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# ECON 201

## Introduction to Macroeconomics

Mar 26 - Jun 1

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### Instructor information

Instructor: Sidonia McKenzie  
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✉ [sidonia.mckenzie@northwestern.edu](mailto:sidonia.mckenzie@northwestern.edu)  
☎ 847-491-8200  
Office hours: Mondays 5:30 pm - 7 pm at  
Harris Hall L06

### Course information

Lecture times: MW; 4:00 - 5:20 pm  
Discussion section: TTH; 3:30 & 4:30 pm  
Lecture room: Harris Hall 107  
Prerequisite(s): [Be excited!](#) 😊

A Warm WILDCAT Welcome To You!

*Thank you for enrolling in this fun and practical foundation-level course!*

### Course Description

This is an introductory course in economics with an emphasis on macroeconomics. In the first third of the course, we will cover general “microeconomic” topics such as scarcity, choice, how the market system works, and the effects of government intervention. This will take us up to the first midterm. Then we’ll turn to long-run macroeconomics and consider such things as economic growth and consumption. This should take us through to the second midterm. We’ll then look at financial markets, money and inflation, short-run macroeconomics, and end with stabilization policies. We will also explore contemporary issues in the Wall Street Journal and IMF blogs.

Note that hyperlinks are embedded throughout this document. Please click on the words in [this color](#) to access email links, documents, and web pages.

### Objectives

The course’s primary objectives are to help you:

1. **Cultivate critical thinking and apply your learning (CO1).** Utilize the skills and knowledge acquired in class to solve novel problems, and evaluate the implications and significance of personal decisions, global events, and government policies.
2. **Enhance your ability to communicate economic concepts effectively (CO2).** Display your grasp of the course material by participating in respectful and stimulating discussions, effectively utilizing economic terminology.
3. **Foster a sense of community (CO3).** Engage with educators to deepen your understanding of the course content and collaborate with your peers to facilitate mutual learning and knowledge exchange.

### Required Textbook & resources

Principles of Macroeconomics, 2<sup>nd</sup> edition by Betsey Stevenson and Justin Wolfers [S&W], Macmillan, Achieve + E-book ISBN:9781319432614. As a Northwestern student, you receive a complimentary membership to the Wall Street Journal. Click [here](#) and enter your credentials to activate your membership.

## Course Assessments

The tentative course schedule lists the class assessments (targets) you will work towards achieving. The respective weights are discussed on [page 6](#). The assessments are also structured to reinforce a class culture that promotes fairness, collaboration, and group-level knowledge sharing. Further details about this will be provided in lectures.

- Midterm Exam 1
  - Wednesday, April 17 at 4 pm.
- Midterm Exam 2
  - Wednesday, May 8 at 4 pm.
- Discussion posts
  - Four to five [discussion posts](#) throughout the course on Canvas.
- 4 Problem sets
  - Usually due on Fridays at 9 pm.
  - (Highest 3 out of 4 will be recorded)
- 4 Quizzes
  - (Highest 3 out of 4 will be recorded)
- **Comprehensive Final Exam**
  - **Monday, June 03 from 7 - 9 pm.** Please verify the date and time for yourself at the [Office of the Registrar](#).

## Grade policy

I strictly adhere to the Department's grading policy, where a curve *may be* applied to determine your overall grade. In other words, if applicable, the curve is usually computed when all problem sets, quizzes, and exam scores have been tallied *but can be applied after any exam during the quarter*. The Economics department determines the curve, so **the instructor has absolutely no input about this grade distribution**. **The historical average grade for ECON 201 corresponds to a 3.05 GPA or a B, which is consistent with the average grade across all 200-level Econ courses.** Please check the course [grade book](#) periodically to ensure that all your grades for assignments, quizzes, and exams are correct.

To maintain alignment with other Econ 200-level courses, the **nominal grade cutoffs** presented below *may be utilized* to calculate overall grades in this course. If these percentages are not achieved in a particular exam, percentiles based on the department's curve will be applied to attain these cutoffs. In simpler terms, grades will be determined relative to the class average. For instance, a student scoring above the class average will receive a grade higher than this average, while a student scoring below will be awarded a grade lower than the class's average grade. **Following Midterms 1 and 2, we will provide you with relevant statistics for scores within the 25th to 95th percentiles, along with the corresponding letter grades (A, B, C, etc.).**

