



# ECON 10200 2 - Principles of Macroeconomics - Instructor(s) - Oscar Galvez-Soriano

Project Title: **College Course Feedback - Winter 2025**

Number Enrolled: **150**

Number of Responses: **57**

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## Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

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Creation Date: **Thursday, May 1, 2025**

## What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
The function of the market.
We learned complex research models, how to analyze US data, and a lot of differential equations.
macroeconomic principles, optimization, fiscal and monetary policy
Basic Macro
Macro models
macro economics
Ways of measuring and tracking GDP and national economic growth/ interactions .
I learned a lot about the economy (and I learned way too much about excel...) but I also learned application into the real world and how to draw fire graphs.
Economics in general
money, optimization
large scale economic supply/demand curves, how the fed works, fiscal policy, inflation/interest rates. Also, how all these topics relate to each other and how to model economic behavior
I learned micro based macro concepts and how to apply those to real situations.
Lots of graphs and how things shift, also how to make graphs in excel
Credit Markets, Solow Model, SE, IE, Micro Review, consumption leisure model, etc.
Macroeconomics and how they affect business decisons
Professor Soriano was an excellent lecturer – his explanations were intuitive, his energy infectious, and his engagement with the material was clear. However, this is NOT a straightforward introductory macroeconomics course (like you'd find at Harvard/Stanford/anywhere else — especially in a 9 week quarter).
Much of the class revolves around learning and understanding mathematical proofs. While calculus isn't explicitly required, a strong grasp of its intuition is essential, along with the ability to derive lengthy proofs for both problem sets and exams. This mathematical rigor led to noticeable stress among students, particularly leading up to the midterm and final.
Also — going to class is a MUST. Professor Soriano does not do lengthy explanations on the slides. This means in class he may go off on a tangent and explain a very very niche topic, derive a proof on it, and expect it learnt for the final. Go to class.
You need to know every concept in depth. For example, we were expected to derive growth rates and apply the growth rate formula — an important macro concept, but one that seemed superfluous and which more time could have been better allocated to the rest / other curriculum.
This isn't meant as a critique of the course — I genuinely enjoyed it. But, like any UChicago Econ class, it's difficult. If you're expecting a light introduction to macro, think again. This course demands serious math engagement, far beyond a basic bizcon class. Consider this a heads up.
solow model, consumer leisure optimizaiton, monetary policy, economic growth, inflation
How to analyze macro economic variables and monetary policy
Monetary and Fiscal policy, a lot about GDP and the flow of goods, demand and supply on both producer and consumers side, a lot about maximization with firms and consumption
General introduction to Macroeconomics. We covered some recap of microeconomics, measurement of macroeconomic variables, credit markets, general equilibrium & fiscal policy, money & monetary policy.
Supply/demand, GDP calculation, Solow Model, credit markets, business cycles, optimization, general equilibrium, monetary policy
Learned about money theory, macroeconomics.
There was definitely more detail about how fiscal and monetary policy works and the Solow model. I always knew about those things, but never in this much detail, and I feel like it was a great introduction to macroeconomics. I also learned a lot about how the Fed works, which is valuable not just for the study of macroeconomics but also for everyday life.
Macro economic intuition in the classical model, not Keynesian. We covered firms optimization problem in the economy, got a fantastic introduction to Marco analysis and macro variables, and credit markets.
None
The basics of macroeconomics – involving concepts of supply and demand, equilibrium, interactions between firms and

Comments
consumers, how the Fed adjusts the economy, and more
Macroeconomics and how it applies in many ways generally. All or most of the cool macroeconomic general basics.
Principles of macroeconomics, how different rates and factors in the economy influence one another.
I learned about the solow model and macroeconomic policy
General macroeconomics such a the Solow Model
I learned a lot and developed an interest in macro.
The impact of different monetary policies on fiscal trends
How consumers and firms interact with each other and are impacted by macroeconomic events, how gdp and economic wellness is measured in a country, and how the government regulates inflation and interest rates.
OSCAR IS GOATED
How the economy works, second and third-order effects, to not really worry about reading the textbooks and instead focus on practice problems.
The way this course was taught was far more math-heavy than it needed to be. Not as much focus on fundamentals and intuition.
This course taught me basic macroeconomics. I learned how to take data from the St Louis Fed Website and turn it into a graph on Excel.
fiscal policy
I learned fundamental economic policies.
fiscal and monetary policy
good
basic macro
I learned a lot in this course about macroeconomic concepts like monetary policy, capital accumulation, consumer and firm optimization and their impacts on macroeconomic variables, etc.
Basic macroeconomic ideas and principles

## Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
The lectures were very understandable.
The lectures did not teach the actual tested content well, and the assignments were extremely unfair and unrelated to course.
lectures were helpful, discussion slides were also helpful.
PSETs were good
Lectures are musts, if you do not attend you can miss out on material that's on midterms or finals. I skipped all the discussions and was ok. The assignments are sometimes useful to concrete knowledge but are generally very very vague and get amended as the week goes.
assignments helps
Presentations and lectures are helpful for learning material along with office hours
lectures were very good, very helpful and so were the problem sets sometimes... Liked the quizzes
lectures sometimes engaging
lecture slides werent very helpful, neither were lectures, i felt like the material taught in lectures had nothing to do with the course content and syllabus as well as the tests
Lectures were the most helpful. Prof Galvez-Soriano was maybe not the best lecturer I've ever had, but he cared a lot about our learning and did a pretty good job about explaining concepts
The lectures were a big part of the course. He adds things to the slides in class that are really important to the material, particularly things that are not in the textbook. There were six PSets that were LONG and DIFFICULT, mostly because they were proofs and excel graphs. The proofs took forever to think through and the excel graphs took forever to make because you download all sorts of data from the BEA and other sites, and then you manipulate it so that it can be graphed. Additionally, there were four quizzes that tested on basic understanding of the material. It was nice that the quizzes were take-home online.
psets took way too long on excel stuff that didn't contribute to my learning at all

Comments
Professor worked for the Central Bank of Mexico so he knew his stuff and also just made everything in class very easy to understand by tying it to real world examples.
Lectures were super helpful. The content was confusing at times but Professor made it way easier.
lectures were verrry helpful. psets were also helpful.
Excel stuff made no sense
Going to lectures is very important
The lectures were very engaging and as long as you takes notes they really help
Lectures were great. The professor presented material in an engaging way, using examples and interactive questions. He posted the slides ahead of time, so you had a general sense of what the lectures would cover, but he didn't fill in all the information, so you still had to attend lecture and take your own notes. Discussions were fine. Assignments had some questions that were good at teaching the conceptual material. But some questions that were just mindlessly creating excel plots. Office hours were very helpful. Prof. was very willing to meet at times convenient to you, and happy to discuss the material, extensions to the material, and how you're doing in the course.
Lectures were helpful in introducing the concepts. Assignments were sometimes helpful in reinforcing the concepts, but some assignments were more about working with data/Excel, which I think is a good skill to develop, but was tangential to the actual material taught in class. I did not go to discussions, but the slides the TAs distributed from the discussions were good reinforcement of class content.
Lectures and discussions were helpful.
Lectures and assignments were critical, and they gave insights that weren't in the textbook. Discussions weren't as useful.
Lectures were very engaging and Professor Soriano is a great entertaining lecturer! Homework assignments have a lot of excel which can be tedious but it is a good skill to develop and way to see how the different macro concepts are put into practice. The quizzes are very helpful for learning. Could be less math oriented with the proofs.
Didn't
I did not go to discussion but found that lectures were very important. Lecture slides did not have much explanation of information and sections were not recorded or on Zoom. Being present for lecture greatly supported my learning. Problem sets were helpful as well, though I think quizzes were unnecessarily timed.
lectures contribute the most, the professor offered outside help pretty much anytime of the day too, he was really there for all of his students. Assignments too and breaking them down by step by step learning would ensure success in this course.
Mainly lectures with homework and quizzes
Lectures were very important to understanding the material because the slides often had a few bullet points/graph without the explanation that was required for you to know
Lectures were helpful, labs were not.
Quizzes were most helpful
Lectures contributed most to my learning.
need to attend lecture, slides posted have like nothing on them. But if you go to lecture, good class and you learn a lot about the markets of corn in Mexico.
Lectures, Discussion sections, Problem Sets, Quizzes. Go to the lectures — he tells you pretty much everything you need to know.
Grading was unnecessarily petty. Several points were deducted for things completely unrelated to economic understanding. Also, turnaround times were tight given the final material for a Pset or quiz would only be taught in the last lesson before they were due. There was also almost no flexibility on extenuating circumstances. I have no problem with tight deadlines, but you'd then also expect equally sharp and useful feedback from TAs. This was not the case.
Lectures were ok but not great, many don't show up. Discussions were not super helpful. The online Q and A section is decent.
Going to the lectures was somewhat helpful.
discussions were not useful, didn't attend lectures were amazing, forces attendance bc the slides don't have everything you need to know
fun
Lectures were decent and the homework assignments (where we were actually doing practice questions and weren't making excel graphs) were extremely helpful for understanding the material. Professor Galvez-Soriano has an open door policy to his office (you can walk in any time and ask questions). I took full advantage of this, and it really helped me understand the material and clear up any confusion I had about the concepts.
lectures were interesting but slides could have been more straightforward and showed the steps

