

SYLLABUS - RESOURCES  
Economics 10200  
Principles of Macroeconomics  
Spring Quarter 2022

## ECONOMICS DEPT. RESOURCES



### Econ Department Office Hours

Every quarter I (and all other instructional professors and lecturers in economics), have weekly non-course specific office hours for potential, current, or past economics majors to discuss anything. You can come and talk to me (or any of us) during these times even if you are not currently enrolled (or have never been enrolled) in a class we are teaching. Times and locations are emailed out to the econ majors email list (see "Helpful Email Lists", below).

### Letters of Recommendation

Send me an email that includes (1) a link to the program to which you are applying, (2) your current resume, (3) your transcript (unofficial is OK), (4) a brief statement that lists 3-4 things that \*my\* letter can convey which other letter writers cannot. I usually do not write letters of recommendation for students I've only had in one class or for students who cannot articulate an answer to item 4. I will occasionally make exceptions to this if you were a frequent, active participant in class or on the discussion boards.

### Helpful Email Lists

At the bottom of the [Undergraduate Econ webpage](#)<sup>1</sup> are email sign-ups for undergraduate econ-targeted announcements about available internships, research assistant jobs, opportunities for majors (for example, joining the Fed Challenge team), or graduate school preparation. You can also find paid and unpaid research opportunities for undergraduates in the [CCRF research opportunity database](#)<sup>2</sup>.

### Economics RSO's

[Oeconomica](#)<sup>3</sup> has year-round cohorts focused on reading and synthesizing economic research articles. They also have review sessions and run the Econometrics Game. Feel free to let me know if there are other RSOs and I will add them to this section.

I know that UChicago courses are difficult and challenging, which is why this course syllabus has a section dedicated to resources which will support your learning success on campus, in this department, and in this class. The information here is of equal importance to the Syllabus Core & Syllabus Policies documents, all of which are posted to Canvas.

## CLASS RESOURCES

### Discussion Boards

I use Ed Discussion boards for this course. You should feel free to post AND ANSWER questions on the boards. **I do not mind if people use the board to share or discuss homework answers before the assignment is due**, though I will not respond and say whether the posted answer is right or wrong. No extra credit is given for participating on the boards but I prioritize answering questions on the board above answering email.



### Course Recordings

If technology and university policy allow, the TAs and I will record the iPad screen during the live class session. Office hours will not be recorded. **For the privacy of others (FERPA and privacy laws), you should not record office hours, classroom discussion, or any one-on-one meetings without permission.**



### Teaching Notes

My detailed teaching notes will never be made available to you. Ever. I will, however, post slides I use in each lecture.

### Office Hours

Everything in this course is "blind-graded" (students' identities are concealed during the grading process) therefore, attending office hours to incur favorable grading will not work.

- Office hours are open for meetings and discussion with any student enrolled in one of my classes. I have both appointment-based and drop-in office hours. I see multiple students at the same time during drop-in hours. To make an appointment go to the "calendar" option on Canvas (left hand bar) and click on "Find Appointment".
- During office hours: I or the TA answer or guide questions about the homework material; re-teach material in a different way for students who were in class but feel they do not understand it as it was presented; or elaborate on extensions/implications of the material. We will not check your homework answers but will help you with concepts. The difference between the two is in how you phrase your question... drop by during office hours to learn the difference!
- The office hours closest to the homework due date are the busiest and focused on that week's homework, the office hours furthest away are the quietest. Choose the office hours that match your goal. Bring your class notes or homework progress for reference.
- I have separate office hours for general advising, economics discussions, or meetings about topics not related to course material. See "Econ Department Office Hours" for more details.
- Outside of class and office hours, my time is already allocated to other aspects of my job. I am generally not available for impromptu (drop-in) meetings, though I may be available for scheduled meetings with enough planning time.

