book straight to my head!, he is so good that I managed to make my next semester courses all get around his time, I really wanted to take econ 202 with Dr. Rahman because economy is like a story that I wouldn't fully understand it if it was not with him... One of the best instructors indeed.
- Three things that makes Dr.Rahman one of the best instructors. First: He always answers every question coming out of every student even if it remotely relative to the subject. He makes quick reviews at the beginning of every class and an extensive one at the end of each chapter. He always tries his best to insure that the student understands the point and how important is it in the exam.

Comments by Students during various Econ 410 (International Economics) classes:

- He is an excellent teacher
- Dr. Rahman if your reading this I just want to thank you for your great effort you put in teaching us this course you are undoubtedly one of the best professors in the collage. Thank you from the deepest of my heart.
- He's very sophisticated and has a lot of knowledge related to the subject of the course. I really benefited a lot from him.
- I have really enjoyed taking this course; I hope that I will be able to take more courses with you in the near future.

Comments by Students during various Econ 306/206 (Economy of Saudi Arabia) classes:

- A very interesting course lectured by an excellent instructor.
- He's very knowledgeable and passionate about the course subjects yet the scarcity of information and abscess of an assigned printed book of this course is undermining the teaching experience in general

B. Teaching Evaluations from Indiana University

B. 1. Teaching Evaluations for Intermediate Macroeconomics

The multiple choice rating is an average based on the following

A = One of the Highest = 4

B = Above Average = 3

C = Average = 2

D = Below Average = 1

E = One of the Lowest = 0

Table 5: Course: E322 – Intermediate Macroeconomics (at IU)

Questions	Summer 2008		Summer 2007		Summer 2006	
	MS	All	MS	All	MS	All
The amount you have learnt in this course compared to other 200 level courses you have taken at Indiana University	1.9	2.0	3.2	2.3	2.0	2.2
Enthusiasm about teaching	2.2	1.9	3.6	2.5	2.4	2.6
Preparation for class meetings	1.6	1.6	3.2	2.6	2.0	2.5
Availability for out-of-class consultation	2.0	2.0	3.7	2.6	3.0	2.9
Making course objectives clear and giving students a good idea of what they are expected to learn	1.7	1.7	3.6	2.2	2.0	2.2
Ability to construct exams and quizzes consistent with major learning objectives	2.0	2.0	3.4	2.5	2.3	2.4
Providing helpful feedback on how well students are learning	1.9	1.9	3.4	2.5	2.3	2.8
Ability to explain basic (textbook type) material	1.7	1.7	3.2	2.0	2.2	2.6
Ability to go beyond basic material and develop more sophisticated understanding	1.9	1.8	3.6	2.2	2.2	2.3
Overall teaching effectiveness	1.5	1.5	3.3	2.1	1.8	2.4

MS = my score, All = All 300 level courses

B. 2. Teaching Evaluations from IUPUI

In summer 2005, I taught Intermediate Macroeconomics at IUPUI in its Indianapolis Campus. The multiple choice rating is an average based on:

SA = Strongly Agree = 5

A = Agree = 4

U = Undecided = 3

D = Disagree = 2

SD = Strongly Disagree = 1

Table 6: Course: E322 – Intermediate Macroeconomics (at IUPUI)

Questions	Summer 2005
	MS
My Instructor Organized the course well	3.71
My instructor displays enthusiasm when teaching	4.12
My instructor stimulates my thinking	4.06
My instructor is knowledgeable on course topics	4.06
My instructor is fair and impartial in dealing with students	4.00
The content of the course was appropriate for its stated purpose	4.18
Course Assignments help in learning the subject matter	4.29
I keep up with studying and work for this course	4.06
The course improved my understanding of the concepts of the field	4.00
I would recommend this course to other students	4.24

Comments by students during various E322 classes:

- “Muhammad was very well-prepared for class and interested in helping us to understand the material. The home works were very helpful, as were the activities we were assigned- particularly those dealing with data analysis”.
- “Muhammad is very fair to students and takes time teaching subject material”.
- “I enjoyed the fact that he taught at a constant pace”.
- “I liked the use of examples from real world that helped me understand the course material”.
- “He genuinely cared about the students and made sure they understood the material”.
- “I like the organization of the notes relative to the book”.
- “Muhammad held an interest in course material which helped his teaching effectiveness”.

C. Teaching Evaluations for Principles of Macroeconomics

The multiple choice rating is an average based on the following

A = One of the Highest = 4

B = Above Average = 3

C = Average = 2

D = Below Average = 1

E = One of the Lowest = 0

Table 7: Course: E202 – Principles of Macroeconomics (at IU)

Questions	Fall 2007		Spring 2008		Fall 2008	
	MS	All	MS	All	MS	All
The amount you have learnt in this course compared to other 200 level courses you have taken at Indiana University	2.4	2.17	2.5	2.19	2.5	2.6
Enthusiasm about teaching	3.1	2.25	3.1	2.28	3.0	2.8
Preparation for class meetings	2.9	2.52	2.5	2.53	1.9	2.8
Availability for out-of-class consultation	2.6	2.48	2.5	2.52	2.0	2.4
Making course objectives clear and giving students a good idea of what they are expected to learn	2.9	2.09	2.5	2.14	2.4	2.4
Ability to construct exams and quizzes consistent with major learning objectives	2.9	2.16	2.7	2.18	2.6	2.3
Providing helpful feedback on how well students are learning	2.7	1.87	2.1	1.94	2.2	2.1
Ability to explain basic (textbook type) material	2.7	2.08	2.8	2.14	2.5	2.6
Ability to go beyond basic material and develop more sophisticated understanding	2.5	1.91	2.9	1.96	2.6	2.5
Overall teaching effectiveness	2.7	1.95	2.6	2.00	2.5	2.4

MS = my score, All = All 200 level courses.

Comments by Students during various E202 classes:

- “Muhammad is very intelligent and well-educated on economics as a whole. I liked the quiz/homework/exam format”.
- “Muhammad was able to relate to students very well”.
- “Muhammad was a friendly instructor who was passionate about what he teaches”.
- “I liked Muhammad’s real world examples and broad perspective from other areas of the world”.
- “I liked Muhammad’s enthusiasm for teaching, his respect for students and encouragement to ask questions that delve further into the material”

D. Teaching Evaluations from the University of Iowa

Below is a summary of my teaching evaluations for the courses that I taught at U Iowa.

The multiple choice rating is the median score based on a scale defined as follows:

Strongly Agree = 6

Moderately Agree = 5

Slightly Agree = 4

Slightly Disagree = 3

Moderately Disagree = 2

Strongly Disagree = 1

Table 8: Course: 06E:001: Principles of Microeconomics (at U Iowa)

Questions	Fall 2001		Spring 2002		Fall 2003		Spring 2004	
	MS	All	MS	All	MS	All	MS	All
Concepts are presented in a manner that helps me learn	4.57	4.80	5.0	4.88	4.63	5.0	4.25	4.91
The instructor seems interested in teaching	5.50	5.32	5.38	5.25	5.0	5.35	4.95	5.20
Availability of out-of-class consultation	5.20	5.25	5.58	5.47	5.0	5.50	4.80	5.28
The course is well planned and organized	4.25	4.75	5.0	4.70	4.63	4.89	4.33	4.94
I would recommend this instructor	4.00	4.61	5.0	4.88	4.80	5.11	4.10	4.72
I learnt a lot in this class	4.25	4.25	5.0	4.78	4.67	4.68	4.30	4.50
Overall, the instructor is an effective teacher	4.0	4.61	5.25	5.0	4.67	5.13	4.20	4.66
I am encouraged to apply new knowledge	4.38	4.39	4.92	4.75	4.80	4.73	4.33	4.76
Assignments contribute to my learning	4.88	4.89	5.29	4.96	4.88	5.0	4.50	5.0
My critical thinking skills have improved because of this course	4.0	4.25	5.0	4.53	4.67	4.65	4.28	4.32
My instructor communicates well	3.67	4.45	4.68	4.684	3.88	5.0	4.38	4.73
The instructor understand my questions and comments	4.13	4.72	5.0	5.03	3.83	5.25	4.20	4.91
Graded assignments are returned promptly	2.90	5.50	5.65	5.63	4.63	5.38	4.70	5.60
I received constructive criticisms	3.33	4.5	4.70	4.34	3.75	4.50	4.20	4.32

MS = Median score for the sections that I have taught

All = Median score of the median scores for all classes offered by the department of economics.