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.13	4.00	0.00%	6.52%	13.04%	41.30%	39.13%
I understood the purpose of this course and what I was expected to gain from it.	4.09	4.00	2.17%	2.17%	19.57%	36.96%	39.13%
I understood the standards for success on assignments.	3.72	4.00	6.52%	15.22%	10.87%	34.78%	32.61%
Class time enhanced my ability to succeed in graded assignments.	4.15	4.50	4.35%	6.52%	8.70%	30.43%	50.00%
I received feedback on my performance that helped me improve my subsequent work.	3.80	4.00	6.52%	8.70%	13.04%	41.30%	30.43%
My work was evaluated fairly.	3.67	4.00	4.44%	13.33%	20.00%	35.56%	26.67%
I felt respected in this class.	4.17	4.00	2.17%	0.00%	17.39%	39.13%	41.30%
Overall, this was an excellent course.	3.87	4.00	4.35%	10.87%	17.39%	28.26%	39.13%

## Additional comments about the course:

Comments
This course is NOT Principles of Macroeconomics as taught by the teacher.
Professor takes long in explaining things but is pretty funny
The class felt very unplanned at times. There was a frankensteining of different coursebooks that made it tough to keep up if you missed any lectures or didn't pay attention for a minute.
Sania Zeb is the grader, and she knows nothing about the course or Econ. Still feel amazed to have works evaluated so unfairly
professor is really fun and great
The TA's are crazy about the grading and the rubric for the psets.
N/A
Tips specifically for this class: Show up to lectures and take thorough notes! Also, I do not have an ipad, but this is definitely one of those classes that benefits from ipad style notes (annotating the slides).
Note: This course was great, but it was not what I expected. The professor has very strong opinions about Keynesian economics, and will start each class talking about he does not use "mickey mouse" models. Because of this, the material covered by Galvez–Sorriano was different than the material covered by other macro professors. We spent thirty minutes on the AD–AS setup in the last class of the quarter, and spent the rest of our time making micro–based macro models. This included the Solow Model, the consumer and firm's optimization problems and Marshallian demands, and the output demand and supply graph. Overall, it was different than other macro classes, especially AP macro, and I learned a lot.
Go to lectures
The grading could be a bit harsh, especially on PSETs. Not much partial credit. But to be honest, I did terribly in micro, and I put in like bare minimum effort, and got a solid grade. I am not smart, so like if you put in some effort and maybe aren't an econ super genius, as long as you try on the PSETs and like triple check your work and assumptions, study a lot before the midterm and final, you can get an A. It is graded on a bell curve but I think 90% is like an auto threshold to get A– or A, but yeah bell curve so not a fixed bar of 93 or something for an A.
Oscar is funny and class isn't that boring because he himself is also very enthusiastic about the things hes talking about
Pretty standard intro to macro class
TAs and graders did not align frequently with what prof. Soriano would say in class. This meant frequently submitting re–grade requests and allowing up with him about getting points back. He always would reach out to the Task and give credit back but it was annoying that the graders were out of the loop.
N/A
None
Professor Galvez–Sorriano is a pretty cool guy.
Take this for ECON majors, not hard at all just listen in class, he pulls from quizzes and psets for the exams, very easy to prepare for.
Very chaotically structured and the tests were a joke. Weirdly structured so tons of people were getting up to ask questions during the midterm. There were no calculators allowed yet the math parts required some fairly tedious arithmetic (that any other class would let you use a calculator for). Felt very arbitrary in many ways, especially when he gave out bonus points on the midterm in the class before, and a handful of people bluffed their way through it.
prof is an insanely amazing lecturer super funny and engaging and clearly well–versed in the subject very helpful in OH too
Had to self–teach most of the class b/c prof teaches in a very unnecessarily complicated way.
Honestly, many people may leave negative reviews about the course. However, I believe that it was actually a pretty good class. Professor Soriano is always available in his office and wants students to stop by and ask questions. I took full advantage of this and honestly believe it was the reason I was able to understand the material and make the most out of the course. If you do the homework assignments diligently and go to his office for questions, you will really understand all of the material and will enjoy the course.

