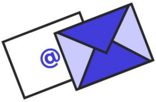
Principles of MACROECONOMICS

FALL 2019

Contact & Office Hours



Main Instructor:

Chandler Lester*

Email: clester3@uoregon.edu

Office: 417 PLC

Office Hours:
Mon 2-3pm, Wed. 10-11am

* Prefers to go by Chandler

Graduate Students:

Colleen O'Briant

Email: cobriant@uoregon.edu

Office: 828 PLC

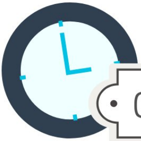
Office Hours:
Thurs: 3-3:50pm, Fri: 2:30-3:30pm

Brock Wilson

Email: bwilson@uoregon.edu

Office: 830 PLC

Office Hours:
Tues: 12-2pm



Office Hours Policy

Office hours are time that me and the GE's for this class have set aside for you. Please feel free to stop by to ask questions or to discuss topics related to this course or school in general.

It is common for people interest in graduate school or an economics major to stop by and discuss this path with instructors who have already completed it. So, don't feel shy about coming by to discuss economics.

That being said, the GE's are enrolled in classes and I am in the process of working on my dissertation, so if the scheduled office hours do not work for you please email us (do not just show up at our offices) and we will schedule time for you. Please email us about additional office hours several days in advance so that we can accommodate your schedule and our own.

KEY DATES

Midterm
Oct 30

12:00PM-1:20PM

Nov 27

NO CLASS

Final
Dec 10

10:15AM-12:15PM

Course Description

What will we learn in this class?

Macroeconomics is a branch of economics dealing with the performance, structure, behavior, and decision-making of an economy as a whole. This includes regional, national, and global economies.

Lectures are designed to give you exposure to the fundamental issues of macroeconomic analysis. We will cover concepts such as growth, recessions, fiscal and monetary policy, and other economic notions that are widely used and discussed, but seldom understood. Assignments will be an opportunity for you to think through and critically engage with the material.

At the end of this class you will be able to

- Define the indicators that are used to measure the performance of the economy
- Interpret macroeconomic data that you might encounter in the media
- Apply knowledge of macroeconomic aggregates and their interaction to think about public policy issues in a more informed way
- Explain the main macroeconomic events of the last few decades
- Recognize different macroeconomic analysis frameworks and situate them in economic thought

What is the textbook for this course?

Macroeconomics by Parkin 12th edition

I will be basing my lectures for this class on this textbook. You are in no way required or expected to purchase this book.

If you want a copy it will be available at the duckstore, and I will try to put a copy on reserve at the library.

I will periodically assign readings or ask you to listen to a podcast. All of these readings will uploaded to canvas. I will try to always link to podcasts and (if possible) upload transcripts.

TENTATIVE Course outline:

Topics	Mondays	Wednesdays	Fridays
Intro. to Macro	09/30 No Class	10/02 Intro Quiz	10/04 Practice

Growth & Jobs	10/07 Quiz 1	10/09 Quiz 2	10/11 Homework 1
Savings and Interest	10/14 Quiz 3	10/16 Quiz 4	10/18 Homework 2
Money	10/21 Quiz 5	10/23 Quiz 6	10/25 Review
Midterm Week	10/28 Review	10/30 Midterm	11/01 CANCELED
Economic Fluctuations	11/11 Quiz 7	11/06 Quiz 8	11/08 Homework 3
Fiscal Policy	11/04 Quiz 9	11/13 Quiz 10	11/15 Homework 4
Monetary Policy	11/18 Quiz 11	11/20 Quiz 12	11/22 Homework 5
Economic Crises	11/25 Quiz 13	11/27 CANCELED	11/29 CANCELED
Inequality	12/02 Quiz 14	12/04 Review	12/06 Review

**FINAL: Tuesday, December 10th at 10:15am in our regular classroom

Discussion Sections:

These sections will focus on reviewing material and helping students complete assignments. The goal of these section is to help students form study groups and give students access to aid from graduate students.

Attendance at these sections is not required, but the graduate students supervising discussion section will be able to guide students to correct answers on homework.

