



# ECO 120

## Global Macroeconomics

Fall 2025

### Instructor Info —



James M. Murray, PhD



Pronouns: He/Him/His



Professor, Dept of Economics



[Student Hours Appointments](#)



Office: 2122 Wittich Hall



[Personal Academic Website](#)



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

### Course Info —



Section 03: 9:25-10:50 AM  
Section 05: 11:00-12:25 PM



Tuesdays & Thursdays  
Sep 2-Dec 10, 2025



Prerequisites: MTH 051



Centennial 2310

### About —

This is an introductory course with a focus on how the regional and national economies function. The course has a focus on international influences on the domestic economy and the role for government policy.



### Overview

This is an introductory macroeconomics course that is designed for students with little to no previous training in economics. Macroeconomics is the study of the overall performance of an economy or market. It looks at the economy as a whole, where the "whole" may be a country or a region. We investigate how the cumulative behavior of consumers (who buy stuff and work for a living) and producers (who produce stuff and hire workers) influence macroeconomic outcomes such as long-run changes in the standard of living, economic expansions and recessions, episodes of low or high unemployment, or episodes of low or high inflation. Throughout the course, we will examine the impact of international influences on the domestic economy and in the latter part of the course focus on how government policy can make things better or worse.

### 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 questions:

1. What promotes or limits economic growth in both highly-developed and lesser-developed countries? What explains differences between countries?
2. What causes recessions and unemployment episodes? Can governments enact economic policies that can prevent or fix these problems? How?
3. What influences the cost-of-living and inflation? Can governments enact economic policies that keeps inflation under control? How?
4. Can common government policies adversely affect economic growth or the economic well-being of a country? How?
5. How do international influences affect the economic well-being of a country?
6. How do we and how should we measure the economic health of a country? Do our measures provide accurate descriptions employment, inflation, and production?

### Learning Outcomes

For successful learning, it is important that you understand why we do the reading, lectures, assignments, etc., that we do. Everything we do in this class is meant to achieve the learning objectives below.

#### Foundational skills for macroeconomic analysis

1. Apply the model of the production possibilities curve to illustrate the concepts of scarcity, choice, opportunity cost, and economic growth.
2. Use the supply and demand model to predict price and quantity outcomes for markets for products and services.
3. Use the supply and demand model for currencies to predict changes in exchange rates.
4. Define macroeconomic measures of production, prices, inflation, and employment. Students will be able to explain how each is measured and evaluate usefulness and limitations for each measure.

#### Short-run fluctuations in the business cycle

6. Apply the model of aggregate demand and aggregate supply to predict and demonstrate how changes in spending decisions and production costs affect real GDP and price level in the short run and long run.
7. Apply the model of aggregate demand and aggregate supply to predict and demonstrate how international influences affect real GDP and price level in the short run and long run.
8. Apply the model of aggregate demand and aggregate supply to current international economic and political issues.
9. Apply the model of aggregate demand and aggregate supply to evaluate the impact of fiscal and monetary policy on real GDP and price level in the short run and long run.

# FAQs

## ? Does this class meet in other formats?

! No. This is an in-person face-to-face course. Except for cases of illness, emergencies, students are expected to attend class in-person. See the Class Attendance Policy section of this syllabus for more details.

## ? What if I have to miss class?

! Class attendance is excused given authorized absences such as illness, bereavement, or have other emergencies. I will post all class material on Canvas. See the Class Attendance Policy section of this syllabus for more details.

In case of an authorized absence, please fill out this [Authorized Absence Notification Form](#).

## ? What is a typical class day like?

! On most Tuesdays we will start a new unit and learn in a lecture-style format. Class slides are provided on Canvas. On most Thursdays, we will have in-class group exercises where you will practice and apply what you have learned in the previous class.

## Factors affecting long-run economic well-being

10. Predict how savings, investment decisions, and policies influence capital stock and long-run production possibilities.
11. Describe factors that may influence economic growth and use these to explain international difference in growth and development.\*

## General Education Learning Outcomes

This course fits into the UWL General Education curriculum by addressing the following university-wide General Education learning outcomes.