## I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	10.87%	89.13%
Anyone interested in the topic	17.39%	82.61%

## Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
His lectures were very clear.
N/A
His lectures were helpful, really detailed.
PSETs
When prompted, he will explain really well. He gives good examples.
lectures
He always made sure to ask us if we needed more explaining and really tried to make sure we understood the topics.
Lectures and asks students if this is clear
lecture slides
I think that his openness to questions during class was very helpful.
Lectures
Just made things easy to digest, great lecturer. I'm pretty academically dumb and still understood everything for those out there worried about GPA. Also, in-person office hours were incredibly useful!
Lectures were really good and he kept us engaged.
His lectures were good. I didn't go to all, but the ones I went to really helped clear up some things as he explain in a lot of detail
Lectures
The lectures and answering everybodys question, he also brings in past experience at the central bank of mexico and constantly relates to topics so it makes it a little more personal
The lectures and examples were great.
He's clearly passionate about the subject and was always willing to answer questions in and outside of class. His slides were also pretty good.
Lectures, willingness to help and answer questions.
The professor explained all of the key concepts clearly and understandably. He was willing to explain everything time and time again if the students asked him to.
Engaging lecturer and is always welcoming students to visit his office and answer questions or discuss the course material
Not muxh
Example problems
Lectures
Probably the models and walkthroughs he did in class
Lectures
I really enjoyed how it lectured. He did well in engaging students.
Lectures
Lectures
He will randomly say "what the sigma" or something about dragon ball z, which will stimulate your low attention span to get you to pay back attention
The fact that he would talk about more stuff than what was covered on the slides, which forced me to pay attention.
Prof. Galvez-Soriano was helpful at an individual level, but expectations for assignments were very unclear. Grading on assignments was petty and didn't reflect students' actual knowledge. Also far more math than needed. The content itself was fairly simple but could've been made more interesting.
His lectures were decent. He was very good at responding to emails, and generally extremely available, which was good.
Good lecture slides organization
his jokes and ability to answer questions his organization
teaching style
His open door policy in his office (students could stop by any time during work hours and ask questions) truly allowed me to clear up any confusion I had about the concepts and really helped me understand the material in-depth. In his office hours, he was very

Comments
good at explaining concepts and clearing up confusing topics from lecture. This aspect of the course made it very enjoyable for me.