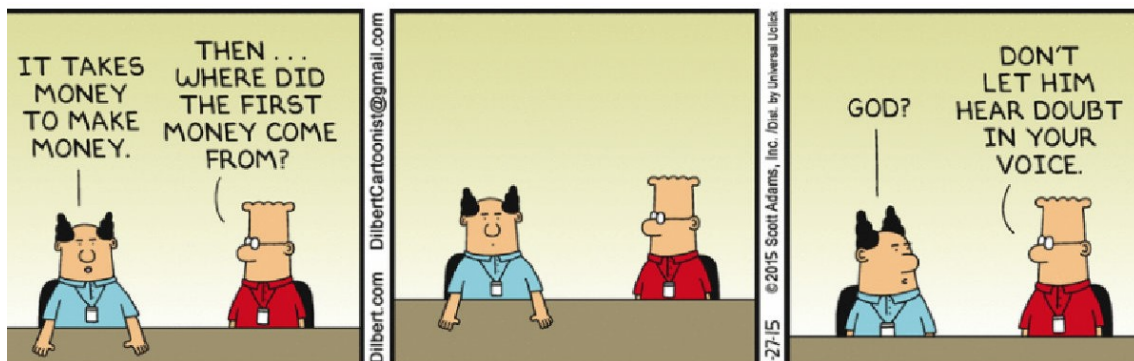
- A →  $\geq 95\%$  [or  $\geq 95^{\text{th}}$  percentile]
- A- → 90% – 94%
- B+ → 87% – 89%
- B → 84% – 86%
- B- → 80% – 83%
- C+ → 77% – 79%
- C → 74% – 76%
- C- → 65% – 73%
- D → 61% – 64%
- F →  $\leq 60\%$

## Discussion Sections:

We have the privilege of working with two of Northwestern's most talented graduate students. The discussion sections (DSs) they lead and their office hours are shown below and will be announced via Canvas.

**DSs begin in Week 2** and are usually on Tuesdays and Thursdays at 3:30 pm and 4:30 pm. Each DS is designed to improve your mastery of the course content by utilizing guided instruction via weekly worksheets and directed discussion of weekly readings or media posts. **Recitations are an essential component of the course and a strong signal of the questions to expect on an exam.**

- Matias Bayas-Erazo
  - ✉ [matias.bayas-erazo@u.northwestern.edu](mailto:matias.bayas-erazo@u.northwestern.edu)
  - Sections: 23 & 25 (Tu 4:30 pm, Technological Institute A110) and 21 (Tu Tu 3:30 pm, Technological Institute L221)
  - Office hours: Fridays from 12:30 to 2:30 pm at KGH 3411.
- Pablo Sanchez
  - ✉ [pablosanchez2026@u.northwestern.edu](mailto:pablosanchez2026@u.northwestern.edu)
  - Sections: 22, 24, & 26 (Th 3:30 pm & 4:30 pm, University Hall 121)
  - Office hours: Thursdays, 1 - 3 pm at KGH Room 3441.



## Exams & Assignments policies:

**Exam modality & locations:** All midterms and the final exam are administered in person in our classroom. **For students with ANU accommodations, you must log in to your ANU student portal and submit your application to receive testing accommodations from AccessibleNU. We cannot facilitate your unique testing requirements in the classroom, so you must register to write your exams at the ANU office on Sheridan Road.** It is your responsibility to know how to find the ANU office and arrive on time. Follow the instructions in the [CANVAS guide](#) to change your settings to receive exam and course notifications as they are posted.

**Exam grading protocol:** We use [Crowdmark](#), an online grading software, to grade all exams. You already have access to this platform using your NU login credentials. On exam days, you will be sent a unique Crowdmark link to upload each exam page, including the name page. We typically allot 5 - 10 minutes at the end of each exam for you to properly upload each page. To upload your exam, take a photo of each page separately, then click on your unique Crowdmark link sent to your email or Canvas inbox. The link will take you to a blank version of the exam. You will populate the exam by uploading the photos under the correct page. That is, **your photo of page 1 should be uploaded under page 1, your photo of page 2 should be uploaded under page 2, etc.** This is relatively straightforward, but be sure that the page you're uploading matches the page number in Crowdmark. This [video](#) walks you through the steps to submit an assignment on Crowdmark.

**Requests for re-grading:** Regrade requests must be submitted to me in writing up to one week after your work is returned. Your written explanation should address legitimate concerns such as mistakes or oversight. Please do not approach me or the TA with an oral request before making the written request. Further details of this policy are explicitly outlined [here](#).

