



# ECO 305

## Intermediate Macroeconomics

### Spring 2022

## Instructor Info —



James M. Murray, PhD



Pronouns: He/Him/His



Professor, Dept of Economics



Office Hrs Appointments:  
<https://murraylax.org/meet/makeappt/>



Office: 2106 Wittich Hall



Personal Academic Website:  
<https://www.murraylax.org>



Email: [jmurray@uwlax.edu](mailto:jmurray@uwlax.edu)

## Course Info —



12:40 PM - 2:05 PM



Tuesdays & Thursdays  
 Jan 25 - May 5, 2022



Prerequisites: ECO 110, ECO 120, MTH 160/175/207



Centennial 2205

## About —

We take a microfounded approach to the macroeconomy. We examine how optimal decisions of consumers and producers in multiple markets interact to produce macroeconomic outcomes and investigate the implications for economic policy.

## Overview

This required course in the Economics major builds off of both principles of macroeconomics and principles of microeconomics. In this course we build a dynamic model of the macroeconomy that encompasses the interdependent decisions in the markets for final goods and services, labor, capital goods, and money. We examine the short-run and long-run impacts of economic shocks and the implications for economic policy. Finally, with a close attention to detail on the modeling strategy, we carefully consider how the assumptions of our models affect our conclusions.

## Course Goals

We will develop familiarity with economic tools and theories and develop strategies for framing and solving problems that help us answer the following big questions:

1. Why do some economies grow quickly and others grow slowly?
2. How do some economic factors and economic policies hurt or improve long-run economic growth?
3. How do the behaviors of individual consumers affect macroeconomic outcomes for employment, worker compensation, consumption, savings, and production?
4. How do economic shocks affect consumer behavior, and through this channel, affect macroeconomic outcomes?
5. How do tax policies and government expenditure policies affect consumer behavior, and through this channel, affect macroeconomic outcomes?
6. Are long-run government budget deficits sustainable? Can governments continue to borrow money forever?
7. How do monetary policies / interest rate policies affect consumer behavior, and through this channel, affect macroeconomic outcomes?
8. How do the behaviors of businesses affect macroeconomic outcomes for employment, worker compensation, consumption, savings, and production?
9. How do economic shocks affect businesses' behaviors, and through this channel, affect macroeconomic outcomes?
10. How do tax policies affect businesses' behaviors, and through this channel, affect macroeconomic outcomes?

## Learning Outcomes

For successful learning, it is important that you understand why we do the reading, lectures, assignments, etc, we do. Everything we do in this class is meant to achieve the learning objectives below. It would be useful for you to pay attention to what learning objectives the class activities are meant to achieve.

1. Describe determinants for economic growth and predict the impact government policies may have on economic growth.
2. Predict the impact that private decisions and government policy can have on investment in the context of an equilibrium model with investment demand, demand for loanable funds, and supply of savings.
3. Predict the impact that private decisions and fiscal and monetary policies can have on aggregate production and employment in the context of an equilibrium model of aggregate production in the short-run and long-run.
4. Identify business cycle fluctuations in macroeconomic data and explain possible causes and government responses using macroeconomic equilibrium models.
5. Explain and critique various theories for business cycle fluctuations, and describe differences in the implications for macroeconomic policy prescriptions.
6. Describe determinants for demand and supply in the market for money and predict the impact monetary policy has on the market for money and the aggregate macroeconomy.
7. Identify assumptions in macroeconomic models and describe how specific conclusions from macroeconomic models depend on the assumptions.

# FAQs

## ? Does this class meet in other formats?

! Unfortunately, no. This is an in-person face-to-face course and the UWL administration insists that this be the only mode of instruction. Except for cases of illness, emergencies, or when quarantining under the direction of a health professional, students are expected to attend class in-person.

## ? What if I have to miss class?

! Class attendance is excused if you are sick, quarantining under the recommendation of a health provider or official, or have other emergencies. I will post all class material and announcements on Canvas and also include short instructional videos that review much, but not all, class content, so you should be able to keep up in the class for a period of one or two weeks if necessary. If you must miss an exam, we can make an accommodation for you to take the exam at an alternative time.

