

Syllabus

Introduction to Microeconomics - 202

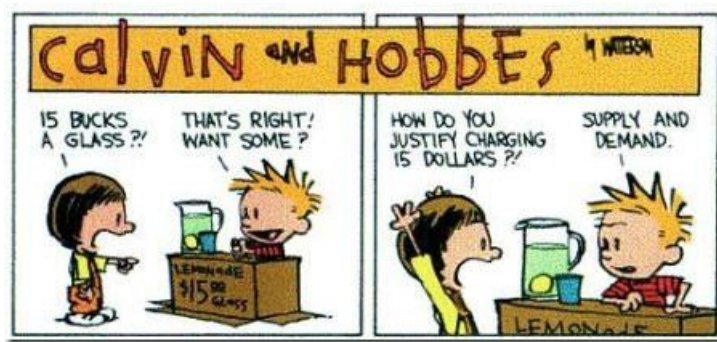
Spring 2024

Professor Sara Hernández-Saborit

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Instructor

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Teaching Assistants - Discussion Sections

In addition to lecture with Professor Hernández-Saborit, this class has a weekly discussion section. During the discussion section, you meet with a TA in a small group and practice problems related to the topics covered in lecture. These problems are generally coming from past exams and they are very good practice.

Name & Email	DS
Rosario Cisternas rosariocisternas2027@u.northwestern.edu	21, 26
Sorienie Lemma Gudissa sorieniegudissa2028@u.northwestern.edu	23, 24
Yoshimasa Katayama yoshimasakatayama2023@u.northwestern.edu	22, 25

All our OH and review sessions will be posted on Canvas/Files. They start during Week 2. Many of the TAs are also choosing classes and won't have their schedule finalized until the end of Week 1. We appreciate your patience!

Undergraduate Teaching Assistants - Review Sessions

In addition to lecture and discussion section, we also offer weekly review sessions to solidify your knowledge. These sessions are ran by former Econ 202 students. They are a great resource and you will benefit greatly if you attend. You will certainly benefit from peer-to-peer advice on how to study to succeed in this class.

Name & Email	Review Sessions
Emilia T McDougal EmiliaMcDougal2025@u.northwestern.edu	See CANVAS
Chloe E Braswell chloebraswell2026@u.northwestern.edu	

1 What's Economics? Understanding the discipline

- Why are some countries rich and some countries poor?
- Why do women earn less than men?
- How can data help us understand the world?
- Why do we ignore information that could help us make better decisions?
- What causes recessions?

Economics can help us answer these questions. Below, I have provided links to [short articles](#) that illustrate what economics is and how it connects to our everyday lives.

- Economics can be defined in a few different ways. It's the study of scarcity, the study of how people use resources and respond to incentives, or the study of decision-making. It often involves topics like wealth and finance, but it's not all about money. Economics is a broad discipline that helps us understand [historical trends](#), interpret [today's headlines](#), and [make predictions](#) about the coming years.
- Economics ranges from the very small to the very large. The study of individual decisions is called microeconomics. The study of the economy as a whole is called macroeconomics. A microeconomist might focus on [families' medical debt](#), whereas a macroeconomist might focus on [sovereign debt](#).

What do economists do?

- Economists have all kinds of jobs, such as professors, government advisors, consultants, and private sector employees. Using theoretical models or empirical data, they evaluate programs, study human behavior, and explain social phenomena. And, their contributions inform everything from public policy to household decisions.
- Economics intersects many disciplines. Its applications include health, gender, the environment, education, and immigration.

[A career in Economics. . . it's much more than you think](#)



2 Instructor Overview

I am firmly committed to diversity and equity whereby barriers are removed to create space for all individuals to fully engage in our community. Each student's voice has something of value to contribute and students are therefore encouraged to communicate and participate during class meetings. We must take care to respect the individual backgrounds, personal identities, intellectual approaches, and demographics expressed by everyone. Individual differences can deepen our understanding of one another and the world around us thus making us global citizens. I approach each class as if you have something to teach me – together we learn.

I strongly adhere to the Northwestern University [non-discrimination policy](#): and reserve our classroom as a safe space for unique and meaningful dialogue. Remember to keep confidential all issues of a personal or professional nature that are discussed in class.