**Late assignments:** Owing to the dynamic nature of higher education and advancements in technology, instructors are often tasked with pivoting in creative and efficient ways while ensuring that learning goals and course objectives are achieved. One of the ways instructors have adapted is through course norm-setting. Our classroom is not just a safe space for difficult and diverse discussions; it is also an equitable class environment where everyone can work toward achieving their desired grade outcomes. Resources will be openly available for everyone to fully engage with the course, regardless of their background or exposure to economics. To this end, I will not extend the deadline to individual students. Aside from University-approved accommodations, it would be unethical to make exceptions for some and not for others and certainly unfair to those who respect this policy and do not ask for special accommodations. **Please make use of the wild card grade options to accommodate life's unexpected events or if you need a break from assignments.**

**Final Exam:** This course is governed by the policies and stipulations outlined by the Weinberg College of Arts and Sciences (WCAS). As expected, WCAS has a strict policy on final exams. Specifically, "the College forbids administering a final examination to individual students in advance of the assigned time. You are required to take the final examination at the designated time. If you are unable—for a sufficient reason—to take a final examination at the designated time, you should apply for an [incomplete](#) in the course."

In addition, **final grade changes are ONLY permitted to correct a clerical or computational error.** [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 one student's work after the grades of others in the class have been submitted to the Registrar's Office.

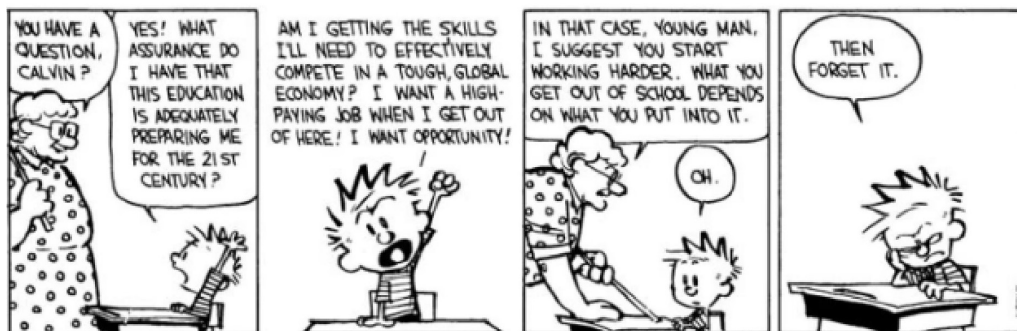
As a student, you have the right to see your graded work and to receive an explanation of any grade based on the published grading policy in a class. This is the main reason we grade via Crowdmark and have one-on-one student consultation slots (available by appointment). Please utilize them as frequently as you need.

## Responsibility

As the instructor of the course, I take responsibility for providing timely and consistent uploads of the relevant course content and resources that will facilitate the achievement of the course objectives. I am committed to a fair, equitable, and transparent grading process to help you achieve mastery of the course content and motivate you. To this end, I will maintain a flexible schedule to provide academic assistance and adjust, where feasible, to the vicissitudes of life.

I reserve the right to resolve any remaining ambiguities and revise the course schedule and other pertinent aspects of the course as needed.

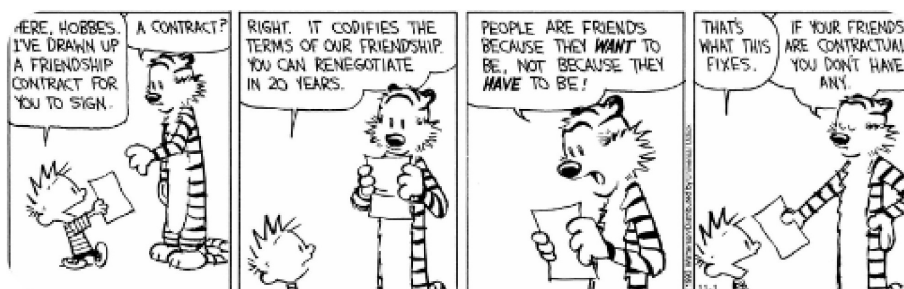
You are responsible for taking the initiative to participate in all aspects of the course that will enable your successful completion. This is not a self-paced course! You have to complete the weekly readings and problem sets and study for the quizzes and exams. If you are looking for a class you can visit for a few minutes each week, read chapters at the last second, and still pull an A or Pass, then this class is *definitely not it*. However, if you are looking for a course that helps you gain a deeper understanding of how people interact and manage their scarce resources across various facets, then this is that course and so much more! If you put in the effort, I think your hard work will pay off, and you will leave the class knowing way more than you did coming in. This can be a really rewarding class! We all have to make decisions at one point; the materials taught in this course can help you beyond your university life by exposing you to tools that will help you make sense of this complex world.



## Contract

A **syllabus is a contract** between students and the instructor that provides information about the course and provides a commitment device to prevent arbitrary behavior. By enrolling in this course, it is assumed that you are familiar with and agree to all policies outlined in this contract. **Should you find that these terms are not suitable for any reason, you have several options to opt out of this agreement. These include dropping the course by May 3 or petitioning for a course withdrawal by May 24.**

In the event that new guidelines issued by the Provost are released after the start of the quarter and supersede the course policy, please note that the content outlined in this syllabus is subject to change at the instructor's discretion.