Table 9: Course: 06E: 002: Principles of Macroeconomics (at U Iowa)

Questions	Fall 2002		Spring 2003	
	MS	All	MS	All
Concepts are presented in a manner that helps me learn	4.90	4.86	4.25	4.88
The instructor seems interested in teaching	5.25	5.4	5.0	5.25
Availability of out-of-class consultation	5.14	5.50	5.0	5.47
The course is well planned and organized	4.88	4.83	4.25	4.70
I would recommend this instructor	4.83	4.74	4.5	4.88
I learnt a lot in this class	5.0	4.64	4.5	4.78
Overall, the instructor is an effective teacher	4.79	4.81	4.5	5.0
I am encouraged to apply new knowledge	4.75	4.59	4.5	4.75
Assignments contribute to my learning	5.09	4.86	4.5	4.96
My critical thinking skills have improved because of this course	5.0	4.28	4.75	4.53
My instructor communicates well	4.36	4.57	4.5	4.68
The instructor understand my questions and comments	4.93	4.93	4.83	5.03
Graded assignments are returned promptly	5.79	5.680	4.5	5.63
I received constructive criticisms	4.63	4.39	4.75	4.34

MS = Median score for the sections that I have taught

All = Median score of the median scores for all classes offered by the department of economics

SAMPLE COURSE MATERIALS

**ECON410 – Section 01
International Economics**

Department of Finance & Economics
College of Industrial Management
King Fahd University of Petroleum and Minerals
Year 2010-2011 (101)

Instructor: Dr Muhammad Saifur Rahman

Office: Room 101-2, Building 24; Phone: 03 860 4449; Email: murahman@kfupm.edu.sa

Course Description:

The classical and modern theories of international trade and finance, balance of payments, exchange rates, terms of trade, tariffs and other trade barriers, international economics organizations, the new world economic order, economic integration and application to current issues.

Course Objectives:

You will:

- be familiar with key features of international trade and globalization phenomenon
- understand basic terminologies in international economics
- distinguish between micro and macro components of international economics and their associated topics
- be able to answer why and how countries get involved in international trade, using Ricardian model as well as Heckscher-Ohlin model
- appreciate the role of government in international trade, finance and open-economy macroeconomics
- recognize key international organizations and commercial policies (GATT and WTO) as well as well-known preferential trade arrangements
- realize the impacts of international trade on economic growth and national welfare
- understand how foreign-exchange markets work
- become aware of evolution of international monetary system – since the Gold Standard era

Textbook:

Krugman and Obstfeld (2009), International Economics, 8th ed., Pearson

Syllabus Outline:

Contents	Chapters
International Microeconomics (Int'l Trade Theory)	
1- An Introduction	Ch1&2
2- Classical Model of Int'l Trade	Ch3
3- The Standard Trade Model [H/O Model]	Ch4&5
<i>Complementary Reading:</i>	
Imperfect Competition	Ch6
International Factor Movement	Ch7

International Trade Policy	
4- The instruments of Trade Policy	Ch8
5- The Political Economy of Trade Policy	Ch9
<i>Complementary Reading</i>	
Trade Policy in Developing Countries	Ch10
Controversies in Trade Policy	Ch11
International Macroeconomics (Int'l Finance Thoery)	
6- National Income Accounting & Balance of Payments	Ch12
7- Foreign Exchange Market	Ch13
8- Money, Interest Rates, and Exchange Rates	Ch14
9- Price levels and Exchange Rate in the long run	Ch15
10- Output and Exchange Rate in the short run	Ch16
11- Fixed exchange rate & foreign exchange Intervention	Ch17
International Macroeconomic Policy	
12- The International Monetary System	Ch18
13- Macroeconomic Policy & coordination under floating exchange rates	Ch19
<i>Complementary Reading</i>	
Optimum Currency Areas & European Experience	Ch20
Global Capital Market: Policy Issues	Ch21
Developing Countries: Growth, Reform and Crisis	Ch22

Course Evaluation:

Mid-term (week 7) Chapters: 1-5 and 8-9	SAT 06 Nov 2011 (time: 15:00-17:00)	35%
Final Exam: Chapters: 12-19	Sun 23 Jan 2011 (time: 7:30am)	35%
Online Home works, Tests, Quizzes and writing Assignments		30%
a. Home works: 15%		
b. Quiz: 10%		
c. Tests: 5%		

Electronic Resources:

Weekly modules are available in my **WebCT**

Consultation Hours:

SM 10:00 – 11:00; or email to make appointment

20102_Econ 410: International Economics

Quiz_1_Chapter_2

- 1) The gravity model explains why
 - A) Capital rich countries export capital intensive products.
 - B) Intra-industry trade is relatively more important than other forms of trade between neighboring countries.
 - C) Trade between Sweden and Germany exceeds that between Sweden and Spain.
 - D) Countries with oil reserves tend to export oil.
 - E) None of the above.
- 2) In general which of the following tend to promote the probability of trade volumes between two countries?
 - A) Linguistic and/or cultural affinity.
 - B) sizes of economies.
 - C) Mutual membership in preferential trade agreements.
 - D) Historical ties.
 - E) All of the above.
- 3) The two neighbors of the United States do a lot more trade with the United States than European economies of equal size.
 - A) This is consistent with predictions from gravity models.
 - B) This contradicts predictions from gravity models.
 - C) This is relevant to any inferences that may be drawn from gravity models.
 - D) This is because these neighboring countries have exceptionally large GDPs.
 - E) None of the above

20102_Econ 410: International Economics

Home work 2: Chapter 3

1. Home has 3000 units of labor available. It can produce two goods, oranges and pears. The unit labor requirement in orange production is 8 while in pears production, it is 4. There is another country, foreign. It has a labor force of 2000. Foreign's labor requirement for orange is 3 and for pears production, it is 2. Now answer the following:
 - a. Draw the PPF for both countries (**2 points**).
 - b. Suppose the world equilibrium price is price of orange/price of pears = 2.0. Find out which country will specialize in what good. Explain (**2 Points**)
 - c. Show how both Home and Foreign gain from Trade(**1 point**)
2. Suppose the problem is the same as 1. But now assume that home country has 4800 workers. Now do the following:
 - a. Draw the PPF for both countries (**2 points**).
 - b. Suppose the world equilibrium price ratio is price of orange/price of pears = 1.6. Find out which country will specialize in what good. Explain (**2 Points**)
 - c. Does both home and foreign country gain from trade now? explain(**1 point**)

Department of Finance and Economics
College of Industrial Management
Semester: 20101
Econ202: Principles of Economics II (Macroeconomics)

COURSE SYLLABUS

Instructor : Assistant Professor Dr. Muhammad Saifur Rahman
 Course : Econ 202, Section 02
 Text book : Principles of Macroeconomics, by Case, Fair & Oster, 9th Ed.
 Office : Building 24, Room 101-2
 Office Hours : Saturday and Monday, 9.00 – 10.00
 Email : murahman@kfupm.edu.sa (most efficient way of communication)

COURSE DESCRIPTION:

An introduction to macroeconomics; national income accounting and determination; business cycles and main concerns about economic growth, inflation and unemployment; money and banking; roles of government and its fiscal, monetary and supply-side policy tools; Keynesian, neoclassical, monetarist and supply-side economists thoughts on macroeconomic issues; economic growth and development

COURSE OBJECTIVES:

You will:

- learn key terminology and concepts and problems in macroeconomics
- understand key aspects of economic aggregates and national accounting
- gain principle knowledge about equilibrium in goods and money markets
- appreciate the role of government, existing policy tools and schools of thoughts

COURSE OUTLINE:

From Chapter 5 to Chapter 18 [excluding Chapter 16]

Evaluation Arrangement:

Mid-term (week 7) Six Chapters (5-10)	Time: TBA	40%
Final Exam Partially Comprehensive (90% post-midterm materials, 10% from Chapter 8-10)	Time: TBA	40%
Compulsory Assignments		20%

Including pre-designed Home works in MyEconLab and writing assignments and quizzes.