3 Course description

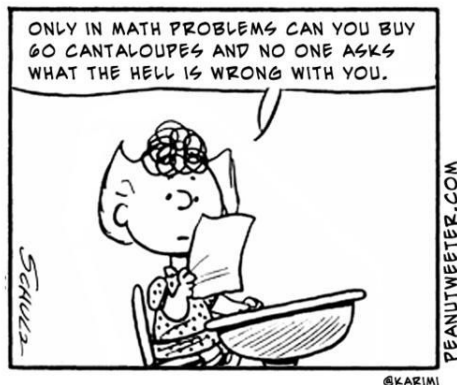
This is an introductory course that covers the fundamentals of *microeconomics*. We will study the behavior of individuals and firms in a world of limited resources, and the interactions between these two in many different markets. With an emphasis on economic principles, students will be introduced to core terminology and analysis for the production and distribution of goods and services in the economy. An overarching goal is to gain insight into *how, when, and why* markets fail or succeed. Specific topics include supply and demand, elasticity, theory of the firm, production, perfect competition, welfare, externalities, public goods, monopoly, game theory and capital markets.

This course is aimed at potential economics majors and students who are curious and want to have a better understanding of the popular press, or analyzing and comparing different government policies. The economic analysis and thinking can be valuable for your education throughout college and subsequent professional career.

4 Prerequisites

To do well in this class, you should be well acquainted with and have confidence applying *high-school algebra tools* (graphs, equations, inequalities, roots and exponents). This class takes an approach to economics that is **mathematical**. There is nothing to fear about math! We have left a math review handout on Canvas for you. There is also a math self-assessment to evaluate whether you are ready or need to brush up on your math.

A key learning objective will be to improve your numeracy and problem-solving ability. As such, this class is a calculator-free environment. Economics requires practitioners to think about the world from a quantitative perspective and using numbers to make sense of the world is an important aspect of the field. Basic operations, including addition, subtraction, multiplication, and division serve as an essential component of understanding and conceptualizing how and why one arrives at an answer. If you have taken Econ 201, you will see that Econ 202 does also cover the supply-and-demand model.



5 Mode of Instruction

This course has a website on Canvas. Everyone should automatically get access to the Canvas site upon official enrollment in the class (as per the Registrar instructions, you can't be added to Canvas if you are not formally enrolled). I will post my lecture notes, slides, articles, and handouts on our Canvas site. **Please, familiarize yourself with our Canvas site.** Every week:

- We will meet on Tuesday and Thursday for lecture (with the professor)
- You will meet your teaching assistant for discussion section on Friday
- On the days when you have an evening midterm (Exam 1, Exam 2), we won't have lecture in the morning

In general, class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.

Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID or any other contagious illness do not attend class. Should public health recommendations prevent in-person class from being held on a given day, the instructor or the university will notify students.

6 Zoom Lectures

- Recording by the Instructor

If applicable, this class or portions of this class will be recorded by the instructor for educational purposes and available to the class during the quarter. These recordings will be shared only with students enrolled in the course and will be deleted at the end of 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.

- Recording 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 ANU. Unauthorized use of classroom recordings — including distributing or posting them — is also prohibited.

- Copyright of Class Materials and Recordings

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.

7 Textbook

We don't have a required textbook for this class. With the current price of academic textbooks, I'm concerned about issues of affordability and fairness in access to textbooks. Instead, we will use a collection of handouts that I have created and developed. You will be given access to the digital version of the handouts (PDF format). You can choose to print them (if you have a printer or access to a printing center), or you can use the digital copy with a tablet (if you have one), or simply look at the handout and take notes using the more classical pen + paper approach.

8 Grading and Evaluation

Grading for this class will be based on 6 problem sets, 6 Friday quizzes, 2 midterm exams, and 1 final exam. Your final grade will be determined by whichever calculation is **highest** (method (a, b, or c):

- a) $5\% \times (\text{Problem Sets}) + 10\% \times (\text{Quizzes}) + 25\% \times (\text{Exam \#1}) + 25\% \times (\text{Exam \#2}) + 35\% \times (\text{Final Exam})$
- b) $5\% \times (\text{Problem Sets}) + 10\% \times (\text{Quizzes}) + 0\% \times (\text{Exam \#1}) + 35\% \times (\text{Exam \#2}) + 50\% \times (\text{Final Exam})$
- c) $5\% \times (\text{Problem Sets}) + 10\% \times (\text{Quizzes}) + 35\% \times (\text{Exam \#1}) + 0\% \times (\text{Exam \#2}) + 50\% \times (\text{Final Exam})$

You should view these 3 options as a form of “portfolio diversification” (which is a term used in financial economics and describes an attempt to balance risk and reward).