## ? Do I need to provide documentation for absences?

! No. All students in all classes are expected to report the reason for absence truthfully and all instructors are expected to trust the word of their students. UWL codes of conduct and rules for academic integrity apply to such situations.

## Economics Major Learning Outcomes

This course is part of the economics major required curriculum. Below are all the learning outcomes for the economics major. The learning outcomes that are highlighted below are ones that we will address in ECO 305.

1. Use economic models in domestic and global contexts to analyze individual decision making, how prices and quantities are determined in product and factor markets, and macroeconomic outcomes.
2. Analyze the performance and functioning of government, markets, and institutions in the context of social and economic problems.
3. Think critically about economic models, evaluating their assumptions and implications.
4. Use data to describe the relationships among variables in order to analyze economic issues.
5. Communicate economic thought and analysis in both written and oral contexts to varied audiences.

## Course Materials

**Required Text:** Williamson, S. *Macroeconomics*. 6th Edition. Pearson. 2018.

The textbook is available from textbook rental without a fee. You can pick up your textbook in person from UW-La Crosse Textbook Rental Service in the basement of the Student Union. You can find the hours and other information for Textbook Rental Services at <https://www.uwlax.edu/textbook-rental/>

**Canvas:** Course materials will be provided on the UWL Canvas page for this course: <https://www.uwlax.edu/canvas/>

**Class Website:** Course materials that I can legally share with the world (without violating copyright rules) will also be provided on the following class website. This website will continue to exist after you have completed the course and you may reference it, use the resources, and share it without the need for UWL login credentials. <https://murraylax.org/eco305/spring2022/>

## Student Hours

I am available for student hours **by appointment with a minimum of only 30 minutes notice**. The blocks of time that I am available each week vary and are kept up to the minute on the YouCanBook.Me online scheduler. Additional walk-in hours will be added as necessary, especially during exam weeks and weeks with significant homework deadlines. My typical weekly availability for appointments is given below.

8:30 AM - 10:30 AM Monday, Wednesday, Friday

1:30 PM - 2:30 PM Monday, Wednesday, Friday

2:30 PM - 4:30 PM Tuesday and Thursday

You may schedule a 15-minute appointment by visiting:

<https://murraylax.org/meet/makeappt/>.

Student hours are available for your choice of face-to-face or online via Zoom. You are able to select your choice when you make the appointment through the YouCanBook.Me online booking system.

# FAQs

## ? How do quizzes work?

! During most weeks, you will complete a quiz on your own time in Canvas. Each quiz has 10 multiple-choice questions and is based on the reading assignment for that week. You may have **unlimited attempts** at the quiz and only the **highest score** you earn will count toward your grade.

## ? Can I use the book or other resources for quizzes?

! Sure. I encourage this for quizzes. Each quiz is 10 questions, should take about 5-10 minutes if you are prepared, but you have unlimited time to complete them to allow you to reference your textbook, notes, or other resources posted on Canvas.

## ? Can I work with other students on homework?

! Absolutely! And you will be given class time to do so as well. While you may work with other students on the homework assignments, you will still turn in your own individual work. You should help each other out, but please do not just copy answers.

## Student Hours Satisfaction GUARANTEED!

I guarantee that coming to student hours to ask questions on material you do not completely understand will increase your grade in the class. If you come to student hours and still get questions wrong on the exam about the topic we discussed, I will **refund those points!** This guarantee is subject to the following conditions:

1. Refund points are good for up to two topics on each exam, and up to a total of 10 percentage points per exam.
2. You and I must agree in writing using the following online form: <https://murraylax.org/studentguarantee/>.  
On this form we document very specifically what we discussed and we both agree that I have explained the topic sufficiently and that you have acquired a good understanding from our discussion.
3. You must fill out the above form on the same day of your appointment.
4. You must have attended class when the topic was initially taught or had an excused absence and completed any online work that served as a substitute, including watching any instructional videos.
5. Only three guarantee forms may be filed before each exam.
6. Only one guarantee form may be filed on a single day. Therefore, filing two or three guarantee forms before an exam will require at least two or three separate student hours visits, respectively.
7. After the exam, if you get questions wrong that were guaranteed, it is your responsibility to recognize this and present your copy of the guarantee form to notify me you should get the points refunded.