- Homework = 10%
- Quiz = 5 %
- Tests = 5%

Grading System

- There will be 11(eleven) home works. 10 of them will be uploaded in the MyEconLab. They will be of multiple choice formats. One of them will be a writing assignment. It will be of essay type.
- There will be 10 quizzes. All of them will be multiple choices.
- There will be 4 tests uploaded in MyEconLab. They will be timed tests and of multiple choice format.
- Your final grade will be calculated based on the following formula:

(Your midterm points out of 100*0.40) + (your final exam points out of 100*0.40) + (your best 10 home works points out of 100 *0.10) + (your best 8 quiz scores out of 100*0.05) + (your test scores out of 100 * 0.05)

Electronic Resources:

- Weekly modules are available in my WebCT.
- MyEconLab is launched. Information will be announced soon.

AACSB PERSPECTIVES:

The AACSB expects business curricula to incorporate a variety of perspectives on critical issues such as (1) ethical and global issues, (2) the influence of political, social, legal and regulatory, environmental and technological issues, and (3) the impact of demographic diversity on organizations. The pervasiveness of these critical issues in economic is well-known at both levels, microeconomics as well as macroeconomics. Needless to say, almost every chapter in any economics textbook talks about the above-mentioned critical issues in one form or another.

E202: Sample In-class quiz

E202: Principles of Macroeconomics: Fall_2010

Quiz_01

1. Which one would be defined as recession?
 - a. A period of rapid decline in output.
 - b. An extended period of rapid decline in output
 - c. A consecutive decline in output for two quarters
 - d. None of the above.
2. Which one is not a macroeconomic concern?
 - a. output growth.
 - b. inflation
 - c. Wealth
 - d. unemployment
3. Which one is not an example of transfer payment?
 - a. unemployment benefit.
 - b. free college education .
 - c. free medical service
 - d. pension scheme.

E202: Sample Paper Based Homework

E202: Principles of Macroeconomics: Fall_2010

Homework 8

The following questions are from chapter_13. All of them relate to the AD-AS model. Try to answer them as clearly as possible.

1. Suppose the economy is in the long run equilibrium. Suddenly there is a contractionary fiscal policy.
 - a. By using the AD-AS model, graphically explain the short-run response of the economy. Label your graphs properly. Explain in words, the effect on the equilibrium price and output.
 - b. By using the AD-AS model, graphically explain the long-run adjustment of the economy. Label your graphs properly. Explain in words, the effect on the equilibrium price and output.
 - c. Is it possible to come back to the original long-run equilibrium output in the short-run? Will policy help? Explain both in words and in a graph as to what kind of policy would bring the economy back to the original long-run equilibrium.
2. Suppose the economy is in the long run equilibrium. Suddenly there is a natural disaster which destroys the resources of the economy.
 - a. By using the AD-AS model, graphically explain the short-run response of the economy. Label your graphs properly. Explain in words, the effect on the equilibrium price and output.

- b. By using the AD-AS model, graphically explain the long-run adjustment of the economy. Label your graphs properly. Explain in words, the effect on the equilibrium price and output.
 - c. Is it possible to come back to the original long-run equilibrium output in the short-run? Will policy help? Explain both in words and in a graph as to what kind of policy would bring the economy back to the original long-run equilibrium.
 3. Suppose the economy is in the long run equilibrium. Suddenly there is a decline in the corporate income tax rate (tax on the producers).
 - a. By using the AD-AS model, graphically explain the short-run response of the economy. Label your graphs properly. Explain in words, the effect on the equilibrium price and output.
 - b. By using the AD-AS model, graphically explain the long-run adjustment of the economy. Label your graphs properly. Explain in words, the effect on the equilibrium price and output.
 - c. Is it possible to come back to the original long-run equilibrium price and output in the short-run? Will policy help? Explain both in words and in a graph as to what kind of policy would bring the economy back to the original long-run equilibrium.
 4. Suppose the economy is in the long run equilibrium. Suddenly there is a decline in the personal income tax rate (tax on the consumer).
 - a. By using the AD-AS model, graphically explain the short-run response of the economy. Label your graphs properly. Explain in words, the effect on the equilibrium price and output.
 - b. By using the AD-AS model, graphically explain the long-run adjustment of the economy. Label your graphs properly. Explain in words, the effect on the equilibrium price and output.
 - c. Is it possible to come back to the original long-run equilibrium price and output in the short-run? Will policy help? Explain both in words and in a graph as to what kind of policy would bring the economy back to the original long-run equilibrium.

KING FAHD UNIVERSITY OF PETROLEUM & MINERALS
 COLLEGE OF INDUSTRIAL MANAGEMENT
 DEPARTMENT OF FINANCE & ECONOMICS

SECOND SEMESTER: 2012-2013 (122)

Principles of Economics I (Microeconomics) Syllabus

Course: Econ 101-02 (SMW), 09:00-09:50 AM, B24/151

Instructor: Dr. Muhammad Saifur Rahman **Email:** murahman@kfupm.edu.sa

Office: B24/101-2 **Phone:** 03 860 4449

Office Hours: SMW 11 AM - 11:30 AM and by appointment

Textbook: Principles of Microeconomics, by Case, Fair, and Oster, 9th ed., 2009

Course Description: Econ 101 is concerned with the workings of Microeconomics. It defines the economic problem and explains why it exists in each and every society. Further, it analyzes the role of each economic agent or decision maker - - namely, the economic roles played by the households, firms, and government agencies – and their effects on economic activities in the market system.

Course Objectives: The course attempts to give students good background in the behavior of the price system in terms of the analysis of demand, supply, price determination, elasticity, consumer behavior, production and costs in different market structures, as well as pricing of factors of production, and knowledge of public goods and externalities.

Weekly Chapter Topic Outline:

Week 1	Chap. 1 The Scope and Method of Economics
Week 2	Chap. 2 The Economic Problem: Scarcity and Choice
Week 3	Chap. 3 Demand, Supply, and Market Equilibrium
Week 4	Chap. 4 Demand and Supply Applications [2 sessions]
Week 5	Chap. 5 Elasticity [approximately 2 sessions]
First Major Exam	Tuesday, March 5, 2013. Place: B10 (@ 6:30 - 8:30 PM) 25% Five Chapters (1-5)

Week 6	Chap. 6 Household Behavior and Consumer Choice
Week 7	Chap. 7 The Production Process: The Behavior of Profit-Maximizing Firms
No Classes	Midterm Vacation [23-27 March 2013]Classes resume 30th March 2013
Week 8	Chap. 8 Short-Run Costs and Output Decisions
Week 9	Chap. 9 Long-Run Costs and output Decisions
Week 10	Chap 10 Input Demand: The Labor and Land Markets
Second Major Exam	Sunday, April 14, 2013, Place : B10 (@ 6:30 – 8:30 PM) 25% Five Chapters (6-10)
Week 11	Chap 11 Input Demands: Capital Market & Investment Decisions
Week 12	Chap 12 General Equilibrium and the Efficiency of Perfect Competition
Week 13	Chap 13 Monopoly and Antitrust Policy
Week 14	Chap 14 Oligopoly
Week 15	Chap 15 Monopolistic Competition
Final Exam	Monday, 20th May 2013 (@7:00 – 9:00 PM) 30% Five Chapters (11-15) Place: TBA

Grading System:

1. **Two Major Exams – 1st and 2nd -- (25% each): 50%**
 2. **Final Exam: 30%**
 3. **Total quizzes = 100 points maximum: 15%**
 - 7 Quizzes. All in-class and MCQ. Roughly two chapters for each Quiz
 - I will take best 5 quizzes.
 4. **Total Homework = 100 points maximum: 05%**
 - 7 Home works. All home works are MCQ. Home works will be assigned in blackboard (webCT) and in class. Roughly two chapters for each Homework
 - I will take best 5 Homework scores.
- Total: 100%**

Quizzes and homework will be assigned in the class by the instructor as needed. Students are responsible to be aware of these dates. Dates will be announced in the class.