## Millionaire success tips: Frequently asked questions and answers

### Q: What are your basic expectations for the class?

A: **Professional conduct is always expected, regardless of the mode of delivery.** I expect that you will arrive at lectures on time, participate in and be respectful towards each others' views during class discussions. We are part of a respectful college community, so comments and language should be appropriate for this setting, including addressing your instructor appropriately (Professor or Professor McKenzie). Tolerance and respect towards each other must always be displayed. We all come from various backgrounds and bring different viewpoints and experiences to this community, which means that we have so much to learn from each other. We can show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspectives. This way, everyone walks away with a new perspective of seeing an issue and respecting others with different values or beliefs.

I firmly adhere to Northwestern's policy on [institutional equity](#). Our classroom is a safe space where students from different backgrounds can connect around the common goal of learning and applying economic concepts to create a measurable impact on our lives and those around us.

I also hope you will study for at least two hours and complete reading assignments for every lecture hour. I want you to challenge yourself and have fun while doing it! This can be a really rewarding class! We all have to make decisions at one point. The materials taught in this course can help you beyond your university life by exposing you to tools that will help you make sense of this dynamic and complex world.

### Q: Is this a “weed-out” class?

A: *No!* The course structure (assessments and content) is comparable to other 200-level STEM courses across the University. In fact, according to Mark Witte, the Director of Undergraduate Studies, “*of the [undergraduate] students currently at Northwestern, over 1,200 of them will get majors in economics, so if Econ has any weed-out classes, they're clearly not working!*” **Undoubtedly, this course will be intense, given the number of weekly lecture hours and the depth and breadth of instruction. As such, you must be prepared to take responsibility for your learning** by attending lectures (and/or watching the lecture recordings), frequently checking the course Canvas page for updates, assignments, and your progress in the class.

### Q: I'm anxious about taking Econ for the first time. What is your approach to teaching and expectations for the course?

A: Firstly, breathe. You are attending a highly selective school, ranked Top 10 in the U.S., so you have already proved that there is nothing you can't overcome. *Kudos to you!* ☺

I try to create a multi-media, experiential learning environment for students to engage with the course content in various ways. The first point of contact is the course's [Canvas page](#). I've devoted a significant amount of time to curating the lecture materials seamlessly to enhance your learning. You should automatically receive access to the Canvas page when you register for the course. The lecture slides, articles, videos, assessments, and class worksheets will be posted on our Canvas page. Please make every effort to familiarize yourself with the Canvas page. Every week, you should expect:

- Posting of lecture content based on the topic schedule.
- To engage with real aspects of our economy through discussions of news articles, YouTube videos, policy briefs, empirical papers, etc.
- High energy, sometimes fast-paced, in-person lectures on MW from 4 - 5:20 pm.
- Each lecture is apportioned to reinforce learning and application of concepts. Specifically, **lectures on MW from 4 - 5:20 pm are devoted to recasting ideas via interactive lecture slides. The discussion sections (DSs) on Tuesdays and Thursdays are designed for informal conversations about the lecture topics and application of materials through weekly worksheets, polls, discussion boards, etc.** *Please don't confuse the purpose of these carefully designed aspects of the course.*
- An assignment or course reflection via DS ice-breaker activities.

Please note that on days we have exams, we will not have lectures.

**Q: How does the grading work?**

A: A central theme in my pedagogical approach is to create an equitable class environment where everyone can work toward achieving their desired grade outcome. To this end, grade weights are applied to the course assessments, which give you the maximum return on your effort. That is, **your instructor will calculate your final grade in the course based on whichever method (A, B, C) yields the highest total score.** Following departmental recommendations, **a curve may be after this or at any point during the quarter.** Each method is calculated as follows:

- **Method A:**  $50\% \times (\text{Problem Sets, Quizzes \& Discussion posts})^a + 15\% \times (\text{Midterm 1}) + 15\% \times (\text{Midterm 2}) + 20\% \times (\text{Final Exam})$
- **Method B:**  $50\% \times (\text{Problem Sets, Quizzes \& Discussion posts}) + 0\% \times (\text{Midterm 1}) + 20\% \times (\text{Midterm 2}) + 30\% \times (\text{Final Exam})$
- **Method C:**  $50\% \times (\text{Problem Sets, Quizzes \& Discussion posts}) + 20\% \times (\text{Midterm 1}) + 0\% \times (\text{Midterm 2}) + 30\% \times (\text{Final Exam})$

Due to the structure of the course, you must take the final exam to receive an overall score in CAESAR. Exams will not be rescheduled for any reason unless apocalyptic. Exams will not be rescheduled if you miss one. Notice the liberal grading policy, which allows several wild cards for most assessment categories. For example, the highest 3 out of 4 quizzes and problem sets will be recorded. Please use these cards wisely. **If you already foresee an issue with the midterm and final exam dates, you should take the class in a different quarter.** The Department of Economics offers Econ 201 every quarter, including the summer.