- Methods (b) and (c) were added so as to give you flexibility in case you have to miss a midterm (or if it doesn't go well).
- For each student, we will proceed to compute his/her final grade using method (a), (b), and (c) and keep the highest value. This computation will be done for each of you: you don't have to request that a given method be applied to you (we will choose the best option for you).

Because of the structure of the class, you must take the final exam for us to be able to evaluate you fairly and assign a final grade on CAESAR. **The exams may not be rescheduled under any circumstances.** That means that you will not be able to take any of the exams at any time other than the officially **scheduled** one. If you already know you can't take an exam on a given date, you should take this class on a different term (the Department of Economics offers Econ 202 every quarter, including the summer).

Grades will either be based on the percentages described below or a curve typical of economic courses that is determined and mandated by the Econ Department (the curve is not at the discretion of the individual instructor). If applicable, the curve is computed once we have all grades for the problem sets, exams and final assessment. The median grade in ECON 202 corresponds to a B (85% or about a 3.0 GPA), which is consistent with departmental practice across all 200 ECON courses. We ask you to periodically check the Canvas gradebook to make sure that all your grades for assignments, quizzes and exams show correctly. In the past, the grade cutoffs for ECON 202 have been the following:

Grade	Range (%)
A	95+
A-	90 - 94
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D	Below 70
F	Below 60

9 Final Grades

According to WCAS, final grade changes requested for the following reasons are not allowed:

- Redoing work or submitting extra work;
- Reexamination;
- A makeup examination administered without authorization by the Office of Undergraduate Studies and Advising;
- Reevaluation of work after the grades of others in the class have been submitted to the Registrar's Office

10 Exams and Exam Dates

There will be 3 exams in this class: 2 midterms and 1 final. The exams will all be closed-book exams, you are not allowed to have a cheat sheet. No calculators are allowed either.

The exams will test your understanding of microeconomic theory, including your ability to apply theory to economic problems. You should therefore focus on the systematic reasoning we are trying to develop, rather than on mere memorization. Economics does NOT lend itself to pulling all-nighters before exams.

Each midterm will focus mainly on the new material we cover and will be based on lecture notes, problem sets, classroom discussions, and sections. Later analysis relies on principles covered earlier, so the exams are **cumulative implicitly**, if not explicitly.

In the spirit of transparency, I will post numerous old exams for you to review. This is a college-level class: we don't want you to simply regurgitate the material. We want to test whether you have a good understanding of the models and concepts. Are you able to apply the models and concepts we taught you to new settings and scenarios? If so, then you have a good mastery. Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems. You will note that while the set of material rarely changes, each exam looks a bit different as I cycle through a variety of ways of assessing your degree of mastery. In exams, we are not going to copy past questions and simply change the parameter values.

- [Exam #1: Thursday, April 25th, 6.30 pm - SEE CAESAR for additional meeting pattern](#)

This will be an in-person exam. Because of the evening exam, we won't meet for regular class time in the morning. The grades for Exam #1 will be available before the "drop" deadline.

- [Exam #2: Thursday, May 23rd, 6.30 pm - SEE CAESAR for additional meeting pattern](#)

This will be an in-person exam. Because of the evening exam, we won't meet for regular class time in the morning. The grades for Exam #2 will not be available before the "withdrawal" deadline.

- [Exam #3: Wednesday, June 5th, 9 - 11.00 am](#)

This will be an in-person exam. The final exam date and time is set by the Registrar: [Final Exam Schedule](#) .

It's your responsibility to check the dates and make sure you do not have any conflicts. You should take this class on another term if you already foresee any conflicts. **No exceptions to this.** Students with accommodations will see their time adjusted to account for 1.50x or 2.00x; they will start the exam at the same time as the rest of the class.

11 Excused Absences

There are no make-ups for any of the exams. We have established three different methods to determine your final grade in the class so as to accommodate unanticipated events as well as class absences for excused reasons (method (a), (b), and (c)). This way, if you fail to take one of the midterms or you do badly in one of the midterms, you will still have plenty of opportunity to do well in this class. For example, if you are sick for exam 1 and can't take it, your final grade in the class will be computed using method (b).