Important Notes:

- 1) Assigned homework must be completed and submitted to the instructor on time, please!
- 2) Mobiles (Jawwals) must be turned off during Classes and Exam times. No food or drinks (other than water) is allowed in the class.
- 3) Baseball hats are absolutely not allowed to be worn in class!
- 4) Attendance is mandatory. Nine (9) unexcused absences will lead to “DN”. Three late attendances (tardiness) will be considered as an absence. So, please be on time!!
- 5) This class requires three major tools: 1) strong English, 2) use of graphs, and 3) elementary math.

Computer Usage:

Students of Econ 101 (Microeconomics) have to register with the following website where all there would student resources like study guide:

www.coursecompass.com

Please sign in to this website with your student code (inside the booklet that you received with your text book), my course id (rahman60448) and a valid email address.

Some inapplicable materials to be skipped in specific chapters are as follows:

As had been done and agreed upon at the beginning of last academic year [Terms 122], the following inapplicable materials are here repeated and, therefore, to be skipped as follows:

Chapter 1: Skip (mid) p. 36 – (mid) p. 37, i.e. from “Cautions and Pitfalls” on “Post hoc ergo propter hoc” to the end of the paragraph under the “fallacy of composition.”

Chapter 5: Skip the Appendix, p. 130.

Chapter 9: Skip the Appendix, pp.222 – 225.

Chapter 11: Skip the Appendix on the “Present Value” entirely since it is treated in detail in Macroeconomics Theory (Econ 202) as well as in Finance courses.

Chapter 13: Skip the Section on “ATITRUST POLICY” (mid) P.301 - P.303. As we all know, this Section talks about court legal cases against monopoly practices in the U.S.A.

Chapter 14: (1) Skip “Game Theory” from (bottom) P.314 – up to P.320. (2) Skip the section on “Regulation of Mergers” (top) P.322 – P.324 (top).

**Term 121: Principles of Economics I (Microeconomics)
Quiz 2: Chapters 3 and 4**

Name:

Student ID:

Refer to the information provided in Figure 4.6 below to answer the questions that follow.

Equilibrium in this market occurs at the intersection of curves S and D.

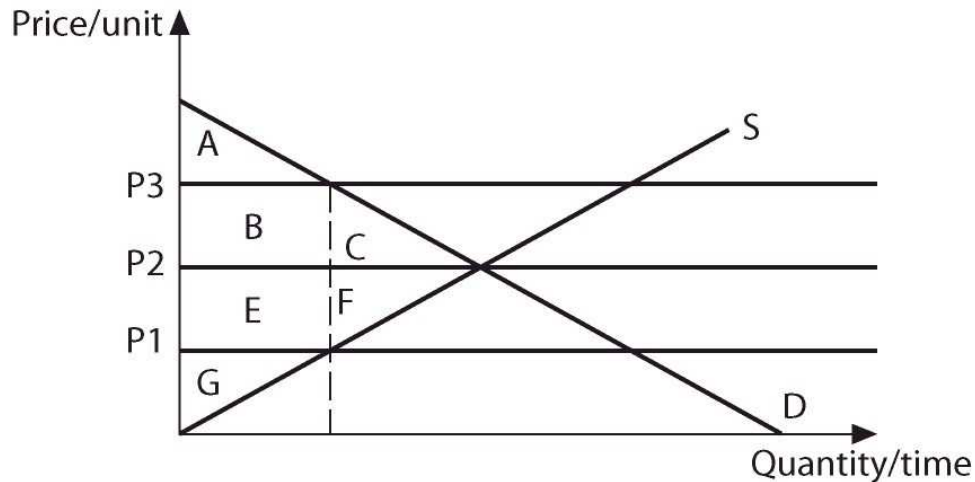


Figure 4.6

1) In figure 4.6 the deadweight loss due to under production is area [C + F] if price is

- A) P1. B) P2. C) P3. D) > P3.

Refer to the information provided in Figure 3.2 below to answer the questions that follow.

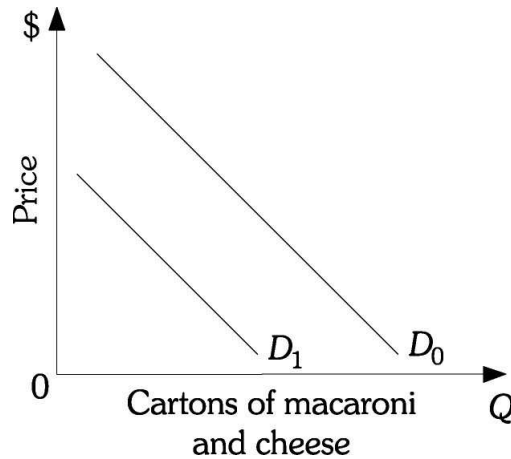


Figure 3.2

2) Refer to Figure 3.2. Which of the following would be most likely to cause the demand for macaroni and cheese to shift from D_0 to D_1 ?

- A) a decrease in income, assuming macaroni and cheese is a normal good
- B) an increase in the price of flour used to make macaroni and cheese
- C) an increase in the price of macaroni and cheese
- D) an increase in the quantity demanded for macaroni and cheese.

Refer to the information provided in Figure 4.1 below to answer the questions that follow.

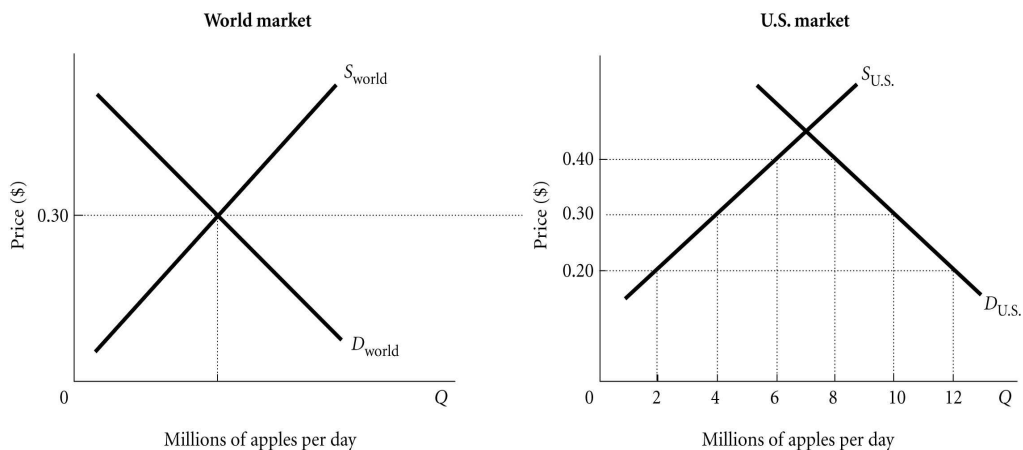


Figure 4.1

3) Refer to Figure 4.1. The United States will import 2 million apples per day if a per-apple tax of _____ is levied on imported apples.

- A) 10 cents B) 20 cents C) 30 cents D) 40 cents

4) A government-imposed maximum price will have no economic impact if

- A) it is at or below the equilibrium price. B) it is above the equilibrium price.

- C) it is below the equilibrium price. D) there is a fixed supply of the good.
- 5) In factor, or input, markets
 A) households demand goods. B) firms supply goods.
 C) consumers purchase products. D) firms demand resources

Term 122: Principles of Economics I (Microeconomics)
Homework 1: Chapters 1 and 2

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

- 1) The study of economics
 A) is a very narrow endeavor.
 B) is concerned with proving that capitalism is better than socialism.
 C) is a way of analyzing decision-making processes caused by scarcity.
 D) focuses on how a business should function.
- 2) Sunk costs are
 A) the additional costs of consuming an additional unit of a product.
 B) the costs of what we give up when we make a choice or a decision.
 C) costs that cannot be avoided, because they have already been incurred.
 D) the additional costs of producing an additional unit of a product.
- 3) The reason that opportunity costs arise is that
 A) resources are scarce.
 B) people have limited wants.
 C) there are no alternative decisions that could be made.
 D) an economy relies on money to facilitate exchange of goods and services.
- 4) A market in which profit opportunities are eliminated almost instantaneously A) a laissez-faire market. B) an efficient market.
 C) a socialist market. D) a capitalist market.
- 5) Better insurance benefits increase the incentive of some individuals to work. This statement is best described as a
 A) descriptive economics statement. B) positive statement.
 C) Marxist ideology. D) normative statement.
- 6) Which of the following is a normative question?
 A) Why do gasoline prices increase between Memorial Day and Labor Day?
 B) How will oil exploration be affected if the government subsidizes oil producers?
 C) What will happen to gasoline consumption if the federal tax on gasoline is eliminated?
 D) To reduce the regressive nature of the gasoline excise tax, should the portion of the gasoline excise tax paid by high-income individuals be increased?