You can opt for a Pass/No Pass option (see further details on your grading options [here](#)). If you select this option, **to pass the class, you will need to score 70% (C-) or better on each component of the course assessment.**

**Q: What do you mean by a “curve” and why does it seem so ambiguous?**

A: A curve, more formally grading on a curve, means adjusting students’ scores after an exam based on a predetermined distribution, usually a bell curve (see the illustration below). The Department of Economics determines this distribution to mitigate the vicious cycle of [grade inflation](#), which has permeated higher education. Though this practice is evidently contentious, in the words of renowned Economist Thomas Sowell, “there are no solutions, only trade-offs”.

To understand grade curving in the context of this class, it is best to consider your “real grade” ( $r$ ), that is, the nominal grade ( $i$ ) adjusted for grade inflation or a measure of your performance relative to the class ( $\pi$ ). Conceptually, this is the Fisher equation applied to grading. That is,

$$r = i - \pi$$

where  $\pi$  can be negative or zero. In very rare cases,  $\pi$  could be positive. The ambiguity of grading on a curve is that  $\pi$  is unknown and difficult to predict *ex-ante*. ***In this course,  $\pi$  is determined after all exams have been graded, the measures of central tendency for the class are derived, and the department’s grade distribution is considered.***

<sup>a</sup>Each problem set and quiz is individually weighted at 8%, while each CANVAS discussion post contributes 0.5%. As the highest 3 out of 4 problem sets and quizzes are selected, they carry a total weight of 48%. Additionally, four discussion posts will be assigned throughout the course, collectively accounting for 2%. Therefore, the cumulative weight of these assessments is 50%.



**Q: Is it true that the difficulty level of exams does not match that of the problem sets and quizzes?**

A: This is tricky to answer for various reasons, but I'll highlight the key aspects to consider. The course employs four assessment categories: discussion posts, problem sets, quizzes, and exams. Each category serves a specific purpose in testing various skill levels, such as knowledge, application, or higher-order thinking, to meet the course objectives effectively.

For instance, discussion posts primarily assess your knowledge of the course material, focusing on [Bloom's taxonomy levels 1 and 2](#), while aligning with course objectives 1 and 2. On the other hand, exams demand analytical thinking, evaluating your mastery of course concepts through the analysis and evaluation of real-world scenarios and new settings (CO1). Therefore, exams may differ from problem sets and quizzes in terms of format and content.

It's essential to recognize that ECON 201 is a college-level class at an esteemed institution, where we expect you to apply economic reasoning and utilize the models and theoretical concepts introduced in class to analyze current events and novel situations. This approach, commonly referred to as '*Mastery*' in academia, underscores the importance of understanding and applying economic principles beyond rote memorization.

With this in mind, I want to emphasize that **trying to pass the class solely by memorizing answers from past exams or worksheets is not wise. True mastery of the material requires a deeper understanding and the ability to apply economic concepts to diverse contexts.**

**Q: Why aren't problem sets and quizzes as "hard" as the exams?**

A: For the reasons outlined above, problem sets, quizzes, and exams serve distinct purposes. While we may increase the difficulty of problem sets and quizzes, we will also introduce new methods to assess your mastery of the course content during exams.

It's crucial to recognize that at the core of this course lies a cognitive domain where analytical and reflective thinking are utilized to cultivate intellectual skills. We foster these skills through various forms of engagement, primarily during the discussion sections. Here, the worksheets necessitate higher-order thinking, and the TAs are on hand to model critical thinking and guide your thought process, thereby deepening your understanding.

It's worth noting that the DS worksheets are all past exam questions, but too many times students overlook them since they are not graded and don't attempt them since the answer keys are usually posted. Please do not make this mistake.

**Q: I hear that Midterm 2 is harder than Midterm 1. Can I just bomb Midterm 2 and settle for Method C?**

A: The course is designed to use earlier topics as instructional scaffolding to help students connect class concepts to current economic events and policy. Naturally, the depth and breadth of learning and engagement increase each week. However, the level of difficulty is uniform across exams. **For the current version of this course, the assumption that Midterm 2 is harder is grossly misconstrued.** You are essentially betting against yourself to intentionally underperform in this exam because you believe you excelled in the first midterm. Do not make this gamble with your performance. Instead, prepare well for all exams by utilizing the available course resources, forming study groups, and visiting office hours for further guidance.