## Assessments

Your learning will be assessed through weekly quizzes, homework assignments, three midterm exams, a final comprehensive exam, and two short writing assignments. The relative weights toward your final grade for each of these categories of assessments are given below. Within each category below, individual items are weighted equally (eg: each quiz is weighted equally, each homework assignment is weighted equally, etc.)

10%	Weekly Quizzes
10%	Policy briefs writing assignments
20%	Homework Assignments and In-Class Exercises
45%	Midterm Exams (3 total)
15%	Comprehensive Final Exam

## Grading Scheme

94-100	A	82-88	B	70-76	C
89-93	AB	77-81	BC	60-69	F

## Graded Work Response Time

I will grade and provide feedback on submitted work within two weeks of the due date, or before the next exam date if the work is relevant practice for the exam. Work that is turned in late may not be accepted, but if so, I may not be able to grade the work within the two-week time frame. Grades will be posted on the Canvas gradebook.

# Services



## Access Center

Office: 124 Wimberly Hall  
Phone: 608-785-6900  
Email: [ACCESSCenter@uwlax.edu](mailto:ACCESSCenter@uwlax.edu)  
<https://www.uwlax.edu/access-center/>



## Center for Transformative Justice

1120 Centennial  
Phone: 608-785-5094  
Email: [transformative@uwlax.edu](mailto:transformative@uwlax.edu)  
<https://www.uwlax.edu/center/transformative-justice/>



## Cashier's Office

121 Graff Main Hall Phone: 608-785-8719  
Email: [cashiers@uwlax.edu](mailto:cashiers@uwlax.edu)  
<https://www.uwlax.edu/cashiers/>



## Counseling and Testing Center

Office: 2106 Centennial Hall  
Phone: 608-785-8073  
<https://www.uwlax.edu/counseling-testing/>



## Eagle Help Desk

103 Wing Technology Center  
Phone: 608-785-8719  
Email: [helpdesk@uwlax.edu](mailto:helpdesk@uwlax.edu)  
<https://www.uwlax.edu/its/client-services-and-support/eagle-help-desk/>



## Equity & Affirmative Action

131 Graff Main Hall  
Phone: 608-785-8541  
Email: [aad@uwlax.edu](mailto:aad@uwlax.edu)  
<https://www.uwlax.edu/equity/>



## Multicultural Student Services

1101 Centennial  
Phone: 608-785-8225  
Email: [omss@uwlax.edu](mailto:omss@uwlax.edu)  
<https://www.uwlax.edu/multicultural-student-services/>



## Murphy Library

Phone: 608-785-8505  
Email: [libraryoffice@uwlax.edu](mailto:libraryoffice@uwlax.edu)  
<https://www.uwlax.edu/murphylibrary/>



## Office of Diversity and Inclusion

205 Graff Main Hall  
Phone: 608-785-5097  
<https://www.uwlax.edu/diversity-inclusion>

## Quizzes

Every unit of the class has a 10-question multiple-choice quiz administered in Canvas and completed on your own time, due on the Wednesday of that week at 11:59PM. You should spend Monday through Wednesday reading the assigned material to prepare for the quiz.

The quizzes are short and should only take you 5-15 minutes to complete, but you may take more time if you need it. You may use your notes, textbook, and online resources for the quiz. You must work independently on the quizzes and do your own work.

You may have **unlimited attempts** to complete each quiz, and only the **highest score** you earn will count toward your grade. Each attempt will have similar, but probably not identical, questions. If after an attempt you review and figure out the problems you got wrong, you will be more likely to get similar problems correct on a subsequent attempt.

## Homework Assignments / In-Class Exercises

There is a homework assignment for every unit that involves short-answer and problem-solving-type questions. Often we will have class time to collaborate with your classmates on the assignments and receive face-to-face assistance from me with your questions, but you will likely need to take additional time outside of class to complete the assignment.

I ask you to turn in your assignments electronically in Canvas. When you turn in your handwritten work, combine all pages into a single PDF document. Make sure that every page in the PDF document is right-side up and that all your work is legible. I will only evaluate and give credit for homework problems that meet these formatting requirements.