- If you miss an exam for an excused reason, such as illness, or travel with a University sports team, please make sure that you email me in advance.
- If you are feeling unwell and you are on campus, you should report to the Student Health Service or CAPS so that they can check on you. Documenting a health emergency requires 2 steps: (1) you should report in person to the Student Health Service or CAPS prior to the time of the exam so that they can check on you; (2) you should communicate with the Advising Office so that they are informed and can point you towards the appropriate resources, as applicable. The Advising Office, the Office for Student Assistance & Support Services (SASS) will be in communication about your case in the event of an excused absence and how it affects your ability to continue in the class.
- In the absence of documentation, an absence will be considered unexcused. If you miss an exam for an unexcused reason, you will receive a 0 on that assessment. Missing class for a job interview or a family event would not constitute an excused absence. Remember, if you miss **two or more** exams, you will receive a grade of F.

- If you miss both midterms for excused reasons, you will have to drop this class. We won't have sufficient evidence to evaluate you fairly and apply for an incomplete.
- If you have a documented, approved reason for the final exam and you do reach me in advance, you will be given the opportunity to apply for an incomplete. If approved by the relevant office on campus, you will be given an opportunity to take the final exam next quarter I teach this class.
- If you take an exam/final assessment, or start to take an exam/final assessment, can you receive an excused absence for that exam? No. If you take an exam, or start to take an exam (or final assessment), you cannot receive an excused absence for that assessment. Your exam score will count and it will be used to determine your final grade in the class. If you feel that you are too unwell to take the exam, do not take the exam. Instead, you should report in person to the Student Health Service or CAPS prior to the time of the exam.
- There are no make-ups for the problem sets. We allow you to drop one of them (the one you missed because you were absent from class, discussion section, school). Use this card wisely.
- There are no make-ups for the quizzes. We allow you to drop one of them (the one you missed because you were absent from class, discussion section, school). Use this card wisely.

According to the Registrar's policy, Northwestern undergraduate students may request an incomplete grade of Y only in a course in which they have substantially completed the work, including any requirements of attendance or engagement. The university minimally requires that more than 50% of the course requirements must be complete in order for the course to be "substantially completed." Students must also be passing the course based on the materials submitted thus far to be eligible for an incomplete Y grade. For more information about incompletes and withdrawals, you can contact your Academic Advisor or the Office of the Registrar, [Requirement Policies](#).

The quizzes and problem sets in this course are designed with your flexibility in mind. You'll find that each of these assignments provides you with a generous window of time within which to complete them. This extended timeframe ensures that you have ample opportunity to carefully work through the questions, review your answers, and seek clarification if needed. It also accommodates various schedules. Unfortunately, we won't be able to extend the deadlines for submitting assignments. This is because we aim to release the solutions promptly, ensuring that your classmates have the opportunity to learn from them as part of the collaborative learning process. Adhering to the deadlines allows us to maintain a structured and fair course schedule.

12 Using Respondus + LockDown Browser for Online Exams

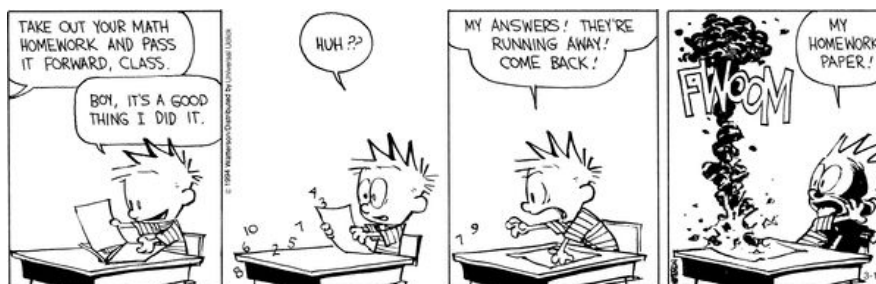
This course requires the use of Respondus & LockDown Browser for some assessments.