- Students will demonstrate knowledge and abilities relating to critical and creative thinking.
- Students will demonstrate knowledge and abilities relating to interaction in intercultural contexts.

## College of Business Administration Learning Outcomes

In addition to being a General Education course, ECO 120 is one of the required courses for all business majors as part of the business program core curriculum. If you choose a business major, your core curriculum courses are designed to help you grow in these areas. The CBA learning outcomes that are highlighted below are ones that we will address in ECO 120.

1. **Written Communication:** Students will convey information and ideas in formal business writing that are clear, purpose-driven, audience-appropriate, and conform to conventions suited to professional business settings.
2. **Oral Communication:** Students will deliver oral presentations that clearly convey information and ideas, are tailored to the target audience, and use effective organization and delivery techniques suitable for professional business settings.
3. **Critical Thinking and Communication:** Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context.\*
4. **Global Context of Business:** Students will develop an understanding of global factors, such as political, economic, social, cultural, technological, legal and environmental factors, and apply that understanding to make a business decisions.\*
5. **Social Responsibility:** Students will be able to identify and apply different frameworks of social responsibility to business problems and recognize the short- and long-term effects on stakeholders and society.
6. **Quantitative Literacy:** Students will use quantitative methods to provide evidence, arguments, and solutions to authentic business problems.
7. **Major Competency:** Students will apply functional area concepts and decision-making techniques and tools appropriately while incorporating concepts from other functional business area into the primary area.

## Course Materials

**Required Text:** Stevenson, B., and Wolfers, J. Principles of Macroeconomics. 2nd Edition. Macmillan Learning. 2023.

The textbook is available from [Textbook Rental](#) without a fee.

**Canvas:** Course materials will be provided on the UWL [Canvas](#) page for this course:

**Class Website:** Course materials that I can legally share with the world (without violating copyright rules) will also be provided on this [ECO 120 Publicly Available Website](#). This website will continue to exist after you have completed the course, and you may use it or share it without the need for UWL login credentials.

# FAQs

## ? How do quizzes work?

! During most weeks, you will complete a quiz on your own time in Canvas. Quizzes typically have 15 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.

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

! Sure! I encourage this for quizzes. Each quiz is 10-15 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.

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## ? 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

I am available for student hours face-to-face or online via Zoom 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 using an [online scheduler](#). My typical weekly availability is given below.

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

1:00 PM - 2:30 PM Monday, Wednesday, Friday

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

**Schedule Student Hours Appointment.** Please do not schedule back-to-back appointments for longer appointments.

Please prepare for your student hours appointments by first reviewing the material including your notes and required readings.

Note that student hours are a complement, and not a substitute, to class attendance. It is not appropriate to make student hours appointments regarding content from an unauthorized absence from class. See the class attendance policy below for more information on authorized absences.

## Student Hours Satisfaction GUARANTEED!

I guarantee that coming 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 this [online form](#). 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. Often we discuss more than one topic in student hours. In such circumstances, a guarantee for the student hours visit will not cover everything we discussed, only one specific topic.
4. You must fill out the above form after your student hours appointment, and on the same day. The form must be filled out at least 12 hours before the exam time.
5. You must have attended class when the topic was taught.
6. Only three guarantee forms may be filed before each exam.
7. 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.
8. After the exam, if you get questions wrong that were guaranteed, it is your responsibility to recognize this and present your graded exam and your copy of the guarantee form to notify me you should get the points refunded.
9. Due to time limitations, the student hours guarantee does not apply to the final exam.

\* Note: This is not "extra credit for going to student hours" (there is no extra credit for this class). This is a guarantee that student hours are effective at improving your learning and your grade, and past semesters have revealed that is a much more likely outcome than receiving points back on your exam.