There are multiple free online tools that can combine multiple documents of multiple formats (including image documents like .jpg, .png, .gif, MS Word documents, PDF documents, etc) into a single PDF document.

Here are some examples: <https://online2pdf.com/>, <https://www.easypdfcloud.com/>.

## Exams

The exams will include both multiple choice questions that are similar to your quizzes and short-answer problem-solving questions that are similar to the homework / in-class exercises.

**Practice Exams:** For each exam, one week before the exam I will write two versions of the exam. With a coin flip, I will randomly select one version of the exam to be a practice exam and the other will be the actual exam. I will distribute the practice exam on Canvas and the class website one week prior to the exam. There will be no practice exam for the final exam, but your three previous exams, your three previous practice exams, all past quizzes, and all past homework assignments will serve as excellent practice for the final exam.

**Exam Schedule:** There will be three midterm exams and a final given on the dates below. Exams 1, 2, and 3 will take place during the time regular class meeting. **All exams, including the final exam, are in the regular classroom, 2205 Centennial.**

- **Exam 1:** Tuesday, February 22
- **Exam 2:** Tuesday, March 29
- **Exam 3:** Tuesday, April 26
- **Final Exam:** Tuesday, May 10, 2:30 PM - 4:30 PM

The university sets the final exam schedule and requires us to conduct the final examination experience at the above times. See <https://www.uwlax.edu/records/faculty-staff-resources/final-exam-schedule/> for details.



# Services



**Office for Financial Aid**  
215 Graff Main Hall Phone: 608-785-8604  
Email: [finaid@uwlax.edu](mailto:finaid@uwlax.edu)  
<https://www.uwlax.edu/finaid/>



**Office of Student Life**  
Office: 149 Graff Main Hall  
Phone: 608-785-8062  
Email: [studentlife@uwlax.edu](mailto:studentlife@uwlax.edu)  
<https://www.uwlax.edu/student-life/>



**Pride Center**  
2216 Student Union  
Phone: 608-785-8887  
Email: [pridecenter@uwlax.edu](mailto:pridecenter@uwlax.edu)  
<https://www.uwlax.edu/pride-center/>



**Records and Registration**  
Office: 117 Graff Main Hall  
Phone: 608-785-8951  
Email: [records@uwlax.edu](mailto:records@uwlax.edu)  
<https://www.uwlax.edu/records/>



**Student Health Center**  
1030 Health Science Center  
Phone: 608-785-8558  
Email: [shcnetworking@uwlax.edu](mailto:shcnetworking@uwlax.edu)  
<https://www.uwlax.edu/student-health-center/>



**Student Support Services**  
Office: 2131 Centennial Hall  
Phone: 608-785-8535  
Email: [sss@uwlax.edu](mailto:sss@uwlax.edu)  
<https://www.uwlax.edu/student-support-services/>



**Textbook Rental**  
Student Union Lower Level  
Phone: 608-785-8853  
Email: [textbook@uwlax.edu](mailto:textbook@uwlax.edu)  
<https://www.uwlax.edu/textbook-rental/>



**Veteran Services**  
Office: 116 Graff Main Hall  
Phone: 608-785-8631  
Email: [uwlveted@uwlax.edu](mailto:uwlveted@uwlax.edu)  
<https://www.uwlax.edu/veteran-services/>



**Violence Prevention Service**  
Office: 149 Graff Main Hall  
Phone: 608-785-5126  
Email: [ipeterson@uwlax.edu](mailto:ipeterson@uwlax.edu)  
<https://www.uwlax.edu/violence-prevention/>

## Policy Briefs Writing Assignments

You will complete two economic policy briefs writing assignments. Economic policy briefs are produced in the real world by government and non-profit organizations to communicate an economic situation and make recommendations for economic policy to address the situation. Your policy briefs should have the following attributes:

- **Short:** Approximately 2-5 pages, single spaced. This is for guidance only. There is no length requirement.
- **Focus on a specific time, place, and economic issue:** Feel free to either find a recent economic issue or go back in time in economic history to any country or region in the world. Focus on a specific macroeconomic issue. Examples might include, but are not limited to, inflation episodes, unemployment episodes, government debt crises, global pandemics, oil crises, war, recovery from war, etc.
- **Use real data:** Show one or more plots of economic data that provide evidence and details for the economic problem.
- **Suggest an economic policy:** What should the government and/or monetary authority do to remedy the problem? Use economic theory from this class and/or other economics classes to describe the intended impact of the policy. Discuss also the cost or possibly unintended consequences of your policy prescription. You may include graphs to illustrate your reasoning in this section, but this is not required.
- **Cite literature:** Cite at least three news stories and one academic paper on the topic. Your sources should help provide background for the economic problem and provide evidence for how and why your economic policy suggestion would be effective.
- **Assume a professional audience:** Assume you have an audience of business and/or public policy professionals that may not remember every detail of their college economics classes.

**Submission:** Submit both policy briefs online to the appropriate Canvas assignments by the following deadlines.

- Policy Brief 1 **due Thursday, March 10, 11:59 PM**
- Policy Brief 1 **due Thursday, May 5, 11:59 PM**

**Grading Rubric for Policy Briefs:** The following rubric describes the expectations for your submission and will be used for assigning your grade.

### Purpose and Audience

Capstone (4)	Advancing (3)	Developing (2)	Benchmark (1)
Communicates a clear purpose and demonstrates thorough attention to all elements of the work.	Communicates a clear purpose and demonstrates a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Communicates a clear purpose and begins to show awareness of the audience's perceptions and assumptions).	The purpose is not clearly communicated or the paper gives little attention to the purpose or audience.

### Content Development

Capstone (4)	Advancing (3)	Developing (2)	Benchmark (1)
Communicates appropriate, relevant, and compelling content in an organized fashion to illustrate mastery of the subject and to achieve its stated purpose.	Communicates largely appropriate, relevant, and compelling content in an organized fashion to explore ideas of the subject.	Communicates largely appropriate and relevant content to explore ideas of the subject.	Communicates appropriate and relevant content to develop simple ideas in some parts of the work.

# Resources

## UWL Policies



### Student Handbook:

<https://www.uwlax.edu/student-life/student-resources/student-handbook/>



### Academic Calendar:

<https://www.uwlax.edu/records/dates-and-deadlines/>



### Undergraduate Catalog:

<http://catalog.uwlax.edu/undergraduate/>



### Academic Misconduct:

<https://www.uwlax.edu/student-life/our-services/student-conduct/academic-misconduct/>



### Title IX:

<https://www.uwlax.edu/title-ix/>

## Other Resources



### Canvas Guides / Online Help:

<https://www.uwlax.edu/info/canvas/students/>



### Hate/Bias Incident Reporting:

<https://www.uwlax.edu/campus-climate/hatebias-response/hatebias-incident-report/>



### Student Success Resources:

<https://www.uwlax.edu/info/student-success/>



### COVID-19 Response Resources

<https://www.uwlax.edu/info/covid-19/>

## Grading Rubric for Policy Briefs (continued)

### Data Analysis

Capstone (4)	Advancing (3)	Developing (2)	Benchmark (1)
Uses the analysis of data as the basis for deep and thoughtful judgments, drawing convincing or insightful, carefully qualified conclusions from this work.	Uses the analysis of data as the basis for judgments, drawing reasonable conclusions from this work.	Uses the analysis of data for judgments, drawing mostly plausible conclusions with few errors.	Uses the analysis of data as the basis for tentative, basic judgments or makes significant errors in conclusions

### Sources and Evidence

Capstone (4)	Advancing (3)	Developing (2)	Benchmark (1)
Demonstrates skillful use of relevant sources to support and develop ideas that are appropriate for the content, the purpose, and the audience.	Demonstrates the use of relevant sources to support ideas that are appropriate for the content, the purpose, and the audience.	Demonstrates an attempt to use relevant sources related to the content, the purpose, and the audience.	Demonstrates and attempt to use sources related to the content.

### Conclusions

Capstone (4)	Advancing (3)	Developing (2)	Benchmark (1)
Conclusions follow logically from the evidence provided; are neither too broad or too narrow given the evidence; and the consequences and implications tied to the purpose are discussed.	Conclusions follow logically from the evidence provided and are neither too broad or too narrow given the evidence	The conclusion follows logically from some of the evidence provided, but possibly not all; or the conclusions are too broad or too narrow given the evidence.	Conclusion is unclear or inconsistent with the evidence provided.