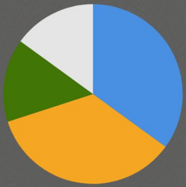
Students who attend all sections and turn in assignments on time are more likely to receive A's on homework.

Grading

POSSIBLE GRADING SCHEME:

100-90% = A
89-80% = B
79-65% = C

Assignment Weights



Quizzes

There will be 15 quizzes (14 pre-lecture quizzes and an intro quiz). Your TEN highest scoring quizzes will be graded.

All quizzes will be given online and due before lecture.

Homeworks

There will be 5 homeworks. All must be turned in for a grade. They will be due at 5pm on Fridays by online submission.

Discussion sections will focus on helping students complete these assignments.

Grading Paths

Path

TO GET AN A

- Comes to 80% of classes
- Emails instructor when class is missed
- Turns in ALL assignments on time
- Does above average on all exams
- Asks instructor questions
- Attends several office hours
- Goes to review sessions

Path

TO GET A B

- Comes to 70% of classes
- Gets updates from other students when class is missed
- Turns assignments in on time
- Does somewhat above average on all exams
- Attends at least 1 office hour or review session
- Emails the instructor about some questions

Path

TO GET A C

- Comes to over 50% of classes
- Gets updates from other students when class is missed
- Turns assignments in on time, maybe forgets about one
- Does average or slightly below average on all exams
- Attends a review session or emails instructor a question

Path

TO FAILURE

- Comes to less than 50% of classes
- Doesn't get updates about missed material
- Forgets to turn in assignments
- Does significantly below average on all exams
- Never communicates with professor or TAs

Class Room Policies

Grading

All assignments must be turned in on time.

Late assignments and makeup exams are only permitted under extreme circumstances.

It is your responsibility to check canvas and make sure all your grades are entered correctly as the semester progresses.

Please contact me, not your GEs about course grades .

DO NOT EMAIL ME ABOUT YOUR FINAL LETTER GRADE. Unless you believe there is an error.

DO NOT SAY THE WORD CURVE IN THIS CLASS

Grades are assigned according to approximate grade ranking. This will be AT LEAST AS generous than the normal scale for A's,B's, etc.

In Class Behavior

Raise hands for questions during class. Do not interrupt the instructor

Studies show taking notes by hand works best for most students, if possible take notes this way.

Powerpoints/outlines of lecture will be provided so that students don't have to write down all definitions and concepts.

If using a laptop for notes please try to sit in the back of the classroom, especially if you tend to check social media during class.

This way you will not be a distraction to others.

Don't talk during class.

Attendance isn't required, if you aren't going to listen you don't have to be here.

It's okay if your cellphone rings, but please silent it quickly. It is expected that you phone is away and on silent during class.

Test Day Behavior

You are required to use a non-programmable calculator.

I will bring a few in case people forget. Please bring your own on test day.

Please don't wear hats with brims on exam days.

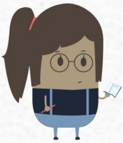
Beanies or backward baseball hats are okay.

NO NOTES!!!!

Everyone should be able to pass this class if they do all the work.

Please don't cheat.

Accessible Education



Testing

The University of Oregon is working to create inclusive learning environments. Please notify me if there are any aspects of this course that result in barriers to your participation. For more information or assistance, contact the Accessible Education Center: 164 Oregon Hall , Phone number 541-346-1155 .

If you require special accommodations of any kind you will need to provide a letter from the Accessible Education Center verifying your need and detailing the appropriate accommodations. So that I can plan for any necessary accommodations please get this letter to me by the end of the first week.

If your accommodations involve any proctoring of exams at the AEC you will be responsible for scheduling those exams with sufficient anticipation with the AEC. Keep in mind that proctored midterms need to be scheduled at least seven days in advance and that proctored final exams need to be scheduled by the 5:00pm of the Friday of week 8 of the course.

Parenting

Policy on Children in Class: It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

- All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to chose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

Taken from: https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples

Other Resources

Sexual violence and survivor support
safe.uoregon.edu

Diversity
inclusion.uoregon.edu

Academic integrity
integrity.uoregon.edu

powered by
PIKTOCHART