## What could the instructor modify to help you learn more?

Comments
Explain more about how to solve the psets, and prevent multiple mistakes on the psets with clearer explanation.
He needs to include practice exams and more study resources
Be more ambitious in what content to cover. We spent a lot of time on simple things like a growth rate formula.
Adding more info to slides would be helpful.
Speed up and talk less about notation
Honestly, it was very difficult to keep up because the teaching was sporadic and seemed to be based on his interests rather than a particular curriculum.
I think it's difficult to keep up this way especially with the more quantitative parts.
NA. have a mechanism to restrict or tutor some less responsible grader maybe
stop saying "oh this is so easy so sorry I'm going slowly because I know you guys already know the material but there are some people who need extra explaining" I get that it's a joke but it's not necessary
diminish the proportion of Final and Midterm for grading, and increase the PSet , I feel I have done so much for Pset but only counts as 10%
more info on lectures slides and ways to study for the midterm and final and more explanation on psets
I wish the Psets focused less on excel skills. A few of the excel problems at first were useful in gaining certain excel skills and understanding how to build/interpret graphs based on real world data, but I think these types of problems became very repetitive. Also, in general, I found many of the problems from the same PSet to be quite repetitive.
I think that explaining variables before introducing equations would be helpful.
More thinking questions on psets
Make sure the PSETs and quizzes are accurate before posting.
put more information on the slides.
Practice exams, practice problems.
Later office hours...
having more information on the lecture slides
Move a little slower on the math
I wish the midterm and final didn't have multiple choice questions that were just memorization. Questions where you used a concept, or an equation, were helpful checks of understanding, but I don't know exactly what I was supposed to gain from the multiple choice question of "which survey measures unemployment?".
Some slides that he published were incomplete because he would fill in graphs during lecture. So if you missed a lecture, just looking at the published slides was not helpful. The class would also sometimes get slightly derailed because he would always answer people's questions (that were sometimes not very relevant), so maybe take fewer questions in class and save that for office hours.
Provide annotated slides back to class.
I think it would've been useful to have some samples for the midterm and the final to practice for it better.
more conceptual questions on homework – like quiz questions but on the Psets and written responses to practice thinking about the concepts and putting it into words
Give better notes, don't just mention things and expect it to be on the test
I think it would have been great to have recordings offered or some of the formula (and their rearrangements) included in the course materials for easier future reference
A short list of all the topics that would be on the final, ambiguity in what to study made it more stressful, felt like I always might be missing something and it made me scared.
Not sure
Great class.
Make lecture slides more clear for independent learning
maybe post the slides with the stuff said in class
N/A



Comments
Respond to discussion comments more quickly. Instruct TAs to grade assignments more fairly. Make expectations and class slides more detailed. More focus on fundamental intuition.
Make the tests less tedious and arithmetic based (require more economic intuition rather than 7th grade math).
more actual practice, he didn't give us enough at all
Teach more clearly and comprehensively. He teaches from a very theoretical standpoint and overcomplicates the very simple concepts for no reason.
Potentially reduce the amount of excel on assignments earlier in the quarter. Later in the quarter, most of the assignments were actual practice problems and didn't involve excel. In my opinion, all of the assignments should be like this.

## The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.07	4.00	0.00%	11.36%	9.09%	40.91%	38.64%	0.00%
Presented lectures that enhanced your understanding.	4.23	4.00	0.00%	6.82%	11.36%	34.09%	47.73%	0.00%
Facilitated discussions that were engaging and useful.	4.14	4.00	0.00%	6.82%	13.64%	34.09%	40.91%	4.55%
Stimulated your interest in the core ideas of the course.	4.20	4.00	0.00%	9.09%	6.82%	38.64%	45.45%	0.00%
Challenged you to learn.	4.27	5.00	0.00%	9.09%	6.82%	31.82%	52.27%	0.00%
Helped you gain significant learning from the course content.	4.23	4.50	0.00%	9.09%	9.09%	31.82%	50.00%	0.00%
Was available and helpful outside of class.	4.45	5.00	0.00%	0.00%	8.89%	35.56%	53.33%	2.22%
Motivated you to think independently.	4.36	5.00	0.00%	2.22%	11.11%	35.56%	51.11%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.31	4.00	0.00%	2.22%	13.33%	35.56%	48.89%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.18	4.00	0.00%	6.67%	13.33%	35.56%	44.44%	0.00%