### Syntax and Mechanics

Capstone (4)	Advancing (3)	Developing (2)	Benchmark (1)
Uses language that is formal, eloquent, concise, yet complete in its exposition so as to skillfully communicate meaning to readers with clarity and fluency, and is virtually error-free.	Uses concise and straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors, lack of conciseness, lack of sufficient detail or language choice may be distracting.	Uses language that sometimes impedes meaning because of errors in usage, lack of conciseness, and/or lack of sufficient details.

# About Me

## Education



B.S. Economics  
UW-La Crosse, 2000



M.A. Economics  
University of Notre Dame, 2002



Ph.D. Economics  
Indiana University, 2009

## Academic



### Courses I Teach:

ECO 120: Global Macroeconomics  
ECO 230: Data Analysis for Bus  
ECO 301: Money and Banking  
ECO 305: Intermediate Macro  
ECO 307: Intro to Econometrics  
ECO 499: Mathematical Economics



### Research:

Macroeconomics of Expectations  
Fiscal and Monetary Policy  
Scholarship of Teaching & Learning

## Personal



### My Hobbies:

Running, biking (mostly road), swimming, triathlon, hiking, drinking coffee, drinking IPAs, computer programming, messing up computer configurations



### My Family:

I am happily married and I have two school-age boys. Our favorite family activities involve being active outdoors together, enjoying nature, and playing board games.

## Biography

<https://murraylax.org/biography.html>



## Late Work Policy

Late work will be penalized by 20 percentage points per calendar day after the deadline, except for extraordinary circumstances (illness, emergency, etc) that are communicated with me. If there is an extraordinary circumstance and if it is possible, you should notify me before a missed deadline that you will not be able to complete the assigned work at the given deadline and we may agree on an appropriate accommodation. In the event of missing a deadline due to illness or emergency, you should notify me as soon as possible afterwards so that we can make arrangements for you to make up missed work. **Late work cannot be accepted under any circumstances after I have returned graded work to the class or after answer keys have been circulated.** It is for this reason that is important to notify me as soon as possible any circumstance that makes it appropriate to submit work late.

## COVID-19 Policy

This class follows the university's guidelines for all COVID-related guidance. UWL encourages students to be vaccinated against COVID-19. As of the beginning of the Fall 2021 semester, UWL requires all students to be masked in classrooms and other indoor campus communal spaces. Campus-wide mask policies and guidance may change during the semester. Students with COVID-19 symptoms or reason to believe they were in contact with COVID-19 should call and consult with a health professional, such as the UWL Student Health Center (608-785-8558), regardless of their vaccination status. Students who are ill or engaging in self-quarantine at the direction of a health professional should not attend class. Students in this situation will not be required to provide formal documentation and will not be penalized for absences. However, students should do the following:

- Give timely notification to instructors of the absence and provide instructors with an expectation of how long the absence may last, if possible.
- Keep up with assigned work if healthy enough to do so. I post instructional videos on Canvas and the class website to complement all in-class content.
- Submit assignments electronically.
- Work to reschedule exams or quizzes, if necessary.

I have an obligation to provide reasonable accommodation for completing course requirements to students adversely affected by COVID-19. This policy relies on honor, honesty, and mutual respect between instructors and students. Students are expected to report the reason for absence truthfully and instructors are expected to trust the word of their students. UWL codes of conduct and rules for academic integrity apply to COVID-19 situations.

In the event I, your instructor, fall ill or must engage in self-quarantine at the direction of a health professional, class will either continue temporarily in an online environment or temporarily in a hybrid environment with a substitute instructor to facilitate face-to-face learning. In such an event, I will notify the entire class by email and a Canvas notification of the necessary change, and keep the Economics Department leadership continually aware of the circumstances.

## Student Evaluation of Instruction (SEIs)

The university conducts student evaluations electronically. Approximately two weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

## Progress Report Online

This class will be participating in the Navigate Progress Report Online (i.e. PRO@UWL) early alert system designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores, missing assignments, or limited participation), I may provide you feedback through Navigate, UWL's success system, and you will receive notification indicating that I have entered feedback. I encourage you to meet with me and/or utilize helpful campus resources listed on UWL's Student Success website, <https://www.uwlax.edu/info/student-success/>.