7) The four criteria that are frequently used in judging the outcome of economic policy are

- A) efficiency, equality, profitability, and stability.
- B) efficiency, equity, profitability, and stability.
- C) efficiency, equality, stability, and economic growth.
- D) efficiency, equity, stability, and economic growth.

Refer to the information provided in Figure 1.3 below to answer the questions that follow.

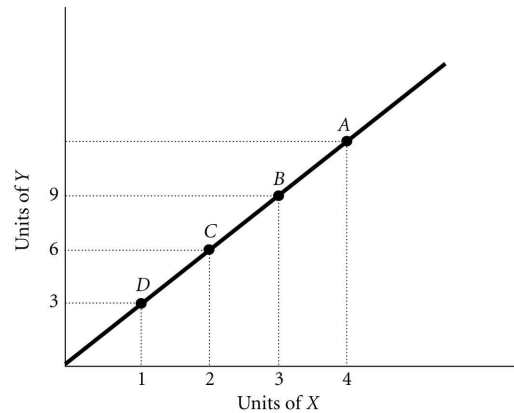


Figure 1.3

8) Refer to Figure 1.3. The slope of the line between Points B and D

- A) -3. B) -0.33. C) 0.33. D) 3.

9) Among the fundamental concepts in economics are

- A) opportunity cost. B) efficient markets. C) marginalism. D) all of the above

10) Which of the following is the best definition of economics?

- A) the study of how individuals and societies choose to use the scarce resources that nature and previous generations have provided
- B) the study of how business firms decide what inputs to hire and what outputs to produce
- C) the study of how consumers spend their income
- D) the study of how the federal government allocates tax dollars

**King Fahd University of Petroleum & Minerals
College of Industrial Management
Department of Finance & Economics
Dhahran – Saudi Arabia**

**ECON 206
The Economy of Saudi Arabia**

**Course Syllabus
Second Semester (Term 122)
Academic year 2012-2013**

Course: ECON. 206 The Economy of Saudi Arabia

Section: 03 Times: 01.10 pm – 02.25 pm Days: SM Room: 24/256

Instructor: Dr. Muhammad Saifur Rahman (office 24/101-2)

Telephone: 4449 E-mail murahman@kfupm.edu.sa

Office Hours: 11:00 am – 11.30 am, SMW or by Appointment

TEXTBOOK: 1. Karl E. Case and Ray C. Fair “Principle of Macro & Micro Economics”, 8th Edition 2007 by Pearson Education Publishing Company, Inc.

2. Dr. Mohammed A. Ramady, “The Saudi Arabian Economy (2005)”

3. Dr. Abdullah Al-Obaid and Dr. Abdul-Qader Attaih, “The Saudi Arabian Economy (1994 in Arabic)”

4. SAMA annual reports and Development Plans.

5. Handouts

Course Description:

This course is designed to familiarize students with the features of the Saudi economy. Special emphasis is placed on the sources of economic growth and the pattern of structural changes that have taken place and the different national economic problems and issues facing the economy. In addition, the

course will deal with the different economic sectors of the economy and their contribution to the GDP. Finally, the role of the government especially in the area of economic planning will be discussed.

Course Objectives:

- To provide the students with an introduction to the major issues facing the Saudi economy such as inflation, unemployment, budget deficits, and economic growth.
- To understand and explain the linkage between the various sectors of the economy.
- To understand how best to achieve rapid growth and development in the future.

AACSB Perspectives:

The AACSB expects business curricula to incorporate various issues such as the influence of ethical, political, social, legal and regulatory, as well as environmental and technological issues critical to contemporary organizations. These issues are integral part of the discussions and presentations of the materials addressed in this course.

Communication Skills:

Student oral communication skills are developed through class participation and discussions. Written communication skills are enhanced via essays and multiple choice questions.

Course Policies:

1. University attendance regulations are strictly enforced which means **WF** will be given for excessive unexcused absences (more than nine). Being late at the start of class and leaving class without excuse automatically is considered as being absent.

2. Mid - Term examination will be given plus a final examination. The format of the examinations is as follows:

Multiple Choice Questions: 100%

3. **No make-up** examination will be given and any evidence of any form of cheating on any examination will result in a grade of **“F”** for the course.

Grade's Distribution:

Midterm Examination (See Syllabus Below)	25%
Final Examination (See Syllabus Below)	30 %
Group Term Paper	20 %
Assignment	25 %
Total	100 %

Tentative Course Outline for ECON 206 (Saudi Economy)

Date	Topic	Suggested References
Week 1	<p>Review of Principles of Economics</p> <p>Microeconomics</p> <ul style="list-style-type: none"> - Opportunity Cost - Comparative Advantage - Elasticity - Market Structures and Market Mechanisms - Policy Implications of Tax & Subsidy <p>Macroeconomics</p> <ul style="list-style-type: none"> - Keynesian Vs. Classical Economics - Nominal Vs. Real GDP - Inflation and Unemployment - Interest and Money Supply - Inter-connection between Good and Money Market - Fiscal and Monetary Policies - Multiplier Concept - Business Cycles (Boom Vs. Recession) - Phillips Curve 	<p>Case, Fair and Oster, Principles of Microeconomics, Principles of Macroeconomics</p> <p>PowerPoint Slides in Blackboard</p>
Week 2 &3	<p><u>Economic Growth & Development:</u></p> <ul style="list-style-type: none"> - Definition of both Growth & Development - Benefits & costs of economic growth - Determinants of economic growth <p>Models:</p> <ol style="list-style-type: none"> 1) The Harrod-Domar(Brief) 2) The Lewis Development Model (Brief) 3) Mechanisms of Oil based growth model 3) The Long-Run Economic Growth: <ol style="list-style-type: none"> a) Malthusian Model(Brief) b) Solow Growth Model. 	Hand outs in Blackboard

	c) Lucas Growth Model	
Week 4	<u>The Structure of Saudi Economy</u> <ul style="list-style-type: none"> - Structure of Resources - Structure of GDP - Structure of Aggregate Demand - Structure of Aggregate Supply - Structure of Government Budget 	<ol style="list-style-type: none"> 1. KSA Supreme Economic Council http://www.sec.gov.sa/?lang=en-US 2. Ministry of Economy & Planning http://www.mep.gov.sa/
Week 5,6,7	<u>The Oil Sector :</u> <ul style="list-style-type: none"> - Brief economic history of the Saudi economy (Pre- Oil Era VS. Oil Era) - The importance of Oil sector and its contribution to the GDP - Past , Present , and Future impact of Oil on the growth & development of the economy - Determinants of Oil demand & supply - The Optimum Saudi Oil Policy - The Kingdom's role in OPEC & in the Oil market. 	<ol style="list-style-type: none"> 3. Ministry of Petroleum & Minerals Resources : http://www.mopm.gov.sa/ 4. SAUDI ARAMCO http://www.saudiaramco.com/irj/portal/anonymous 5. OPEC http://www.opec.org/ 6. Energy Information Administration (USA) http://www.eia.doe.gov/cabs/saudiarabia/background.html
Mid-Term Examination. Date: TBA		
Time : TBA, Location : TBA		
Midterm Vacation [23-27 March 2013]Classes resume 30th March 2013		
Week 8&9	<u>The Government Sector:</u> <ul style="list-style-type: none"> - Fiscal Policy - Monetary Policy - Government Development Plans <ul style="list-style-type: none"> - Industrial Development - Agricultural Development - Human Development - Infrastructural Development of economic resources - Achievements of the Development Plans. 	<ol style="list-style-type: none"> 7. IMF http://www.imf.org/external/country/sau/index.htm 8. The World Bank http://www.worldbank.org/ 9. Organization for Economic Co-operation and Development (OECD) http://www.oecd.org/ 10. The Economist http://www.economist.com/saudiarabia/