## 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



**Disability Resource Center**  
124 Wimberly Hall  
Phone: 608-785-6900  
[drc@uwlax.edu](mailto:drc@uwlax.edu)



**Center for Civil Dialogue & Civic Engagement**  
1120 Centennial  
Phone: 608-785-5094  
[cdce@uwlax.edu](mailto:cdce@uwlax.edu)



**Cashier's Office**  
340 Cartwright Center  
121 Graff Main Hall (After Sept)  
Phone: 608-785-8719  
[cashiers@uwlax.edu](mailto:cashiers@uwlax.edu)



**Counseling and Testing Center**  
2106 Centennial Hall  
Phone: 608-785-8073



**Eagle Help Desk**  
103 Wing Technology Center  
Phone: 608-785-8719  
[helpdesk@uwlax.edu](mailto:helpdesk@uwlax.edu)



**Multicultural Student Services**  
1101 Centennial  
Phone: 608-785-8225  
[omss@uwlax.edu](mailto:omss@uwlax.edu)



**Murphy Library**  
Phone: 608-785-8505  
[libraryoffice@uwlax.edu](mailto:libraryoffice@uwlax.edu)



**Office of Access, Belonging, & Compliance**  
412 Wimberly Hall  
Phone: 608-785-5097

## Assessments

Your learning will be assessed through weekly quizzes, homework assignments and/or in-class exercises, three midterm exams, and a final comprehensive exam. 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.

10%	Weekly Quizzes (approximately 10 total)
10%	Homework Assignments / In-Class Exercises (approximately 10 total)
60%	Midterm Exams (3 total)
20%	Comprehensive Final Exam

There are no extra-credit opportunities for this class. Please take full advantage of the opportunities above.

## Grading Scheme

Your final letter grade for the course will be assigned according to the following ranges for your weighted final grade.

94-100	A	82-88	B	70-76	C
89-93	AB	77-81	BC	0-69	F

## Quizzes

Every unit of the class has a multiple-choice quiz administered in Canvas and completed on your own time, due on the Wednesdays at 11:59 PM of the same week they are assigned. 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 are allowed to use your textbook during the quiz and any of the resources posted on Canvas. However, you must work independently on the quizzes, not consulting with any other persons whether part of this class or not.

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 Exercise

There is a homework assignment for every unit that involves short-answer and problem-solving-type questions. We will dedicate a significant amount of class time on Thursdays to collaborate with your classmates on the assignments, but you will likely need to take additional time outside of class to complete the assignment. While you may work with your classmates on your assignments, you must turn in your own handwritten work. Completed assignments must be submitted electronically on Canvas. Assignments are due on Friday, 11:59 PM, on the same week they are assigned.

When you turn in your handwritten work, combine all pages into a single PDF document. There are apps available for Apple and Android mobile devices that will allow you to easily create PDF documents using your device's camera, including the Apple iPhone's native Notes app (use the scan document feature) and Adobe Scan app available for Android and Apple mobile devices. There are also multiple free online tools that can combine multiple documents of multiple formats into a single PDF document including [Online2PDF](#) and [Easy PDF Cloud](#).



# Services



**Office for Financial Aid**  
217 Graff Main Hall  
Phone: 608-785-8604  
[finaid@uwlax.edu](mailto:finaid@uwlax.edu)



**Office of Student Life**  
404 Wimberly Hall  
149 Graff Main Hall (After Sept)  
Phone: 608-785-8062  
[studentlife@uwlax.edu](mailto:studentlife@uwlax.edu)



**Pride Center**  
2218 Student Union  
Phone: 608-785-8887  
[pridecenter@uwlax.edu](mailto:pridecenter@uwlax.edu)



**Records and Registration**  
117 Graff Main Hall  
Phone: 608-785-8951  
[records@uwlax.edu](mailto:records@uwlax.edu)



**Student Health Center**  
1030 Health Science Center  
Phone: 608-785-8558  
[shcnetworking@uwlax.edu](mailto:shcnetworking@uwlax.edu)