## Technical Support

For tips and information about Canvas visit the UWL Canvas Guide for students at <https://www.uwlax.edu/info/canvas/students/>. This site also links to the 24/7 Canvas support. The Eagle Help Desk can assist you with login issues or general computer assistance. See <https://www.uwlax.edu/its/client-services-and-support/eagle-help-desk/>

## Names and Pronouns

I will do my best to address you by a preferred name and gender pronoun that you have identified. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. UWL has a preferred name policy here, <https://www.uwlax.edu/records/preferred-name/>. For information on why attention to pronouns is important for an inclusive environment, see <https://mypronouns.org>. UWL's Pride Center is available for additional assistance. See <https://www.uwlax.edu/pride-center/>.

## Veterans and Active Military

Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the Veterans Services Office (<http://www.uwlax.edu/veteran-services/>). Students who need to withdraw from class or from the university due to military orders should be aware of the military duty withdrawal policy (<http://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#military-duty-withdrawal-university>).

## Mandatory Reporter of Sexual Harassment

As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with a member of UWL's team in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. Please see Title IX resource page at <https://www.uwlax.edu/title-ix/> for more resources or to file a report.

## Students with Accommodation Needs

Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations should contact The ACCESS Center (124 Wimberly Hall, 608-785-6900, [ACCESSCenter@uwlax.edu](mailto:ACCESSCenter@uwlax.edu)) and meet with an adviser to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. You can find out more about services available to students with disabilities at The ACCESS Center website: <http://www.uwlax.edu/access-center>.

## Equity, Diversity, & Inclusion

I share UWL's core value of "diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community." If you are not experiencing this class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.



## Academic Integrity

Academic misconduct is a violation of the [UWL Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline.

PLEASE NOTE that whenever a grade penalty is imposed due to academic misconduct, the instructor is required to write a letter documenting the misconduct. **Copies are sent to the student, to the Office of Student Life (where the letter remains on file in the student's record), and to the Dean of the student's College.** Refer to the [UWL Student Handbook](#) for a detailed definition of academic misconduct, and for possible sanctions and consequences. The Office of Student Life can also assist.

Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the Student Handbook ([Student Code of Conduct, Academic Misconduct](#)) for a detailed definition of academic misconduct.

For helpful information on how to avoid plagiarism, go to [Avoiding Plagiarism](#) on the Murphy Library website. You may also visit the [Office of Student Life](#) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.

## Religious Accommodations

Per the UWL Undergraduate Catalog, "any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement." See <http://catalog.uwlax.edu/undergraduate/aboutuwlax/> for more information.

## Concerns, Complaints, and Grievances

The following describes the UWL policies and procedures for addressing students' complaints or grievances on issues relating to the course and/or the instructor.

### Informal Complaints

If a student has a concern or a complaint about a faculty member or course, the general process for making informal complaints is outlined in steps 1-3 below. Students are welcome to bring a friend or a UWL staff member with them during the following steps. Students who report concerns/complaints/grievances, whether informally or formally, will be protected from retaliation and have the right to expect an investigation and the option to have regular updates on the investigation:

1. The student should speak directly to the instructor.
2. If the student is uncomfortable speaking with the instructor, or they are unsatisfied with the solution, they should go to the chair of the faculty member's home department.
3. If the student is uncomfortable speaking with the department chair, or the chair is the faculty member in question, or they are unsatisfied with the solution, the student should speak with their college dean.

Depending on the specifics of the concern, it may be helpful for students to reach out to additional offices:

- Complaints/concerns/grievances about grades, teaching performance, course requirements, course content, incivility, or professional ethics should follow the process outlined above. Students may also wish to seek support from the [Office of Student Life](#).
- Complaints/concerns/grievances related to hate/bias and discrimination may follow the process outlined above, and in addition or instead students may contact the [Center for Transformative Justice office](#) and/or submit a [hate/bias incident report](#).
- Complaints/concerns/grievances related to sexual misconduct may begin with the process outlined above, but will need to also involve the [Equity & Affirmative Action](#) and [Violence Prevention](#) offices, and/or the [Title IX Team](#). Students should know that faculty members are [mandatory reporters](#) of sexual misconduct, but that confidential resources are available to them.