Date	Topic	Suggested Web-sites
Week 10	<u>Non – Oil Sector :</u> A. The Industrial Sector: <ul style="list-style-type: none"> - Basic VS. Transforming Industries - Saudi Industrial Policy - Industrial Strategies in Saudi Arabia - Industrial Development Motives in Saudi Arabia - The rule of Industrial sector in the economic development - General Obstacles facing the Industrial Sector 	11. al bab http://www.albab.com/arab/countries/saudi.htm 12. Ministry of Finance http://www.mof.gov.sa/en/default.asp
Week 11	B. The Banking Sector : Saudi Financial System : <ul style="list-style-type: none"> - SAMA - Commercial Banks - Specialized Credit Institutions - Capital Market 	13. SAMA http://www.sama.gov.sa/
Week 12	C. Other Non-Oil Sector : <ul style="list-style-type: none"> - Agriculture - Water 	
Week 13	Privatization	
Week 14& 15	Saudization and the Labor Market	
Week 16	The Balance of Payments and Inflation	
Final Examination: Saturday , May 18, 2013, Time 8:00 AM-10.00 AM Location : TBA		

Additional Topics that could be added to the syllabus (if time allowed)

A. Zakat and Tax System

B. GCC Economic Integration

Term 121: Econ 206: Economy of Saudi Arabia**Home Work 3**

Directions: Answers the following questions. Use graphs or mathematical formulas if necessary

- 1) Assume that there has been some improvement in technology in the agricultural sector, such as better seeds or improved technology. Show how this technological improvement will effect the implications of the Lewis Model.
- 2) Explain the role of capital market in the Harrod-Domar model.
- 3) Assume the economy is initially in steady state growth equilibrium in the Solow growth model. Now assume that there has been a natural disaster which has destroyed significant capital stock of the economy. Explain how the economy will move back to the original equilibrium. Draw a graph to explain your answers.
- 4) Assume the economy is initially in steady state growth equilibrium in the Solow growth model. Now assume that there has been some government policy that raises the savings rate of the economy. Explain how the economy will grow in the long run and what will be the new long run equilibrium. Draw a graph to explain your answers.
- 5) Imagine a country like Singapore with a higher level of human capital and very low physical capital. Explain how and where the economy will reach long run equilibrium in the light of the Lucas two sector growth models. Use a graph to explain your answers.

Term 121: Econ 206: Economy of Saudi Arabia**Term Paper**

I have uploaded an excel spreadsheet that has stock price index for all the GCC markets. All the term papers would be based on the following things. First, for each of the problems, you need to use an excel add-on called “calendermath’ to convert the numerical dates into dates of the week. Second, for each of the markets, calculate stock market returns.

After you do that, you can under take any of the following problems:

1. Problem 1: The Ramadan Effect: Returns

For each of the stock market, find out the average stock market return in the month of Ramadan and average of all other months. Compare them. Which market ahs the largest difference and which market has the smallest difference between these returns? Why? Read some of the papers that I have uploaded in the term paper folder in black board. Use them to explain and write the term paper. You should also try to use other papers by goggling the internet.

2. Problem 2: The Ramadan Effect: Volatility

For each of the stock market, find out the variance of the stock return in the month of Ramadan and variance of all other months. Compare them. Which

market has the largest difference and which market has the smallest difference between these returns? Why? Read some of the papers that I have uploaded in the term paper folder in black board. Use them to explain and write the term paper. You should also try to use other papers by googling the internet.

3. Problem 3: Stock Market crash: Effect on Return

For each of the stock market, find out the exact date of the crash in 2006. Remember, for some markets, the crash might happen earlier. For each of the markets, find out the average stock return before and after the crash. Compare them. Which market has the largest difference and which market has the smallest difference between these returns? Why? Read some of the papers that I have uploaded in the term paper folder in black board. Use them to explain and write the term paper. You should also try to use other papers by googling the internet.

4. Problem 4: Stock Market crash: Effect on volatility

For each of the stock market, find out the exact date of the crash in 2006. Remember, for some markets, the crash might happen earlier. For each of the markets, find out the variance of the stock return before and after the crash. Compare them. Which market has the largest difference and which market has the smallest difference between these returns? Why? Read some of the papers that I have uploaded in the term paper folder in black board. Use them to explain and write the term paper. You should also try to use other papers by googling the internet.

You will do the following for the homework:

- a) You will form a group consisting of no less than 5 people and no more than 6 people.
- b) You will send me your preference for each of the topic, ranking from 1 to 4. I will assign homework according to preference and according to who submits them first this will automatically become your term paper topic.
- c) After you have done your term paper, you will submit your data in an excel sheet and your explanation in an ms-word file. All the names of the group members have to be in the ms word file. You will send the term paper and the excel file as an attachment in my blackboard email address.

If you need any explanation, please come to my office or email me.

The deadline for the term paper is **before 2.00 pm on May 25, 2012.**

E322
INTERMEDIATE MACROECONOMIC THEORY
SUMMER II- 2008
Indiana University

CLASS TIME: 9.30am-10.20am, Mon-Friday
 CLASS ROOM: BH 304
 INSTRUCTOR: Muhammad Saifur Rahman
 OFFICE: TBA
 TELEPHONE: 812-855-0179
 OFFICE HOURS: 10.30am -11.30am Mon, Wed, Fri, or by appointment
 EMAIL: murahman@indiana.edu
 TEXT: **Macroeconomics** (2nd or 3rd ed.) by Stephen D. Williamson
 The study guide is optional
 TEACHING ASSISTANT: Alexander Richter
 His email address: richtera@indiana.edu
 Contact him by email if you have any question about your
 Homework Grade.

GOALS OF THE COURSE

The main purpose of this course is to provide you with a sound understanding of macroeconomic theory and modeling. Our course will start with identifying some of the basic questions of macroeconomics like how the Gross Domestic Product is determined in the short run and in the Long run. The primary emphasis will be on understanding the micro foundation of macroeconomics. In order to fully appreciate the relation between micro and macro theory, some mathematical and graphical tools are essential which will be developed very early in the semester. In relation to the “toolkit”, we will cover some of the basic measurement issues that are important and sometimes puzzling in macroeconomics. The interaction between Micro theory and Macroeconomics will be demonstrated by using several Macroeconomic models. We will cover three most important models namely the one period model, the basic growth model and finally a two period model of Consumption-savings decision. We will also briefly cover an intertemporal model of investment. If time permits us, we will try to look at a model of business cycle. While analyzing all the above models, the behavior of variables such as the consumption, savings, investment, interest rates, the inflation rate, unemployment, real and nominal wage and the general price level will be discussed.

By the end of the semester you should have sufficient understanding of the following four things. First, you will develop a cohesive understanding of economics as a separate field with clear perception about the interaction between micro and macroeconomics. Second, you will develop a sufficient appreciation towards the importance of macroeconomic models and their usefulness in analyzing real economic issues. Third, you would develop a sufficient understanding of macroeconomics to interpret economic arguments such as you might find in the *Wall Street Journal* and other periodicals dealing with current economic events. Finally, you should be able to predict the macroeconomic

effects of different policies and events which occur in the United States and throughout the world.

PREREQUISITES

All students are required to have a **C or Better** in E201 and E202 and E321 in order to take this class. If you have a C- or Worse in one of these classes and you are pursuing an economic major or minor, you will be required to take an additional 300-400 level class.

GRADING

There will be two midterm exams during the semester and a comprehensive final. Each midterm is worth twenty percent (20%) of the final grade and the final is worth thirty percent (30%). There will also be five (05) Home works. They will be worth twenty percent (20%). I will drop the lowest home work grade. Finally there will be regular in-class quizzes which will account for ten percent (10%) of the final grade. The exams will include multiple choice and essay type questions, definitions as well as short answers. All of the material from the exams will come from the lectures, assigned readings (mainly the textbook) and from home works.