**Q: I am sick on the day of the exam or have a personal emergency and can't make it to class on exam day. What should I do?**

A: Firstly, if you are unwell while on campus, you should contact the [Student Health Services](#) immediately and your student advisor or the [Office for Student Assistance & Support Services](#) (SASS).

If for **valid reasons, with proofs (a note from the Dean's office or other school advisors)**, you miss an exam, **please notify me immediately**. Advanced notice is always preferred, and **proofs must be emailed within 36 hours of the missed exam to validate your absence**. Viva voce reports will not be accepted, and you will earn zero on the missed exam(s). Missing class for work, a job interview, or a prescheduled family event **would not** constitute an excused absence.

Under no circumstances will individual exceptions be made when determining grades. This applies to extending deadlines if you forget to complete an assignment. I will not make individual exceptions unless you have an officially approved absence from the university (health center, academic advisor, etc.). The grading methods described above are designed to facilitate life's unexpected events. Therefore, if you miss an exam with **valid proofs**, your score will be reweighted based on grading methods A, B, or C. If you don't report your missed exam **and** provide valid proofs, you will earn zero on the exam. **There are no exceptions to this.**

If you miss both Midterms, you will have to drop the class since we will not have sufficient evidence to assess your performance.

If you have a documented excused reason for missing the final exam and you contact me early, you will be allowed to apply for an [incomplete](#). **The Dean must approve your incomplete request**, and you will take the final exam in the next quarter or the earliest offering.

**Q: I arrived late for an exam. Will I be given extra time?**

A: No. The classrooms and exam proctors are usually only available during the allotted time. We simply don't have enough resources to facilitate extra time beyond the end of the exam. That said, please make every effort to arrive at the exam on time.

**Q: I missed the deadline for a problem set or quiz. What can I do?**

A: Problem sets and quizzes are typically due at 9 pm on Fridays and are considered late if submitted after the deadline. **You will earn 0 on your assignment if you submit it past the deadline**. I understand that internet connectivity issues and other demands can affect your submission, but please do not wait until the last minute to do your assignment. While I can reweight a missed exam *for valid reasons*, **assignments cannot be rescheduled or reweighted. You will be allowed to drop one quiz and one problem set (the lowest or one that you missed due to unforeseen circumstances). Please use this card wisely.**



**Q: I'm anxious about my performance in an exam. How soon will grades be posted?**

A: The [grade book](#) in Canvas will be updated regularly (almost weekly, if possible) so that you are aware of your current progress in the course and can make informed decisions about your continuation. This is done to promote transparency and accountability, which should prompt you to take action and seek academic help if you are not pleased with your current performance. The grade book with [Midterm 1 grades is usually updated before the drop deadline](#). The same applies to [Midterm 2 grades, which are released before the Pass/No Pass deadline](#).

Please take advantage of my student hours (they're for your benefit!), visit the TA during their office hours (they're brilliant!), or reach out via email to schedule an appointment. **We offer student consultations every day of the week, totaling over five hours each week (excluding lecture and discussion sessions)!** We are always ready to meet with you and provide assistance.

**Q: Will there be review sessions and general guidelines for exams?**

A: Definitely! Midterms are typically on Wednesdays, so the prior Tuesday and Thursday discussion sections will be used for review. Practice questions will be available and are a clear sample of what to expect on the midterms or the final exam. More details on the exam structure and topics will be discussed in class at the appropriate times.

For transparency, solution keys to past exams, activity sheets, and grading rubrics will also be posted in appropriately labeled folders in Canvas.

**Q: I feel like I'm behind in the class. Where can I find information to catch up?**

A: *Firstly, breathe.* You are doing better than you think! Class information (changes in assignment dates, exam coverage, notification of new files, answers to frequently asked questions) will be posted on the front page of the class Canvas page under [Announcements](#) or on the discussion board. Follow the instructions in the [CANVAS guide](#) to change your settings to receive course notifications as they are posted. I will post there at least once a week with a general weekly greeting and overview of activities for that week before noon on Monday, along with handouts or practice problems that I think may be helpful throughout the week, where applicable. Make sure to keep up with your syllabus and read the text assignments. Lecture and discussion sessions will make a world more sense after having done the reading.

**Q: Checking Canvas frequently seems like a lot! Why can't you just email us?**

A: While checking the announcements page takes a bit of time out of your busy life, I have found this technique better than flooding your inboxes with emails (especially right before exams, I may post several notices as I write exams or answer student questions). Also, keep in mind that **after the last day of class, there is absolutely nothing that can be done to alter your grade other than the final exam**. If you check the [class Canvas page](#) frequently, you can consume course information at your leisure, have it all archived so that it's easy to find, and, more importantly, keeps you informed about your performance.