**Student Support Services**  
2131 Centennial Hall  
Phone: 608-785-8535  
[sss@uwlax.edu](mailto:sss@uwlax.edu)



**Textbook Rental**  
Student Union Lower Level  
Phone: 608-785-8853  
[textbook@uwlax.edu](mailto:textbook@uwlax.edu)



**Office of Veteran & Military Connection**  
202 Wing Communication Ctr  
Phone: 608-785-8631  
[uwlveted@uwlax.edu](mailto:uwlveted@uwlax.edu)



**Violence Prevention Service**  
149 Graff Main Hall  
Phone: 608-785-5126  
[bmceconaughey@uwlax.edu](mailto:bmceconaughey@uwlax.edu)

## 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. There are midterm exams. The second and third exams cover content since the previous exam. There is a cumulative final exam that covers all the content of the course.

**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.

- Exam 1: Thursday, October 2
- Exam 2: Thursday, October 30
- Exam 3: Thursday, December 4
- Final Exam:
  - Section 03 (i.e. 9:25a TH section): Tue Dec 16, 2:30 - 4:30 PM
  - Section 14 (i.e. 11:00a TH section): Wed Dec 17, 7:45 AM - 9:45 AM

The university sets the final exam schedule and requires us to conduct the final examination experience at the above times. See [UWL Final Exam Schedule](#) for details.

## Use of Artificial Intelligence (AI) Tools

**Policy:** Artificial intelligence tools such as [ChatGPT](#) can be useful when learning any new topic, especially topics that have been well documented online, such as the content of this course. You are encouraged, but not required, to use AI tools to complement your learning, but do not use it as a replacement for learning. You can use it for assistance with homework assignments and quizzes, but do not use it to give you the answers to the questions. Do not copy and paste, or write out verbatim, any AI-generated text for any homework or written assignment. While AI can assist you with any work outside of class, you must be the author of all the work you hand in, and you are expected to have a strong understanding of the work that you submit as your own.

**Suggested Use:** Please be aware that the homework assignments align well with the short-answer problem-solving questions on your in-class exams, and the quizzes align well with the multiple-choice questions on your in-class exams. I created the homework assignments and quizzes for your benefit to give you the most productive practice possible to prepare for your exams. You may use AI for assistance, but be aware that using AI to do this work for you will likely have negative consequences for your exam performance and the overall grade in the class.

## Late Work Policy

Late work will be penalized by 20 percentage points per calendar day after the deadline, except for situations that fall under authorized absences (see class attendance policy) that are communicated with me. If there is an extraordinary circumstance and if it is possible, you should notify me before the missed deadline for work you will not be able to complete on time, and we can make appropriate accommodations. 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. Late work cannot be accepted after I have returned graded work to the class.

# Resources

## UWL Policies —



[Student Handbook](#)



[Academic Calendar](#)



[Undergraduate Catalog](#)



[Academic Misconduct](#)



[Title IX](#)

## Other Resources —



[Canvas Student Guide](#)



[Bias Incident Reporting](#)



[Campus Life: Student Success Resources](#)

### 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 must contact the Disability Resource Center (124 Wimberly Hall, 608.785.6900, [drc@uwlax.edu](mailto:drc@uwlax.edu)) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The Disability Resource 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 [Disability Resource Center](#).

### Religious Accommodations

I am happy to provide absence accommodations for religious observance. 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 of specific days/dates."

See the [Undergraduate Catalog](#) for more information.

### Inclement Weather

Following university policy, in the event of inclement weather, classes will be moved online whenever possible rather than canceled. If courses are moved online, individual instructors may need to cancel courses due to internet connectivity, instructor availability, or pedagogical issues. Fully online classes will be held whether or not the university closes unless canceled by the instructor. A decision to delay, move online, or cancel in-person classes scheduled during the regular Monday-Friday period will be communicated at least two hours prior to the start time for the first classes affected. For more information, review the [UWL inclement weather policy](#).

