

Syllabus for Econ 308 - Money & Banking

Instructor: Richard Walker

Winter 2023

created: 12/17/22

Email: richard-walker@northwestern.edu

We will meet twice a week: Mondays and Wednesdays from 12.30-1.50pm in University Hall 122. The TA, Clement Bohr, will lead discussion sections on Fridays at the same time and place. Office hour details (mine and Clement's) will be posted on Canvas.

You are allowed to use a laptop or tablet in class, but to do so you must be sitting in one of the first two rows.

1 Course overview

This is a course in monetary economics. The aim is to convey the fundamental of monetary theory and policy, and to examine select topics in finance and in monetary history. It is not a course in 'pure' finance and not designed to prepare you for a career in investment banking. You will not learn how to price esoteric options or read banks' balance sheets, although asset pricing and balance sheets will both turn up somewhere. You will instead learn something about economists think about 'money' more generally, in particular regarding the problems faced by monetary policymakers. The course does not consist entirely of analysis of the 2007-8 financial crisis, but does culminate in a week or two of this sort of thing.

Prerequisites for the course are 201, 202, 281, 310-1, 311, Math 220, Stat 210. Students should already be comfortable with basic differential calculus; I might show you some integrals at some point, but you will not have to actually perform any integration. You should also be familiar with with the standard IS/LM macroeconomics framework. We'll review the IS/LM model near the start of the course, but will go over it fairly quickly.

1.1 Evaluation

- Two midterms in class on Wednesday January 25th and Wednesday February 15th. (30% each)
- Final exam on Wednesday March 15th (exam week) at 3pm. (40%)

The final exam will focus on the final third of the class, but will also touch on the first two thirds. That's why it's weighted more heavily than the midterms.

As we proceed through the quarter I will keep you informed of your standing in the class by occasionally publishing score-grade correspondences. These will indicate the letter grade to which your current weighted

average provisionally corresponds. It is possible that the score-grade correspondence will differ from the one that some of you will have seen in US high schools.

1.2 Sections

Section attendance is not mandatory but will be useful. Each week I will post supplementary questions on Canvas. The TA will go through some or all of these questions in sections; I strongly recommend that you consider them beforehand. You will get a lot more from the course, and find the midterms and final much easier, if you attend sections.

2 Course materials

There will be slides for each topic posted on Canvas. These will be covered in lectures. There will be three versions of the slides available: one identical to that I use in lectures; one in ‘handout’ form that omits the dynamic overlays but otherwise resembles the version I go through; and one in ‘article’ form that’s even more compact. These slides will constitute the core material for this course. The exams will be based on their contents and on the supplementary questions I post.

In addition to the posted slides I will provide supplementary readings where appropriate, and occasional notes when no suitable source is available.

As for a textbook, below I list readings from two books: Frederic Mishkin’s ‘*The Economics of Money, Banking and Financial Markets*’ [8th edition], hereafter **FM**; and ‘*Money, Banking, and Financial Markets*’ [1st edition] by Laurence Ball (**LB**). Each covers a wide range of topics at an intermediate level, and as such is not pitched at the ideal level for this course. We will cover fewer topics than either book and will sometimes go a little deeper into theoretical issues than they do. We will also cover some topics that they ignore completely. While the books make for good preparatory and background reading, and will be sufficient for some areas, the slides I present in class will constitute the main resource for students. You should consider **FM** and **LB** as optional, as it’s perfectly possible to do the course without buying either one of them. My sense is that most people do not buy a textbook and do not regret this decision.

3 Lecture topics and references

The plan is to tackle the following subjects in order. If it looks like we’re falling behind, certain sections will be abbreviated. I will keep students informed of potential adjustments to the syllabus as soon as they look likely. Textbook readings are obviously only relevant if you choose to buy a textbook.

3.1 Introduction/revision/basic concepts

Review of basic concepts, and a roadmap for the rest of the course.

- functions and definitions of money
- the quantity equation and money neutrality

- short-run non-neutrality in the IS/LM framework

Readings: **FM** Ch. 3, Ch. 19 (pp.493-500), Chs 20-22; **LB** Ch. 2 (pp.25-36), Ch. 14 (pp.413-417) [note that **LB** has nothing on IS/LM, which is perhaps in its favour].

3.2 Hyperinflations and fiscal credibility

The importance of fiscal rectitude in underpinning the value of the medium of exchange.

- the Cagan model of hyperinflation
- the ends of big inflations: the role of fiscal policy

Readings: <http://gregmankiw.blogspot.com/2006/04/time-inconsistency.html>

3.3 Money demand: theory and evidence

Examination of the main theories of money demand.

- transactions demand and the Baumol-Tobin model
- portfolio demand: money as an asset
- empirical evidence

Readings: My supplementary notes.

3.4 Monetary policy instruments

Consideration of the policy tools traditionally used by central banks.

- institutional arrangements in the US
- central bank control of the money supply
- choice of monetary target: quantity or price?

Readings: **FM** Ch. 12 (pp.311-322), Ch. 13, Ch. 14 (not the appendix), Ch. 15; **LB** Ch. 11.

3.5 The term structure of interest rates

What can the bond market tell us about expected Fed policy?

- bond pricing
- no-arbitrage and the yield curve

Readings: **LB** Ch. 4 (pp.102-109), Ch. 13 (pp.383-390).

3.6 The monetary transmission mechanism

How does money affect aggregate demand?

- evidence on the traditional ‘interest rate’ channel
- information asymmetries, lending and the importance of net worth
- the credit channel

Readings: **FM** Ch. 8 (pp.181-192, 195-198), Ch. 23 (pp.596-609); **LB** Ch. 11, Ch. 13 (pp.390-399).

3.7 Modern policymaking

Discussion of the appropriate objectives for policymakers.

- the 3-equation framework
- time inconsistency and solutions
- inflation persistence and structural uncertainty

Readings: **FM** Ch. 16 (omit the section on Monetary Targeting; skim the rest); **LB** Ch. 12 (pp.352-377), Ch. 15, Ch. 16; supplementary notes;
<http://gregmankiw.blogspot.com/2006/04/time-inconsistency.html> again

3.8 The credit crunch

Examination of financial crises and consequent policy responses.

- what happened in 2007/8?
- unconventional monetary policy

Readings: **LB** Ch. 14 (pp.433-438), Ch. 18 (pp.543-651); other readings to be provided.

4 Various statements

Here are some statements that instructors have been asked to include in previous quarters.

4.1 Academic Integrity Statement

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html>

4.2 Accessibility Statement

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

4.3 Guidance on Class Recordings

This class or portions of this class will be recorded by the instructor for educational purpose and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

[Note from RW: I do not plan to record any classes, but am including the above just in case that changes.]

4.4 Prohibition of Recording of Class Sessions by Students

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings - including distributing or posting them - is also prohibited. Under the University's Copyright Policy, faculty own the copyright to instructional materials - including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

4.5 Support for Wellness and Mental Health

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services

(CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>