To keep updated with the class, I recommend you turn on your notifications in Canvas. That is, i) go to CANVAS/Account/Notifications, then ii) click on the bell icon to set the "Announcements" and "Discussions" notifications to "Notify me immediately". These steps are outlined in this [CANVAS guide](#).

**Q: Will you be lenient if I'm caught cheating, using ChatGPT, plagiarizing, or engaging in unethical behavior?**

A: No. You will likely get an "F", and your case will be escalated to the Dean, who will take further action. While you are encouraged to form study groups to discuss assignments and lecture notes, your graded work must result from your independent effort. In fact, **any form of cheating, including improper use of content generated by artificial intelligence, constitutes a violation of Northwestern's academic integrity policy**. Turnitin, which is already in use at Northwestern, is expanding its system to include artificial intelligence detection. You are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide", which can be found here: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html>

**Q: What is the proper use of ChatGPT and other AI tools in this course?**

A: There are situations and contexts within this course where you can use AI tools to help generate ideas, brainstorm, and gather information about the typical understanding of a topic. However, it is well-known that AI-generated content is often incomplete, inaccurate, and may contain built-in biases that could be offensive. Therefore, we are obliged to be mindful of these considerations, as well as the [University's Academic Integrity and AI guidelines](#). Accordingly, the responsible use of AI tools in this course is outlined as follows<sup>4</sup>:

1. **Clear Identification:** You must clearly identify the use of AI-based tools in your work. Any work utilizing AI-based tools must be marked as such, including the specific tool(s) used. For instance, if you use ChatGPT-3, cite it as follows: "ChatGPT-3. (YYYY, Month DD of query). 'Text of your query.' Generated using OpenAI. [Insert Link]." I recommend creating a paper trail for each assignment, including screenshots and timestamps of the prompts used and answers provided.
2. **Transparency:** You must be transparent in how you used the AI-based tool, explaining what work constitutes your original contribution. An AI detector such as GPTZero (<https://gptzero.me/>) may be employed to verify AI-driven work. My recommendation is to create a paper trail for each assignment, taking screenshots and time stamps of the prompts used, answers provided, etc.
3. **Copyright and Intellectual Property:** You must ensure that your use of AI-based tools does not violate any copyright or intellectual property laws.
4. **Quizzes:** AI-based tools are not allowed for quizzes, which will be administered via the Lockdown browser and proctored.
5. **Exams:** Midterms and the Final Exam will be conducted in person, during which the use of technology, including calculators, will be prohibited.

This policy is not exhaustive, and as an academic community, we are still navigating the proper use of this transformational tool. As demonstrated in this policy, I personally do not support the complete restriction of AI generative tools, as they will likely become a required skill in the labor market in the near future. Therefore, my goal is to prepare you as thoroughly as possible to meet the future demands of employers and develop metacognitive habits. However, like any powerful tool, AI must be used responsibly. [This policy may evolve as we receive new information, and any changes will be communicated through Canvas.](#)

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<sup>4</sup>I want to acknowledge that this policy draws from various sources, including [Professor Lance Eaton's](#) compilation of syllabi policies for AI generative tools, [Dr. Spencer Ross'](#) guidelines for the responsible use of AI in the MKTG 4300 Social Media Marketing course, and ChatGPT-3. Specifically, in the case of the latter, I provided the text and input it into ChatGPT with the following prompt: "You are an economics professor at a prestigious university. Can you edit this for grammar and clarity and provide suggestions regarding the responsible use of AI tools in the classroom?". The output suggests that the message is clear and well-structured. However, it offered some suggestions, including the use of bold-faced sentence headers, as seen in items 1 - 5 above, and made grammatical changes like replacing "transformational" with "transformative," changing "complete restriction" to "complete restriction of," and rephrasing "build metacognitive habits" to "develop metacognitive habits."

**Q: Should I email you if I have questions about an assignment or exam?**

A: Though I welcome all your questions, **I strongly suggest you post all questions relating to assignments, exams queries, or anything you need clarification on via the course's Campuswire discussion feed.** To keep conversations organized, you can create chatrooms dedicated to specific assignments and tag the TAs and ASLA peer leaders for assistance with particular questions. However, **please refrain from posting multiple times about the same topic.** Chances are, if you have a question, someone else in the class does too, **so be sure to check the class feed before posting.** In addition, other students are welcome to answer questions posed by their classmates and can upvote the best responses. This is a great way for us to interact and learn from each other (see course objectives 3).