### Formal Complaints

If the student is unsatisfied with the solution of their informal complaint, they have the right to file a formal institutional complaint with the Student Life office, as described in the Student Handbook (see <https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-institutional-complaint-process>).

## Class Schedule

### PART 1: One-Period Equilibrium Model of Consumer and Producer Behavior

Week 1	Jan 25-27	Measuring the macroeconomy	Williamson, Chapter 2
Week 2	Feb 1-3	Optimal consumption and leisure decisions of a representative household	Williamson, Chapter 4, pp. 98-117
		Optimal labor demand and production decisions of a representative firm	Williamson, Chapter 4, pp. 122-135
Week 3	Feb 8-10	Socially optimal allocation of consumption and leisure	Williamson Chapter 5, pp. 142-150
		Pareto optimality of competitive equilibrium	Williamson Chapter 5, pp. 150-155
		Optimal responses of the economy to government expenditure and technology shocks	Williamson, Chapter 5, pp. 155-164

### PART 2: Economic Growth

Week 4	Feb 15-17	Solow Growth Model	Williamson Chapter 7, pp. 249-255
		Long-run effects from changes to savings, technology, depreciation, labor force growth	Williamson, Chapter 7, pp. 255-264
Week 5	Feb 22-24	<b>Exam 1: Tuesday February 22</b>	
Week 6	Mar 1-3	Convergence & divergence in economic development	Williamson, Chapter 8, pp. 281-290
		Endogenous growth with human capital accumulation	Williamson, Chapter 8, pp. 290-300

### PART 3: Two-Period Dynamic Model of the Macroeconomy

Week 7	Mar 8-10	Consumption and savings decisions	Williamson, Chapter 9, pp. 306-321
		Effects on decisions from changes in income	Williamson, Chapter 9, pp. 321-324
		Effects on decisions from changes in interest rates for savers and borrowers	Williamson, Chapter 9, pp. 327-332
		Ricardian Equivalence	Williamson, Chapter 9, pp. 337-343
	Mar 10	<b>Policy Brief #1 Due Thurs March 10, 11:59 PM</b>	

### Spring Break! March 12-20

Week 8	Mar 22-24	Two-period dynamic model - Consumer decisions for consumption, saving, leisure, and labor supply	Williamson, Chapter 11, pp. 379-388
		Two-period dynamic model - Producer decisions for labor demand, investment demand, and production	Williamson, Chapter 11, pp. 389-397

Week 9	Mar 29-31	<b>Exam 2: Tuesday, March 29</b>	
Week 10	Apr 5-7	Competitive general equilibrium in the two-period dynamic model	Williamson, Chapter 11, pp. 401-414
		Dynamics macroeconomic effects from changes in government expenditures	Williamson, Chapter 11, pp. 414-417
		Dynamics macroeconomic effects from changes in capital stock	Williamson, Chapter 11, pp. 417-421
		Dynamics macroeconomic effects from changes in total factor productivity	Williamson, Chapter 11, pp. 421-425
Week 11	Apr 12-14	Dynamic model of money supply and demand	Williamson, Chapter 12, pp. 442-457
		Complete dynamic macroeconomic model with money	Williamson, Chapter 12, pp. 457-459
		Money neutrality	Williamson, Chapter 12, pp. 460-464
		Shifts in Money Demand	Williamson, Chapter 12, pp. 464-467
Week 12	Apr 19-21	New Keynesian model framework	Williamson, Chapter 14, pp. 509-513
		Non-neutrality of money	Williamson, Chapter 14, pp. 513-515
		Government policy in the New Keynesian model	Williamson, Chapter 14, pp. 515-518
Week 13	Apr 26-28	<b>Exam 3: Tuesday, April 26</b>	
Week 14	May 3-5	Review, catch up, in-class exercises	
	Mar 10	<b>Policy Brief #2 Due Thurs May 5, 11:59 PM</b>	
<b>Cumulative Final Exam    Tuesday May 10, 2:30 PM - 4:30 PM    Room 2205 Centennial</b>			