The grading scale is:

88%-100%: A 78%-87%: B 68%-77%: C 58%-67%: D

Pluses and minuses are assigned for grades at the very top and very bottom of these ranges.

POLICIES:

- 1) If you must miss an exam, it is important that you contact me beforehand. I am willing to work with you as long as you have a valid reason for missing class. If you do not contact me beforehand, I do not guarantee that you can make up the exam. Please be aware that the make up exam may be heavily weighted towards essay questions.
- 2) Homework, if assigned, cannot be turned late under any circumstance. The home works will always be due on the Mondays of each week of the class, with the exceptions of the first and the last one. If you miss an in-class quiz, you will not be able to make up for that, unless you can produce acceptable reasons for missing the class. At the end of the semester, your lowest homework or quiz score will be dropped.
- 3) The exact date and time for the midterm and the final exam will be announced at the class and if time allows, we will have a review session during the last week of the class.
- 4) Please arrive on time and remain for the entire period. Please do not make appointments that require you to leave class early. This is disruptive and is not permitted except in case of emergency. A student that disrupts class in this manner will be withdrawn.

ACADEMIC INTERGITY AND COLLABORATION

I encourage you to collaborate with one another as much as possible, especially when studying the material. You may also collaborate on the home works (if given), although you should make it a point to understand the answers on the homework you turn in. after all, the main purpose of the home works is to prepare you for the exams. You are not allowed to collaborate during the quiz and the exam and, if you do so, you will receive zero for that exam.

COURSE OUTLINE

The schedule below is **tentative and very preliminary**. I cannot guarantee that we will be able to adhere it. I will update it as necessary throughout the semester and you will need to attend class to keep with what we are doing and when we are doing. I do not want to over burden you with materials that you will not have enough time to review. So, how much material will be covered will depend on the consumption capability of the students.

06/13 – 06/20 Chapter1, Mathematical and Graphical Review.

06/23 – 06/27 Chapters 2, 3
First Homework Assigned
Second Homework Assigned

06/30 – 07/04 Chapters 4, 5
MIDTERM-1: Will cover chapter 1-3, part of chapter-4
No class on 4th of July
Third Homework Assigned

07/07 – 07/11 Chapters 5, 6
Fourth Homework Assigned

07/14 – 07/18 Chapters 6, 7
Fourth Homework Assigned
MIDTERM-2: Tentatively cover chapters 4-7

07/21 – 07/25 Chapters 7, 8
Midterm-2
Fifth Homework Assigned

07/28 – 08/01 Chapters 8, 9
Sixth Homework Assigned

08/04-08/08 Finish Chapter 9
Review Session for Final Exam
Last day of the class: FINAL EXAM

SPECIAL ACCOMODATION

If someone needs any kind of special accommodation to attend the class, please let me as soon as possible.

E322: Sample In-class quiz with Answers**Quiz_1**

Answer the following two questions:

- 1. Why are the wages paid by the producers not included in the Value added approach to calculate GDP?**

Answer: They are thought as intermediate goods or inputs. In the value added approach, GDP only includes the final goods.

- 2. Why is the tax paid by the consumers not included in the Government's income when we try to calculate GDP by using the Income Approach?**

Answer: The answer is not clear. One explanation might be that the consumers do not contribute to the production. Hence the tax they pay should not be included in the GDP calculation. This argument is not that strong.

E322: Sample Examination**Midterm_02****Part_01: Long questions**

Directions: Each of the questions is worth 25 points. Each subsection has equal points. Please allocate your time wisely

Question_01: We are thinking about a representative agent macroeconomic model where there is one producer and one consumer. The model is a closed economy and investment (I) is zero. But government spending (G) is not. The specification of consumer is as follows:

The consumer has two source of income, wage from work and dividend income. The consumer's utility function looks like:

$$U = U(C, L)$$

Where C is the composite consumption goods and L is leisure. We assume both C and L are normal goods. We assume that his utility function satisfies all the usual properties of consumer preference. The consumer's time constraint looks like:

$$L + N^S = h$$

The consumer's budget constraint looks like:

$$C = wN^S + \pi - T$$

Where w is the real wage, π is the dividend income and T is the lump sum tax. We assume that $\pi > T$

The specification of the producer is as follows:

The representative firm has a production function which looks like:

$$Y = zF(K, N^d)$$

Where Y is the output, z is the TFP, F is a concave function, K is capital and N^d is the labor demand by the firm. We assume that production is subject to CRS. Assume that K is fixed.

Now answer the following questions:

- e. Now assume that both real wage (w) and dividend income has increased with T being constant. Explain how the consumer goes from the old equilibrium to the new equilibrium. Provide your explanation in terms of IE and SE. Then show the transition from old to the new equilibrium by using a graph. (Clue: when you are analyzing the behavior of the consumer, you do not have to worry about how the producers are behaving in this economy)
- e. Explain how the representative firm optimizes. Provide a mathematical expression for the profit function of the firm. Graphically show how the optimization is done. You have to label everything in the graph to point out how the total cost of the firm is covered in the optimization process.
- e. In a (C, L) space, write down the equation that defines the PPF for this economy. Then draw the PPF for this economy. Comment on the shape of the PPF. What is the slope of the PPF in this (C, L) space? How is it related to the slope of the Production Function (PF)?
- e. Define a competitive equilibrium for this economy. Write down the mathematical condition that has to be satisfied for CE in this economy.
- e. Define Pareto optimality in this economy. Write down the mathematical equation that has to be satisfied for Pareto optimality in this economy. Graphically show where the CE and the PO is achieved. Do we achieve CE and PO at the same optimal allocation? Explain why or why not.

Question_02: This question is about some policy experiment in a competitive equilibrium setup. The model is the same as the previous one. You are asked to explain how the following policy experiments will change the Competitive equilibrium allocation. Therefore, it is important to think about both the consumer and the producer while trying to analyze the effect of the policy experiments. The policy experiments are as follows:

- a) There is a decline in the government spending (G). For simplicity, assume $\Delta G > \Delta Y$. Explain how this affects the CE of the economy. Compare your CE allocation between the old and the new equilibrium.

- b) There is a decline in the total factor productivity (z). Explain how this affects the CE of the economy. Compare your CE allocation between the old and the new equilibrium. Be sure to decompose the transition from the old to the new equilibrium in terms of SE and IE.

Part_02: Medium Sized questions

Directions: Each of the questions is worth 06 points. Each subsection has equal points. Please allocate your time wisely

Question_01: Write down at least six of the stylized facts of economic growth for the world and also for USA.

Question_02: How does the labor supply curve for our representative agent model look like? Be sure to provide all the explanation for shape of the labor at its different parts. Comment about the labor supply curve in data (you are asked to comment about the empirical labor supply curve for the USA).

Question_03: what is the significance of the social planner? Explain at least three characteristics of the social planner. Explain all the sources of social inefficiency.

Question_04: We are still considering the representative agent model of the previous section. Suppose there is a proportional income tax t on the consumer's wage and also a tax t on his after tax dividend income. Explain how these taxes affect the consumption and labor supply decision of the consumer. Then show the effect by using a graph. Be sure to explain your results in terms of SE and IE. (Clue: we are only interested in consumer's decision. There is no mention of CE. This will be similar to part a of question 1 in the previous section)

Question_05: We are still considering the representative agent model of the previous section. Now suppose the utility function of the consumer now looks like the following:

$$U = C^{0.5} L^{0.5}$$

The consumer has the same kind of budget constraint as before. More precisely, the budget constraint looks like:

$$C = wN^S + 5$$

$$\text{Also assume } h = 24.$$

Solve the consumer optimization problem. You have to derive the mathematical results that calculate the optimal C^* and L^* (I want some mathematical expressions that will have numbers!). Then show this optimal allocation in a graph. Be sure to label your graph properly.