### Dropping and Adding Courses

Please keep in mind the university's deadlines for making changes to your schedule. In many cases, dropping and adding courses requires the permission of your instructor or your adviser and after certain dates no adding or withdrawing is possible. See [UWL Records and Registration Policies and Deadlines](#) for more information.

### Student Survey on Instruction

UWL collects student feedback electronically via the Learning Environment Survey (LENS). Prior to the conclusion of a course, you will receive an electronic notification directing you to complete the LENS for each of your courses. Your instructor may provide in-class time for you to complete this survey. Electronic reminders will be sent if you do not complete the LENS. The survey includes multiple choice questions about your experiences in the class and provides options for comments. The university takes student feedback very seriously. Please be mindful to complete the LENS for each of your courses.

### 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](#).

# About Me

## Education



B.S. Economics  
UW-La Crosse, 2000



M.A. Economics  
University of Notre Dame, 2002



Ph.D. Economics  
Indiana University, 2008

## 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 Econ



Research:

Macroeconomic Dynamics  
Fiscal and Monetary Policy  
Scholarship of Teaching & Learning

## Personal



My Hobbies:

Running, biking, hiking, drinking coffee, Rubik's cubes, board games, computer programming, volunteering



My Family:

I am happily married with two boys in high school. Our favorite family activities involve being active outdoors together, enjoying nature, going to speed cubing competitions, and playing board games.

## Biography

[Read A Short Biography](#)



## Class Attendance Policy

Class participation is essential for successful learning and is an integral component of the development of a successful learning community. All students are expected to attend all class sessions of courses in which they are enrolled. While attendance is expected, it is recognized that absences are at times unavoidable. If an absence is necessary, a student should take responsibility for contacting their instructors as soon as possible to discuss the ramifications of being away from class.

It is important for students to realize that when classes are missed they may be at a disadvantage as it is often not feasible for the instructor to reconstruct activities that took place in the classroom. Missing any classes may result in lower grades because the student may miss foundational material needed to succeed in the class. Even under the best of circumstances, extended absences can be problematic, with the real possibility that the student may not be able to complete the course successfully. Students with a documented disability requesting accommodation related to attendance must make the appropriate arrangements with the Disability Resource Center.

Authorized absences fall under one of the following categories:

- Participation in an approved field trip listed in the catalog as a requirement for a course in which the student is enrolled
- Participation in an authorized extracurricular activity such as a university athletic event or artistic performance
- Active military service
- Accommodation of students' religious beliefs
- Bereavement (such as the death of a close family member)
- Illness, injury, or emergency of such severity as to prevent the student from being able to attend class

Documentation is required for field trips, extracurricular activities, and military service. Please document your authorized absence with your ECO 120 instructor using this [authorized absence notification form](#).

In serious situations where the student is incapacitated and temporarily unable to perform the aforementioned responsibilities, family members may contact the Student Life Office for assistance with these matters. The Student Life Office will then provide notification (not verification) of the absence to the instructors. Arrangements for make-up work, make-up exams, or possible assignment adjustments are the responsibility of the student.

In the case of severe illness, injury, or emergency, instructors should be kept apprised of the student's absence timeline through direct communication with the student and/or via the Student Life Office, which will assist students and communicate with instructors as needed.

When absences are authorized, instructors are obligated to work with students to determine the best way for students to resume participation in the class without a direct penalty. The instructor is responsible for providing reasonable accommodation or opportunities to make up course obligations that have an impact on the course grade. It is expected that reasonable requests to make up exams and assignments will be accommodated. However, if the absences are lengthy, the student, instructor, and the Student Life Office should work together to determine if it will be possible for the student to successfully complete the course. By university policy, in all cases of absence, authorized or otherwise, students are responsible for completing missed work. Instructors are not required to do extra teaching.

## 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 [Office of Veteran & Military Connection](#). Students who need to withdraw from class or from the university due to military orders should be aware of UWL's [military duty withdrawal policy](#).