### Mental Health Services 773-702-4156

It is easy to think that you should “just push through” and finish assignments, even if you are exhausted. This is bad. Your brain is responsible for your future success, and it needs to be taken care of—that means taking care of yourself. If you are exhausted you can neither think creatively, nor reason soundly. Taking a break is not laziness; it is self-preservation to make sure you will thrive for future years. Learn how to set and enforce these boundaries: plan blocks of “recovery and rejuvenation time” in whatever form that works for you.

Students differ in how much they know about mental health services. In the USA your use of mental health services is not linked to your academic file; it is confidential. In general, psychiatrists prescribe medication while psychologists provide counseling. Both are trained to help you receive the specific assistance you need.

There are no rewards for “toughing it out”. If you experience mental, physical, or other problems immediately contact [Student Health and Counseling Services](#)<sup>4</sup> (SHCS). I provide all accommodations officially requested by SHCS. These are 3 programs I know students use:

- [Let’s Talk](#)<sup>5</sup>: Drop-in; doesn’t require an appointment.
- [Therapy Groups](#)<sup>6</sup>: For people going through similar experiences.
- [Counseling](#)<sup>7</sup>: Focused on a specific issue, with a short-term goal.

SHCS offers Health and Wellness initiatives as well, including the [Academic Skills Assessment Program \(ASAP\)](#)<sup>8</sup>, which helps students improve their academic performance by addressing a number of issues that can interfere with effective learning, including time management, learning and memory, test anxiety, reading effectiveness, effective exam preparation, and general study skills. The ASAP program offers quarterly workshops and brief one-on-one appointments.

### Disabilities

My goal is to evaluate your understanding of the material in this course, NOT your understanding of the material in this course while you simultaneously undergo a panic attack / work through dyslexia / are unable to take notes / etc. I have no medical background and am unable to determine appropriate accommodations. However, [Student Disability Services](#)<sup>9</sup> (SDS) can evaluate your needs and secure the necessary arrangements. **I cannot provide ANY accommodation until SDS has officially approved your case and informed me of the accommodations you are allowed.** Once approved, I will provide all the accommodations officially requested by [SDS](#).

**Timely notifications are needed** to ensure that your accommodations can be implemented: some accommodations require advance staffing or technology accommodations that can take time to implement or acquire.

Your use of any accommodation from SDS is confidential and is not recorded on your transcript, nor may I (or anyone else) discuss your use of it. I do not need to know why you received accommodation. Remember that **SDS may take some time (1-3 weeks)** to process your request; perhaps longer in the current environment. Apply early in the quarter if there is *any* chance that you will need accommodation. You are not required to use the accommodation you receive.

### College Core Tutoring Program

There is a [volunteer tutor program](#)<sup>10</sup> available for many econ courses. I do not coordinate or interact with the tutoring program in any way.

### Center for College Student Success

[CCSS](#)<sup>11</sup> provides mentoring services to help first-generation, lower-income, and immigrant students succeed in environments like the one at The University of Chicago. Note: “first-generation students” is a broader definition than many realize and can include students whose parents have degrees but did not have a university experience that translates to The University of Chicago.

### Technology Rentals

If you find that your computer is slow or too old to work efficiently, you may be able to borrow a laptop at no charge for up to 8 hours from the [Tech Bar at Regenstein](#)<sup>12</sup>. At the time of writing, it is not known if the program will be available.

Many public libraries in the United States offer a similar service for their patrons. For example, [Chicago Public Library](#)<sup>13</sup> has laptops, scanners, and Internet-to-Go-WIFI available for lending.

### cVPN & vLAB

Many campus network resources require you to be on-campus to access them. If you are not on campus, you should use the (free) university-provided VPN ([cVPN](#))<sup>14</sup> to gain access. Essentially, this makes online university services treat you “as-if” you were using a computer on campus.

[vLAB](#)<sup>15</sup> (Virtual Lab) creates a virtual desktop that you can use to access programs typically installed on campus computers. To access it from off-campus, you need to use the cVPN. Programs include everything from Excel to Stata, R to MATLAB.

Explorer and Firefox are also included, which may be useful for interacting with certain websites. This can be the only way for Mac users to use some portions for MATLAB.