As such, class-related questions will not be answered via email. Of course, **for personal matters**, please don't hesitate to contact me and **put "ECON 201: [subject of email]" in the subject line of your email.** Due to the many emails I receive daily, I will likely miss your email if you don't adhere to this. **Please allow 24 - 48 hours to receive a reply.**

Dr. P.M Forni once said *"We respect other people's time when we learn to value it as much as our own. Even better, we can get to a point where we won't distinguish between our time and the time of others."* In other words, please be respectful of your instructor's time by arriving at lectures and office hours on time and sending emails during the **work week (Monday - Friday) before 10 pm.**

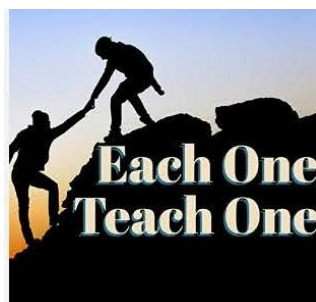
**Q: I won't be able to attend class, can I ask my friend to record the lecture?**

A: **No.** Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also violate University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). 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.

At the *instructor's discretion*, portions of the class will be recorded for educational purposes and made available to students enrolled in the class. Your instructor will communicate how you can access the recordings.

**Q: But what if I have to miss class for religious reasons?**

A: Northwestern is committed to fostering an academic community that is respectful and welcoming of individuals from all backgrounds. To support this commitment, our policy on academic accommodations for religious holidays stipulates that students will not be penalized for class absences due to religious observances. If you anticipate observing a religious holiday that coincides with a class meeting, scheduled exam, or assignment deadline, please inform me as soon as possible, preferably within the first two weeks of the course. While I have intentionally avoided scheduling exams on [religious holidays](#), if you encounter any conflicts, don't hesitate to reach out to me immediately.



**Q: I'm interested in general academic advising. Where should I go?**

A: Right to [our advising](#) page to schedule an appointment. I might as well add a shameless plug for the Economics major! If you are interested in majoring in the dynamic and versatile field of [Economics](#), check out [this video](#) from Professor [Jim Hornsten](#), advisor for first-year students. Still not convinced? No worries, we would still love to meet with you to discuss your options.

**Q: I'm interested in connecting with other Econ students in a more social, relaxed setting. Are there any clubs for this?**

A: You bet! There is [Womxn in Economics](#) (WiE), a passionate group of undergraduates who seek to encourage female-identifying members of the community to pursue their interests in economics through a variety of events and learning opportunities. You also have [Undergraduate Economics Society](#) (UES). They have both teamed up to host weekly coffee chats for first and second-year students to receive guidance from juniors and seniors on classes, activities, academia, internship recruiting, and more. Visit their web page, [UES-WiE Advising](#), for the updated Fall schedule. It'll be informative and so much fun!

**Q: What are additional student support resources that I need to know about?**

A: Northwestern has abundant resources to meet your basic needs for a holistic college experience. Below, I list a few that I think you should know about.

– [NUHelp](#): Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the [NUhelp website](#) and [App](#).

– [AccessibleNU](#): 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](mailto:accessiblenu@northwestern.edu); ☎ 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks 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.

– [Wellness and Mental Health](#): 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).

– [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 Group sessions are listed on CAESAR below course lecture and discussion sections (ex. CHEM 151-SG – CHEM 151-SG Peer-Guided Study Group: Quantitative Problem-Solving in Chemistry). Feel free to contact Borislava at ✉ [pghsg@northwestern.edu](mailto:pghsg@northwestern.edu) with any questions. This resource is provided through [Academic Support & Learning Advancement](#).

– [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 the course materials with others. Peer tutoring is available for this course and many introductory courses in Biology, Chemistry, Engineering, Math, Physics, and Stats. Tutoring takes place Sundays through Thursdays. Check specific times, courses, and locations on the [Drop-In Peer Tutoring website](#). Feel free to contact Valerie at ✉ [valerie.wolf@northwestern.edu](mailto:valerie.wolf@northwestern.edu) with any questions. Provided through [Academic Support & Learning Advancement](#).

**Q: We've covered some pretty interesting topics in this class. Do you have any recommendations for economic podcasts or blogs?**

A: You bet! Check out the links below!

[Macro Musings](#) podcast with David Beckworth

[International Monetary Fund \(IMF\)](#) podcasts

[Matt Levine](#), Bloomberg Opinion Columnist

[NYTimes Fixes](#)

[EconTalk](#)

[Planet Money](#)

[Chris Blattman's blog](#) (mainly related to international development and politics)

[Freakonomics](#)

The first two are more technical in content but highly fascinating. The last one is the most “college-level” friendly. If you find any others you think might be intriguing to the class, leave the link on the course discussion page with an appropriate title.

