

EC 313: Intermediate Macroeconomics

Chandler Lester

Spring 2020

E-mail: clester3@uoregon.edu

Office Hours: T 9-10am, F 1-2pm

Office: 417 PLC

Web: [Course Website](#)

Class Hours: TR 12-1:50pm

Class Room: 221 MCK

Course Description

This course will cover macroeconomic models that help explain fluctuations in output, employment, the price level, inflation, interest rates, with applications to the U.S. economy. Through these foundational models students should seek to develop a better understanding of US policy issues and current events. Furthermore through these topic we should hope to become informed enough about the macroeconomy to develop tools to understand and evaluate these issues.

Prerequisites/Corequisites

Prerequisites: EC 202, MATH 111; EC 311 strongly recommended

Materials

Macroeconomics by Olivier Blanchard 7th edition Pearson.

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.

Class Structure

Grades will be based on homework assignments, quizzes, two midterms, and the final. The quizzes and final are closed book (NO NOTES).

Quizzes

There will be 3 "in-class" practice quizzes. They are meant as practice exams. Your highest 2 quiz grades will count toward your grade. The other will be dropped. They will be given online during official class time.

Homework

There will be 3 homeworks. They will be due by 2pm Friday and must be turned-in via online submission. The grader will select several problems at random to grade from the problem sets.

Grades

Grades will be based on:

- 15% Homework
- 15% Quizzes
- 20% Midterm **04/21/2020**
- 20% Midterm **05/12/2020**
- 30% Final **06/12/2020** (at 8am)

POSSIBLE Grading Scheme:

100-90% = A

89-80% = B

79-65% = C

** Note the grading scheme will be *at least* as generous as the traditional scheme

Grading Policy

You CANNOT reschedule the midterm or final exam.

If you miss one exam I will distribute the weight to your final exam. For instance if you miss midterm 1, your final will then be worth 50% of your grade. Same will happen if you miss midterm 2. DO NOT MISS THE FINAL.

Any grade appeals must be made within one week of the exam. To do so you must turn exam back into me along with a statement about why the question must be re-graded, there will no verbal discussion of grades and any request for re-grading leaves the entire assignment subject to re-grading. This does not apply to any small mistakes like grade calculation errors.

Homework is due 2pm in person on Fridays, and quizzes are online during "class time" on the day they are due. These due dates are not flexible.

It is your responsibility to check canvas and make sure your grades are entered correctly. If there is a mistake you must notify me before finals week to guarantee it is corrected. I will not adjust your letter grade if you find an error after grades are submitted.

DO NOT EMAIL ME ABOUT YOUR FINAL GRADE unless you believe there has been an actual error.

Course Policies

During Class

I highly encourage students to take handwritten notes, if possible. I personally believe it helps students learn material **better**. However, I understand using laptops is most convenient for many students so they are permitted for taking notes. Cellphones should be silenced or turned off, and I should not see them being actively used during class.

In general, please respectful. If you're not going to pay attention you don't have to be here.

Academic Integrity and Honesty

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without explicit permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas).

If there is any question about whether a particular activity constitutes academic misconduct, it is the student's obligation to clarify the matter with the instructor before engaging in or attempting to engage in the activity. Please contact me with any questions you have about academic misconduct.

Additional information about maintaining your academic integrity is available at [here](#). Information about plagiarism is available [here](#).

Any violations of the academic integrity policy will result in a failing grade for the course and a complaint will be filed with the University's Hearing Board. Cheating of any form will not be tolerated.

Accessibility

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 disability-related barriers to your participation. For more information or assistance,

contact the [Accessible Education Center](#): 164 Oregon Hall | 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 choose 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>

Illness

IF WE RESUME IN-PERSON CLASSES I have tried to design my grading scheme so that people who are sick can remain at home. Please stay home if you feel ill. I am always happy to send my copy of the lecture slides to students who miss class.

Lecture Slides

I **DO NOT** upload my pdf version of the lecture slides to canvas for several reasons:

1. A lot of your course grade depends on being able to draw graphs. If you do not see me drawing the graphs, it will be more difficult for you to do so on your own.
2. You should come to class and not just read lecture slides at home
3. My copy of the slides is usually over 100 pages. Each time I click next on a slide I am actually loading a new page of a PDF. These files are massive and can be confusing for many students.

Please do not ask me to upload these files. I am happy to email them to you.

Tentative Course Schedule

Topics	Tuesdays	Thursday
Macroeconomic Basics	03/31	04/02
The Goods Market	04/07	04/09-Quiz 1
Financial Markets	04/14	04/16-HW 1
The Goods & Financial Markets	04/21-Midterm 1	04/23
The Goods & Financial Markets	04/28	04/30-Quiz 2
Labor Market	05/05	05/07-HW 2
Aggregate Supply & Demand	05/12-Midterm 2	05/14
The Phillips Curve	05/19	05/21-HW 3
Economic Crises	05/26	05/28-Quiz 3
Open Markets & Inequality	06/02	06/04

****FINAL: FRIDAY, JUNE 12th at 8am ☺ in 221 MCK *****

Homework is due Friday at 2pm, would be due Thursday if we hold in-person classes.

Tentative Exam Material: Some of the course material listed above will not take an entire week or may take longer. I expect the exams will cover:

- Midterm 1 - Macroeconomic basics, the goods market, and the financial market
- Midterm 2- IS-LM, Labor Markets
- Final - Cumulative, primary focus on Aggregate Supply/Demand, the Phillips curve, and analyzing economic situations

Online Spring Course Instruction: My plans for online learning during spring term

1. I will upload reversion of the lecture slides without key graphs and calculations as I always do
2. I will upload videos of my lectures where I go over the slides and add supplemental information to them
 - One of the biggest complaints I get from students is that I go too fast. Now you can pause my lectures!!
 - You still need to go through the slides to get all of the information you need.
3. I will upload in-class handouts and videos of me solving these problems by hand
 - This class was going to have an active learning component where you worked on handouts. I will still do this, I will likely set up online conferences for students to work together during the official class time.
4. I will host on-line office hours mostly like using Zoom
5. I can also be available in person by appointment. I will be more likely to offer this option if we end up in this situation for more than 3 weeks

*This syllabus is tentative and will likely be updated as the term progresses.