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

Comments
Louis. His discussions sections were very well explained.
Aveesha Gandhi, she was the best. Her office hours were really helpful.
Sania Zeb. She knows nothing about economy or math, and is the worst of the worst graders I have met
Sania. Grading is off the charts terrible. Literally insane. Takes points off for the dumbest, smallest things and then blames it on the professors grading rubric.
cant remember, they graded my first psets unreally like they were trying so hard to find points to take off but then i think they got lazy
The discussion sections were not necessary.
Louis Otto. His discussions were good reviews of the content. Sometimes the TAs took off points for such silly things in homework assignments, and then we would only get them back weeks later which wasn't super helpfull.
I occasionally spoke with Sania Zeb and Louis Otto. I didn't talk to them much but they were both pretty helpful.
Aveesha Gandhi – very helpful
Aveesha Gandhi, Louis Otto, Sania Zeb
Aveesha Gandhi, Sania Zeb, Louis Otto
Not sure I didn't use them much
Sania– Many students including myself had issues with the grading of this course; on the first few psets especially (it only changed after because people complained) points were liberally removed on otherwise completely correct answers just because they didn't match the style we weren't given/aware we were supposed to follow.
no idea/did not attend
Louis Otto
Louis Otto . Louis was helpful and engaging — focusing discussion sections on the more important and interesting aspects of the course (as well as reviewing other material. Sania was involved with grading, which was a big problem with this course. Several people were often deducted many points for things completely unrelated to economic understanding.
louis otto was so helpful and patient and kind! he wasn't my assigned TA but i went to a few of his discussions and emailed him questions and he was very helpful
The grader Sania Zeb can be tough with grading to an unsensible degree.

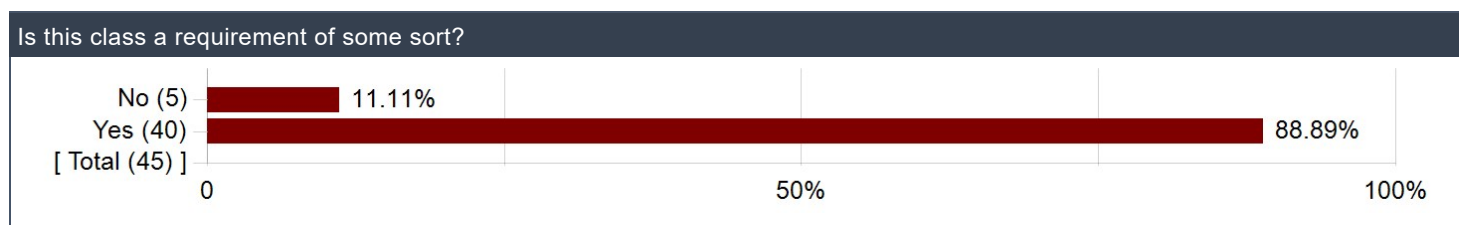
### The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	3.69	4.00	10.00%	0.00%	15.00%	35.00%	20.00%	20.00%
Gave you useful feedback on your work.	3.19	4.00	26.32%	0.00%	5.26%	36.84%	15.79%	15.79%
Stimulated your interest in the core ideas of the class.	3.41	4.00	10.00%	5.00%	25.00%	30.00%	15.00%	15.00%
Challenged you to learn.	3.59	4.00	10.00%	0.00%	25.00%	30.00%	20.00%	15.00%
Helped you succeed in the class.	3.41	4.00	15.00%	5.00%	15.00%	30.00%	20.00%	15.00%
Was available and helpful outside of class.	3.50	4.00	10.53%	5.26%	21.05%	26.32%	21.05%	15.79%
Overall, this individual made a significant contribution to your learning.	3.59	4.00	10.00%	0.00%	25.00%	30.00%	20.00%	15.00%