- Watch this short video to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams):
<https://web.respondus.com/lockdownbrowser-student-video/>
- Then download and install LockDown Browser from this link:
<http://www.respondus.com/lockdown/download.php?id=171646780>
- To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF):
<https://www.respondus.com/downloads/RLDB-QuickStartGuide-Instructure-Student.pdf>

13 Problem Sets

I will assign a total of 6 problem sets on Canvas. The problem sets contain questions that follow the format of exam questions. Each problem set will have a variety of quantitative and qualitative, analytical questions. We will ask you to enter your questions online, and we will create a template on Canvas for that. Assignments may also include reading commentaries. Reading responses could refer to articles, news, and/or policy debates. You are expected to use economic reasoning and **the economic tools you have learned thus far at Northwestern when writing those.**

Late problem sets will not be accepted. Solutions will be released immediately after on CANVAS. No exceptions to this rule. In order to accommodate unanticipated events, illness, or other type of conflicts in your schedule, I will drop the assignment with the lowest score (for example, the one that you didn't hand in). Thus, we will only use your best 5 assignment grades. You can think about the best 5 out of 6 as having a free pass on a particular week when you are very, very busy.



You may work in groups and collaborate on assignments. However, each student should turn in his or her own work. When writing a reading response, I expect you to form your opinion and reasoning, which will often be distinct from the rest of your classmates. If you free ride on the problem solving of others without trying the problem yourself, you'll be at a disadvantage at exam time. Not only that, this always shows up in the form of a very poor correlation between your problem set grades and exams!

14 Short Quizzes

I will assign a total of 6 short quizzes. In the spirit of having more frequent, smaller, lower stakes assessments, you will take 6 quizzes. You will take them via Canvas + Respondus. The quiz will be in the form of a problem based on material from a past lecture and/or discussion section.

There are no make-up options for the quizzes. **We will drop your lowest quiz.**

If you only miss one quiz, that score will just be dropped.

If you miss two quizzes, and you miss one quiz for an excused reason and one quiz for an unexcused reason, your score from your excused absence will be dropped. However, your score of from your unexcused absence will be counted.

If you miss two or more quizzes because of excused reasons, please come talk to me. An excused reason needs to be notified ahead of any deadline.

Please do not e-mail us if you missed a quiz, you won't be given a make-up option. We allow you to drop one.

15 Class Schedule

Please see the Long Schedule File on Canvas. The list of topics and problem set dates is tentative. Make sure you check the Long Schedule for any updates.

16 Preparing for Lectures

All class materials (including slides, handouts, and pre-recorded lecture videos) will be available on the CANVAS site. Each lecture has an associated reading (reference) from the textbook "Microeconomics" by Acemoglu, Laibson and List. Reading the textbook chapters will enhance your understanding of the lecture content and contribute

towards creating a more engaging learning environment. The readings are meant to familiarize you with vocabulary and concepts, inspire questions, and give you a chance to ponder the material before we present similar ideas in different packaging. I recommend reading the relevant textbook chapter before class.

My lectures will often take the form of PowerPoint presentations and handouts. Posted lectures are intended to take the place of a packet of course notes, so you should expect the PDF slides to be unusually wordy and colorful. You are encouraged to download and print the handout associated to each lecture prior to class: I will often use it to solve exercises and students find it very helpful to be able to work on the same document that the professor is using.

You do not have to email us to let us know that you will be missing a particular lecture/deadline. If you have any emergency, please contact your Weinberg/school adviser immediately. It is also very good practice to inform your professors of any emergencies that come up.

17 Attendance

17.1 Lecture

Attendance for this course is not mandatory, but if you attend regularly you will benefit greatly. If you miss class, it is your responsibility to track down notes, handouts, and any other information (such as due dates for problem sets) that you missed. You can find most of the material on Canvas. Lectures will not be repeated in the instructor's or the TA's office hours. The slides/lecture notes will be uploaded to Canvas after lecture. Before lecture, a handout will usually be available for you to print and bring to class.

17.2 Discussion section

Attending section is not mandatory, but the sections will be very useful. Your TA can help you understand and apply the material. There will be practice exercises each week, and the problems and discussions you have in section will certainly reflect what we cover in the problem sets and during lecture. You will get a lot more from the course if you attend sections. I strongly encourage you to attend the weekly sections too in order to meet your TA and other students, and to gain exposure to additional problems.

18 Academic integrity

Suspicion of academic integrity violations will be referred immediately to the Academic Dean's office. Faculty members are obligated to report cases of possible academic integrity violations to the dean's office. The reason for this derives from the faculty obligation to make certain that competition for grades goes on in a way that is fair to all students. Northwestern University's expectations in regards to issues of academic honesty are articulated here: Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". You are expected to know and abide by the rules. 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 the website: [Academic Integrity](#). Whether intentional or not, improper use of materials can be considered a violation of academic honesty. For example, you should not refer to prohibited materials (e.g., notes, another student's exam) during an exam, alter an exam for re-grading, or submit someone else's work as your own. If you are unsure what is acceptable, please consult the instructor or the TA: ignorance is not a valid excuse.