Part_03: Short questions

Directions: Each of the questions is worth 02 points. Please allocate your time wisely

- 1) What is the relation between the assumption of a representative producer and the returns to scale in the production process?
- 2) Write down at least two properties of the consumer preference in the representative agent model.
- 3) Explain the nature of IE and SE for the Consumption goods(C) in our representative agent model. Assume that C is a normal good.
- 4) Write down at least two properties of the production technology of the representative producer who has two factor of production, K and N^d .
- 5) Explain how specialization (or division of labor) is related to the rate of returns in the production process. Give an example where this relationship holds true (a real life example!)
- 6) Give at least three factors that affect the TFP.
- 7) Explain the components of a macroeconomic model
- 8) Explain the relationship between the exogenous variable and the endogenous variable in a macroeconomic model.
- 9) Write down the first and second welfare theorem of economics.
- 10) What is the relationship between the social planner and the two theorem of welfare?

Ivy Tech State College
REGION 14–BLOOMINGTON
ECON_10181J_20063: Spring 2007

Instructor: Muhammad Saifur Rahman

E-Mail Address: murahman4@ivytech.edu

Prerequisite

A grade of “C” or better in ENG 111/HEW 101, English Composition/English Composition I.

Required textbook

O’Sullivan and Sheffrin, *Survey of Economics*, 2nd edition, Student Edition, Pearson Prentice Hall.

Catalog description

A descriptive and analytical study of the market economy and how it allocates resources. Emphasis is placed on consumer behavior, global economic flows, market structures, and the money system.

About this course

This course is concerned with the explaining the functioning of the American and world economies. The course is designed to give a solid grounding in economic theory, as well as substantial consideration of economic problems and a real-world perspective on the “globalizing” trade system of today. Students will be expected to understand standard economic theory, as well as the “real-life” dynamics.

Major course learning objectives

We will gain familiarity with some basic economic data, with an emphasis on the US economy, and learn how to explore the data econometrically. Different market structures, including competition, monopoly, and oligopoly, will be considered. World trade flows will be considered with some depth, to allow for an economic perspective on daily events. Some very basic economic history will also be explored.

Course content

Topical areas of study include –

- Economic growth
- Productivity
- Inflation & the cost of living
- Finance
- Stabilization policy
- The business cycle
- Globalization and the global economy

Grading scale

A	90 – 100%	D	60 – 69%
B	80 – 89%	F	Below 60%
C	70 – 79%		

Grade breakdown

Homework/Quiz	25%
Midterm 1	15%
Midterm 2	15%
Midterm 3	15%
Cumulative Final Exam	30%

Assignments Policy

There would be an assignment/Quiz every week. You will have to submit them online. Directions for submission would be announced later.

Examination Policy

1. There will be three midterm exams and one comprehensive final exam.
2. The exams will be based on the assigned material in the Homework/quiz, Textbook, the readings, and material covered in the lectures.
3. Exam questions may be multiple-choice, diagram-based, or essay.
4. A missed exam may be made up only if failure to submit it is due to **a documented, verifiable emergency**. Within 24 hours of the missed exam you must provide documentation of the emergency. Unexcused absences will result in zeros on exams.

Last day to withdraw: See the guideline provided by ivytech. I will announce it shortly.

Academic honesty statement

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests or other academic works is a violation of College rules. Guidelines for academic dishonesty in an online course will be announced shortly.

ADA statement

Ivy Tech State College seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, please contact the Office of Disability Support Services. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

Right of revision statement

The above course schedule and procedures in this course are subject to change in the event of extenuating circumstances as determined by the instructor.

How to access the Ivy Tech State College Virtual Library:

The Ivy Tech Virtual Library is available to students on- and off- campus, offering full-text journals and books and other resources essential for course assignments. Go to <http://www.ivytech.edu/library> and choose the Virtual Library link for your campus.

Student Behavior Statement:

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. Disruptive behavior, downgrading or disparaging remarks, and any other behavior that shows lack of respect for the instructor or other students, will not be tolerated.

Copyright Statement

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College of Indiana contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

Course Schedule

01/08/07-01/12/07	WEEK 1	Introduction, Chapter 1.
01/15/07-01/19/07	WEEK 2	Chapter 2.
	WEEK 3	Chapter 3.
	WEEK 4	Chapter 4. Exam 1.
	WEEK 5	Chapter 5.
	WEEK 6	Chapter 6.
	WEEK 7	Chapter 7.
	WEEK 8	Chapter 8. Exam 2.
	WEEK 9	Chapter 9.
	WEEK 10	Chapter 10.
	WEEK 11	Chapters 11 and 12.
	WEEK 12	Chapter 12 and 13
	WEEK 13	Chapters 14 and 15. Exam 3.
	WEEK 14	Chapters 16 and 17.
	WEEK 15	The Corporation.
	WEEK 16	Globalization.
	WEEK 17	Final Exam.

Possible Courses That I Would Like To Teach

Possible Undergraduate Courses

I could teach any of the following courses and use the following books:

- a) Principles of Macroeconomics: Either Mankiw or Hubbard
Principles of Macroeconomics with focus on Open Economy: Burda and Wyplosz, *Macroeconomics: A European Text*
- b) Principles of Microeconomics: Karl E. Case & Ray C. Fair, *Principles of Microeconomics*, 8th Edition.
I will also use:
 - i. MyEconLab
 - ii. E-Instruction Response Pad, ISBN: 1-881-48371-7.
- c) Public Finance: Rosen, Harvey S. and Ted Gayer, *Public Finance* (8th Ed).
- d) Development Economics:
 - i. Ray, Debraj (1998), *Development Economics*
 - ii. Michael Todaro and Stephen Smith, *Economic Development*
 - iii. Gerald M. Meier and James E. Rauch, *Leading Issues in Economic Development*.
- e) Money and Banking:
 - i. Fredric S. Mishkin, *The foundations of Money, Banking and the Financial Markets* (eighth Edition).
 - ii. R. Glen Hubbard, *Money, the Financial System and the Economy*, fifth edition.
- f) International Economics: Paul Krugman and Maurice Obstfeld, *International Economics: Theory and Policy*, eighth edition.
- g) Mathematics: I can teach any undergraduate mathematics course which includes linear algebra, advanced calculus, optimization technique and real analysis. I will use standard books that are available and my own notes to teach these courses.
- h) Econometrics: Jeffrey Wooldridge, *Introductory Econometrics: A Modern Approach*, 4th edition. This is the book I have been using for my independent study group for econometrics
- i) Applied Statistics: I will use standard books that are available and my own notes to teach this course.

Possible Graduate/intermediate level Courses

I would like to teach core and advanced macroeconomics, applied macroeconomics, monetary economics, development macroeconomics, open economy macroeconomics. I would like to use the following books for the following courses:

- a) Core graduate macroeconomics: Ljungqvist and Sargent, *Recursive Macroeconomics*
- b) Advanced Macroeconomics: Based on journal articles and own lecture notes.
- c) Applied Macroeconomics: Fabio Canova, *Methods for Applied Macroeconomic Research*
- d) Monetary Economics:
 - i. Michael Woodford, *Interest and Prices*
 - ii. Carl Walsh, *Monetary Theory and Policy*
- e) Open Economy Macroeconomics (Graduate Level)
 - i. Lim and McNelis, *Computational Macroeconomics for the Open Economy*
 - ii. Journal articles.
 - iii. Martin Uribe, *Lectures in Open Economy Macroeconomics* (lecture notes)
- f) Open Economy Macroeconomics (intermediate Level): Martin Uribe, *Open Economy Macroeconomics* (lecture notes)
- g) Development Macroeconomics: Carlos Vegh, *Open Economy Macroeconomics in developing countries* (Unpublished manuscript).
- h) Growth Theory (graduate level):
 - i. Barro and Sala-i-Martin, *Economic Growth*
 - ii. Thomas Sergent, *Dynamic Macroeconomic Theory*
 - iii. David de la Croix and Philippe Michel, *A Theory of Economic Growth: Dynamics and Policy in Overlapping Generations*
- i) Intermediate Macroeconomics: Stephen Williamson and part of David Romer's book.
- j) Intermediate Microeconomics: Hal Varian, *Intermediate Microeconomics*
- k) Mathematical Economics (Graduate Level):
 - i) Simon and Blume., *Mathematics for Economists*
 - ii) De la Fuente., *Mathematical Methods and Models for Economists*
- l) Macroeconomic aspects of Public Finance: This course will be based on my own lecture notes and journal articles.