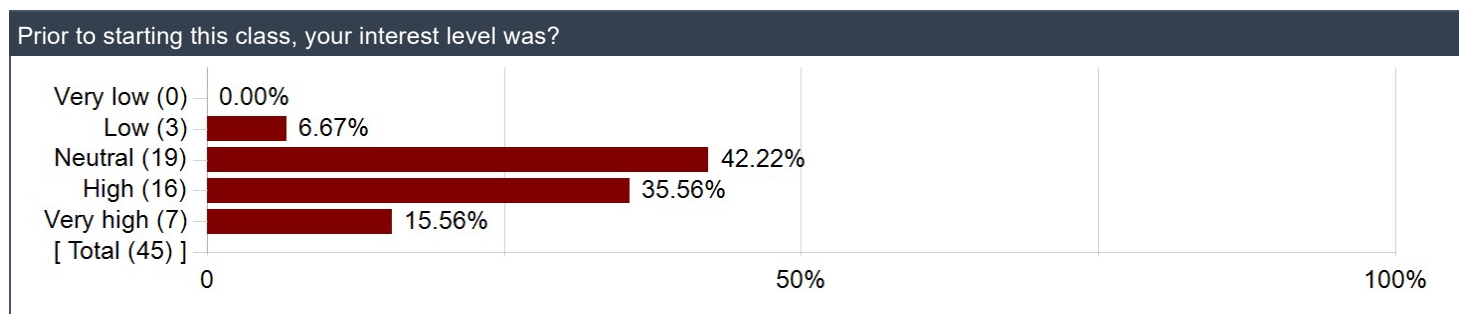
## How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Field Trips	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Library Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Review Sessions	2.67	3.00	33.33%	0.00%	33.33%	33.33%	0.00%	0.00%
Writing Seminars	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

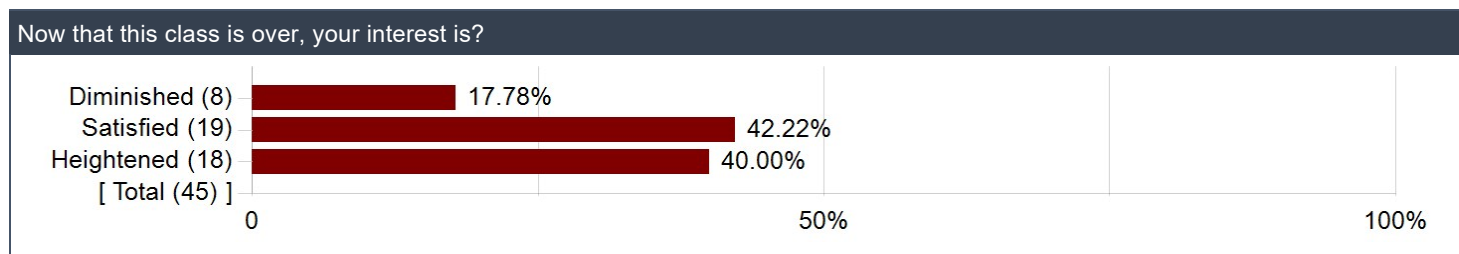
## Is this class a requirement of some sort?



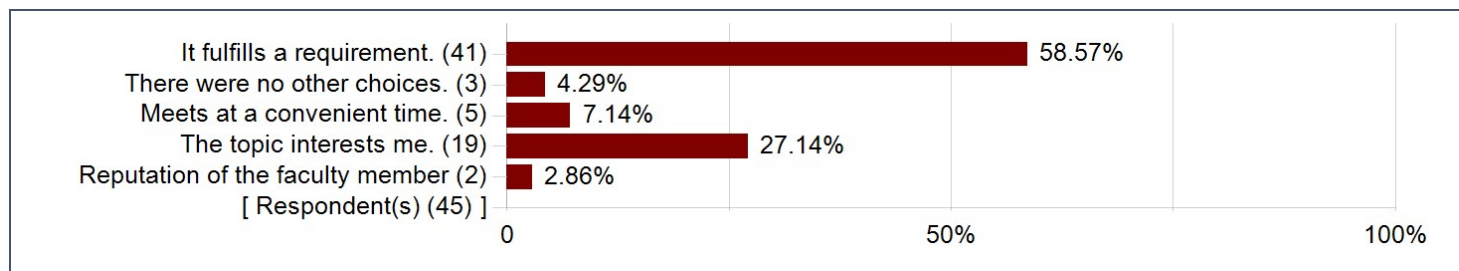
## Prior to starting this class, your interest level was?