19 Student Health & Wellbeing

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/>

20 Academic and/or athletic accommodation

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 (accessiblenu@northwestern.edu; 847-467-5530). If you already have established accommodations with AccessibleNU, please activate them as soon as possible, preferably within the first week 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.

I'm equally committed to providing an accessible learning environment for students on Northwestern varsity athletic teams as well. If you are an athlete and you anticipate an exam conflict due to an NCAA event and/or competition, please have your Athletic Academic Services contact me on your behalf.

The exams for students with academic or athletic accommodations will have the **same official starting time** as the rest of the class.

21 Getting help outside of class

21.1 From us

If you have questions about class concepts, class materials or problem sets, there are many ways to get help! It is never too late to reach out, but the sooner you do so, the higher the chances we can help you succeed. You can:

- Ask question during class and in discussion section as appropriate.
- Drop in during any of our office hours

If you have administrative questions or questions about class logistics (example: do we have class on February 1st?), please use our threaded **CANVAS/Discussion** (monitored by the TA and professor as needed). You can subscribe to it. If you don't quite know how to use/post on the discussion section, please have a look at this set of instructions: [What Are Discussions?](#)

- The forum will be actively monitored from Monday to Friday
- Questions that are posted on weekends will have to wait (that's a nudge for you to get your work done ahead of the weekend!).

E-mail

Please do not send us your class-related questions by email. We will politely ask you stop by during any of our OH.

If your question is about class logistics ("I can't find the Panopto video for L5"), we may ask you to post it on the CANVAS/Discussion before we address it. We want the help we give to be public in nature so everyone benefits from the discussion (and help given). It is also way more efficient (and economists are all about efficiency).

I am happy to meet individually during my OH if you have general concerns or want to talk about economics, all things considered. However, out of a concern for fairness, if you want extra help with the course material please use the scheduled office hours, which are drop-in and public in nature. We want to be available to help everybody, while we ensure that we are equally accessible for all students.

Do not expect immediate email responses. Do not expect email responses after business hours, nor during the weekends. You do not have to email us twice if you don't hear back from us; you can interpret it as a signal for you to stop by during OH.

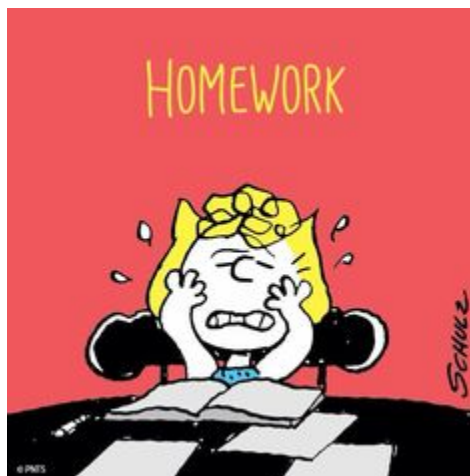
21.2 Professionalism during OH¹

1. Be prepared. Don't forget to bring all relevant course materials: notes, textbook, problem sets, practice exams, pencil & paper, calculator, laptop, charger....

¹Inspired by the Academic Support and Learning Advancement Center at NU



2. Think about what you'd like to focus on. Take a little time beforehand to think about what type of problem, or what idea or concept, is most challenging for you. That way, you can spend your time to the heart of the matter.
3. Try the work first. Take a stab at doing the problems or understanding the material ahead of time. This will help you accomplish #2.
4. Let the professor guide you. I'll use a guiding method, which means that I'm not telling you how to arrive at the solution, but rather helping you find your way there. This can take longer, but in the end you'll learn more!
5. Refrain from asking for confirmation about the particular answer to a problem. Example: "I got 20 hours as the solution, is this the correct answer?" Telling you whether that solution is correct yes/no will give you an unfair advantage.
6. Take advantage of being with classmates who are also at the tutoring session. Working collaboratively gives you the chance to learn from others and check your understanding of course material. I'll often ask a student that comes to my OH explain something to another student.
7. Be kind. Help your fellow students, and be supportive if somebody seems to be struggling, even with material you find easy. Everybody comes at the material in their own way.
8. Be creative in the way you work. Draw diagrams and pictures, use props – whatever helps you make sense of the ideas.
9. Know that there are no stupid questions. Don't be afraid to ask when you don't understand something. If you don't ask, you won't learn. And chances are that others have the same question you do (but are afraid to ask!).
10. Congratulate yourself. By attending OH, you are actively managing your learning and making great use of the resources available to you. Keep doing that.