### Career Advancement

[Career advancement](#)<sup>16</sup> has substantial experience working with economics undergraduates to find careers that match their interests – they have far more resources to advise you than I do. Visiting them early will help you make informed choices about classes and/or majors.

## SYLLABUS TOPICS

### SYLLABUS COURSE ..... C1

Prerequisites  
Measured Learning Objectives  
Description  
Textbooks

### CALENDAR..... C2

### STRUCTURE ..... C3

### GRADES CALCULATION ..... C3

Aggregate Individual Score  
Grade Cutoffs  
Other Grading Notes

### POLICIES & RESOURCES ..... C3

### SYLLABUS POLICIES ..... P1

Guests/Class Visitors  
Email  
Tech. Statement  
Attendance & Participation  
Course Announcements & Additional  
Materials  
Online Behavior  
Sharing of Documents  
Bug Bounties

### SUBMISSIONS..... P2

Submitting work on Gradescope  
Technical Error Regrades  
General Regrades

### ACCOMMODATIONS..... P3

Policy on Technical Difficulties  
Disruption Accomodation

### COLLABORATION/CHEATING/ PLAGIARISM ..... P3

### CAMPUS POLICIES..... P4

FERPA  
Responsible Employees  
Workload Statement  
Diversity Statement  
Personal Recording or Distributing  
Audio, Video or Photographs  
COVID-19

### POLICIES: WEB LINK VISUAL REF ..... P4

### SYLLABUS RESOURCES

### ECONOMICS DEPT. RESOURCES..... R1

Econ Department Office Hours  
Letters of Recommendation  
Helpful Email Lists  
Economics RSO's

### CLASS RESOURCES ..... R1

Discussion Boards  
Course Recordings  
Teaching Notes  
Office Hours

### CAMPUS RESOURCES..... R2

Mental Health Services  
Disabilities  
College-Core Tutoring Program  
Center for College Student Success  
Technology Rentals  
cVPN & vLAB  
Career Advancement

### SYLLABUS TOPICS..... R3

### RESOURCES: WEB LINK VISUAL REF .... R3

## WEB LINK VISUAL REFERENCE

<sup>1</sup> Undergraduate Econ <https://economics.uchicago.edu/content/undergraduate-program>

<sup>2</sup> CCRF Research Opportunity Database <https://ccrf.uchicago.edu/research-opportunity-search>

<sup>3</sup> Oeconomica <https://voices.uchicago.edu/oeconomica/>

<sup>4</sup> Student Health and Counseling Services (SHCS) <https://wellness.uchicago.edu/mental-health/>

<sup>5</sup> SHCS Let's Talk <https://wellness.uchicago.edu/mental-health/lets-talk/>

<sup>6</sup> SHCS Therapy Groups <https://wellness.uchicago.edu/mental-health/therapy-groups/>

<sup>7</sup> SHCS Counseling <https://wellness.uchicago.edu/mental-health/counseling/>

<sup>8</sup> Academic Skills Assessment Program (ASAP) <https://wellness.uchicago.edu/mental-health/academic-skills-assessment-program/>

<sup>9</sup> Student Disability Services (SDS) <https://disabilities.uchicago.edu/>

<sup>10</sup> Tutor Program <https://college.uchicago.edu/academics/college-core-tutor-program>

<sup>11</sup> Center for College Student Success <https://college.uchicago.edu/student-services/center-college-student-success>

<sup>12</sup> Tech Bar at Regenstein: <https://its.uchicago.edu/techbar/techbar-equipment-lending-terms-and-conditions/>

<sup>13</sup> Chicago Public Library <https://www.chipublib.org/library-laptop-use-guidelines/>

<sup>14</sup> cVPN <https://its.uchicago.edu/2018/09/11/training-tip-cvpn/>

<sup>15</sup> vLAB <https://academictech.uchicago.edu/vlab/>

<sup>16</sup> Career Advancement <https://careeradvancement.uchicago.edu/about>