## Names and Pronouns

I will do my best to address you by your name and 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. See UWL's [Name-in-Use Policy](#). UWL's [Pride Center](#) is also available for additional assistance.

## Sexual Misconduct

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](#) for more resources or to file a report.

## Inclusive Excellence

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

Information regarding student conduct disciplinary procedures is available in the [UWL Student Handbook](#) and in the catalog which articulates the [UWL Student Honor Code](#).

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.

## 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 bias and/or 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 [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](#)

**UWL Legal Obligations to Students:** This syllabus includes descriptions of the many legal obligations UWL faculty and staff have for our students. See [UWL Syllabus Policy Information and Statements](#) for more information.

## Class Schedule

### PART 1: Introduction to Macroeconomics

Week 1	Sep 2-5	Overview of what is economics, macroeconomics	Ch 1, pp. 11-15
		Production possibilities frontier	Ch 1, pp. 18-19
Week 2	Sep 8-12	Measuring the macroeconomy	
		Measuring production	Ch 9, pp. 217-236
		Measuring unemployment	Ch 11, pp. 272-277
		Measuring inflation	Ch 12, pp. 296-305
Week 3	Sep 15-19	Supply and Demand - Virtual Week	
		Market Demand	Ch 2, pp. 44-55
		Market Supply	Ch 3, pp. 72-80
		Equilibrium	Ch 4, pp. 85-101
Week 4	Sep 22-26	Exchange Rates	Ch 16, pp. 410-414
		Supply and Demand for Currencies	Ch 16, pp. 414-423
Week 5	Sep 29-Oct 3	Exam week	
	Sep 30	Exam review exercise on Tuesday	
	Oct 2	EXAM 1 on Thursday	

### PART 2: Factors of Production and Long-Run Growth

Week 6	Oct 6-10	Supply and demand for labor	Greenlaw, S.A. and Shapiro, D., 2017, Principles of Economics 2e, OpenStax, Chapter 4, pages 85-92.
Week 7	Oct 13-17	Savings and Investment	
		Savings	Ch 13, pp. 393-343
		Investment	Ch 14, pp. 362-365
Week 8	Oct 20-24	International Economic Growth	Ch 10, 246-248
		Productivity curve	Ch 10, pp. 257-262
		Government policy to promote growth	Ch 10, pp. 263-265
Week 9	Oct 27-31	Exam Week	
	Oct 28	Exam review exercise on Tuesday	
	Oct 30	EXAM 2 on Thursday	

### PART 3: Short-run Expansions and Recessions

Week 10	Nov 3-7	Expenditure Multiplier Model	Appendix A, A2-A5, A11-A14
Week 11	Nov 10-14	Aggregate supply and demand	
		Aggregate Demand	Ch 21, pp. 544-551
		Aggregate Supply	Ch 21, pp. 551-556
		Macroeconomic Policy	Ch 21, pp. 556-565
		Short Run and Long Run	Ch 21, pp. 565-570



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## Class Schedule Continued

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Week 12	Nov 17-21	Federal Reserve System	Ch 22, pp. 578-582
		Monetary policy and the Interest Rate	Ch 22, pp. 582-593
Week 13	Nov 24-28	Short week with Thanksgiving Holiday	
	Nov 25	Out-of-class Exercise	
	Nov 27	Thanksgiving Day - No class	
Week 14	Dec 1-5	Exam Week	
	Dec 2	Exam review exercise on Tuesday	
	Dec 4	EXAM 3 on Thursday	
Week 15	Dec 8-10	Last Day of Class: Review and Catch-up	
	Dec 9	Exam review exercise on Tuesday	

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## Final Exam

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Tue Dec 16	Section 03 Final Exam (i.e. 9:25 AM TH section) Exam time: 2:30 - 3:40 PM
Wed Dec 17	Section 05 Final Exam (i.e. 11:00 AM TH section) Exam time: 7:45-9:45 AM

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