22 Academic Support and Learning Advancement (ASLA)

22.1 Quarter-Long Study Group Opportunity – Registration Required

If you would like to study with other students in this class, consider joining a [Peer-Guided Study Group](#). Participants will meet weekly with about 5 to 8 other students and a peer facilitator – a student who has already taken and done well in the course. During sessions, students review concepts, work through practice problems, bring their questions, and work together to develop answers.

Students register for the full quarter on CAESAR and attendance is expected weekly. Study Groups sessions are listed on CAESAR below course lecture and discussion sections (ex. CHEM 131-SG – CHEM 131-SG Peer-Guided Study Group: Quantitative Problem Solving in Chemistry). Feel free to contact Borislava Miltcheva at pgsg@northwestern.edu with any questions.

Provided through [Academic Support & Learning Advancement](#).

22.2 Drop-In Peer Tutoring - No Appointment Needed

Students are welcome to stop by [Drop-In Peer Tutoring](#) to get support with a specific question or issue, or just talk through course materials with others. Covers many introductory courses in Biology, Chemistry, Economics, Engineering, Math, Physics and Stats. Tutoring takes place Sundays through Thursdays in the Shepard Engagement Center and 560 Lincoln. Snacks provided! Check Zoom links, specific times, courses and locations on the [Drop-In Peer Tutoring website](#). Feel free to contact Valerie at valerie.wolf@northwestern.edu with any questions.

Provided through [Academic Support & Learning Advancement](#). New this fall: additional Gen Chem and Calculus tutoring will be available in the Multicultural Center. See the website for details.

22.3 Peer Leaders

Wondering how to become a peer leader? Learn about ASLA's Peer Leader Opportunities and various positions: <https://www.northwestern.edu/academic-support-learning/peer-leadership/peer-leader-opportunities.html>

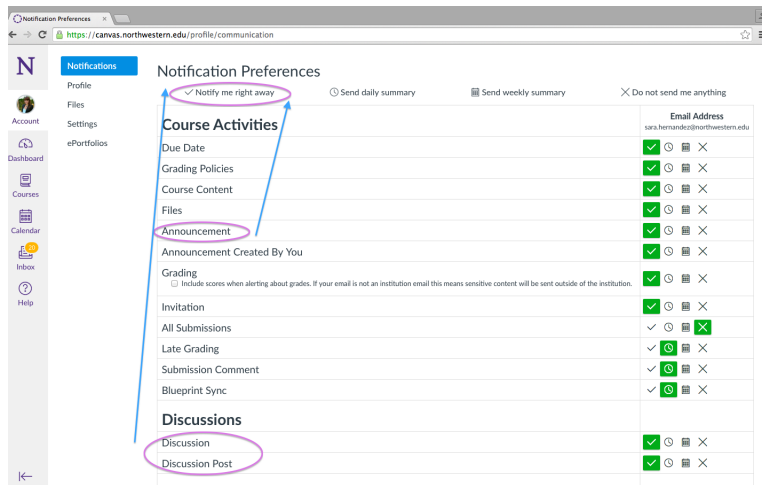
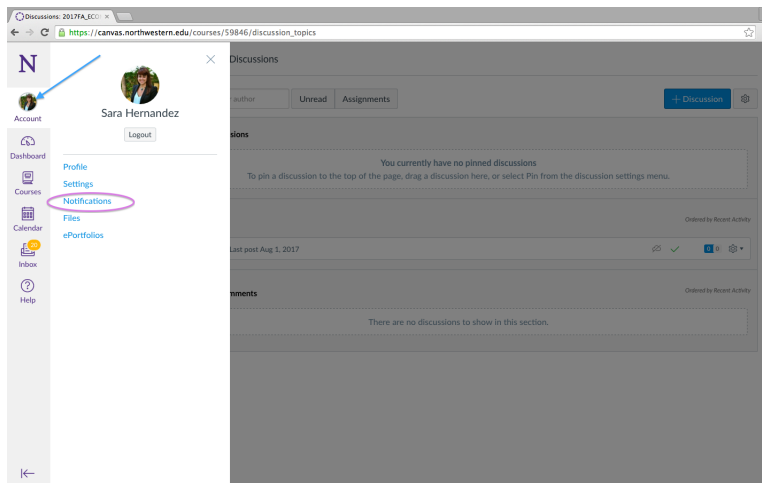
22.4 Additional Academic Support Options

ASLA offers [individual and group peer academic coaching](#), as well as [consultations](#), to help students navigate their academic paths and refine their study strategies.

23 Notifications

We use Canvas a lot: to upload the class files, the lecture handouts, the assignments. We also have weekly discussion forums where students can ask questions if they can't come to OH. It is super important that you stay on top of what happens in class! Make sure you keep up with the **announcements** and the **posts on the discussion forums**.

- Go to your Canvas/Account/Notifications
- Once there, I recommend you set the “Announcements” and the “Discussion” and “Discussion Post” notifications to “Notify Me Right Away”.



24 Sexual Misconduct and Reporting

Northwestern University is committed to fostering an environment where students are safe and free from sexual misconduct. [Confidential resources](#) are available to those who have experienced sexual misconduct. Faculty, instructors, and TAs are not confidential resources and are required to report incidents of sexual misconduct, whether discussed in your assignments or in person, to the Office of Equity, which can provide information about resources and options. I encourage students who have experienced sexual misconduct to talk with someone to get support. For more information, including how to request interim protective measures and academic accommodations or file a complaint, see the [Get Help page](#).

25 Discrimination and Sexual Harassment

Northwestern University's Policies on Discrimination, Harassment, and Sexual Misconduct apply to all members of the University community, including students, staff, faculty, and third parties. Any student, staff, or faculty member, or third party, who believes that they have been discriminated against or harassed on the basis of their race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, parental status, marital status, age, disability, citizenship, veteran status, genetic information or any other classification protected by law, should contact the Office of Equity at (847) 467-6571. Additional information about the University's discrimination and harassment policies, including the campus resources available to assist individuals with discrimination or harassment concerns, is available online on the [Office of Equity website](#).

Students, staff, and faculty who report harassment, discrimination, or sexual misconduct are also protected under the [University's Policy on Non-Retaliation](#).

26 Emergencies

In the event of a campus emergency (during class time, or while you take any assessment/exam/quiz), please follow NU's guidelines: <https://www.northwestern.edu/emergency-management/how-you-can-prepare/index.html>

27 COVID-19 Classroom Expectations Statement

Students, faculty and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Expectations for Students](#). With respect to classroom procedures, this includes:

- Policies regarding masking, social distancing and other public health measures evolve as the situation changes. Students are responsible for understanding and complying with current University, state and city requirements.
- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.

If a student fails to comply with the [COVID-19 Expectations for Students](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

28 COVID-19 Testing Compliance Statement

To protect the health of our community, Northwestern University may require students who are in on-campus programs to be tested for COVID-19. Students who fail to comply with current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension.

29 Exceptions to Class Modality

In general, class sessions for this course will generally occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.

30 Unforeseen Circumstances

In the event that new guidelines issued by the Provost are released once the quarter has started and supersede the class policy, or in the case of unforeseen circumstances, please note that the specifics of this course syllabus are subject to change (including but not limited to the modality/format of exams, the corresponding weights of each assessment, and the assessments themselves). Instructors will notify students of any changes as soon as possible. Students will be responsible for abiding by the changes.

31 Miscellany

If you need some motivation, or if you are passionate about the topics and want to expand your readings, I am an avid follower of these websites, hopefully you can find something interesting in them too:

- [Global Development](#)
- [Poverty Matters](#)
- [Poverty Action Lab](#)
- [The Atlantic](#)
- [Fixes](#)
- [Chris Blattman - International Development, economics, politics, and policy](#)

You found an interesting article, debate, material related to a topic and you want to share it? Make sure you reach out, we can post it in the class website.

Economists often help draft and design contracts. A syllabus is a contract between the instructor and students that provides information about the course and serves as a commitment device to prevent arbitrary behavior. I will assume that you are familiar with, and agree to, all policies delineated in this contract. If you object to, or do not understand, any part of this contract, please contact me within Week 1 (before the “add” deadline).