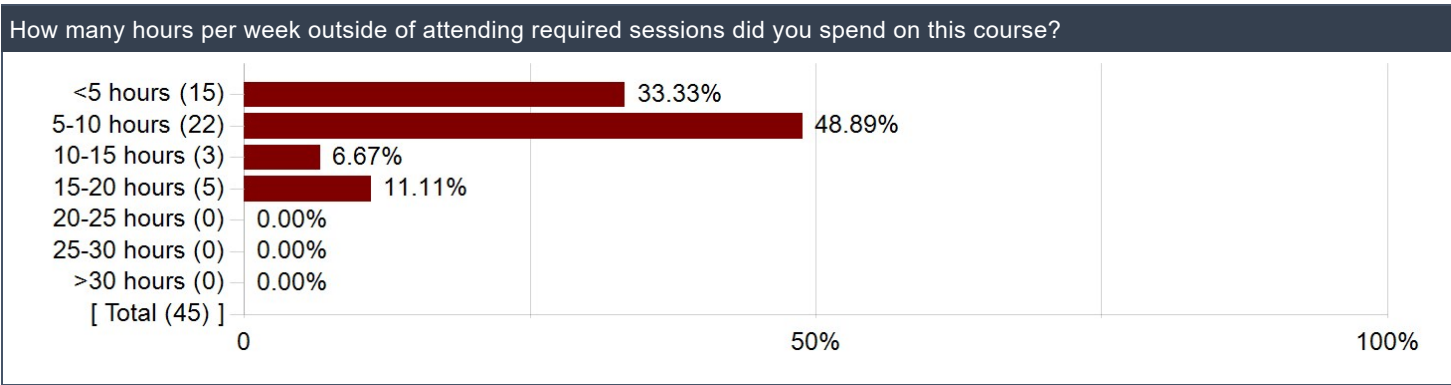
## Now that this class is over, your interest is?



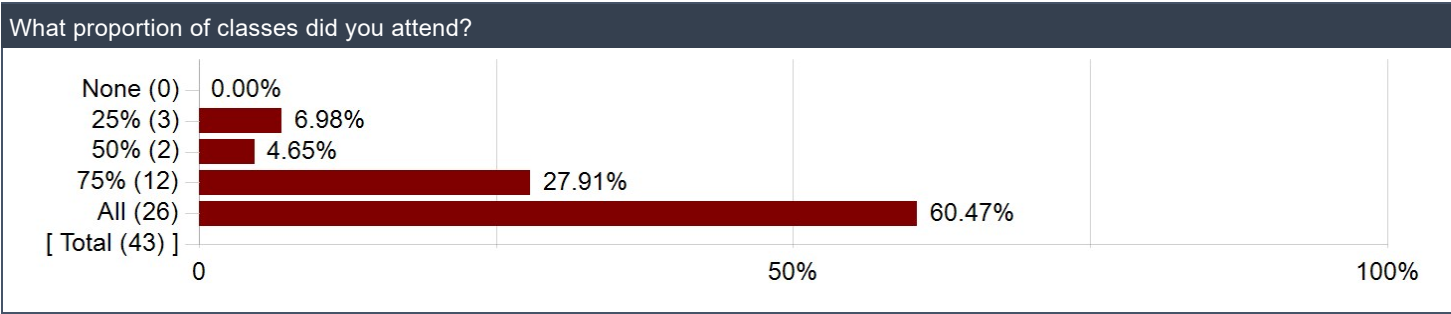
## Why did you choose to take this course? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



**Please comment on the level of difficulty of the course relative to your background and experience.**

Comments
Very difficult as someone who aced AP Macroeconomics and got a 5
I had an IB economics background and it was relatively moderate. If you study enough it is easy to understand the material. But the excel assignments were hard to accomplish at times.
I did economics in the IB, it was fine.
I took micro and it was miles easier than micro. relatively easy class. midterm average was an 80% compared to the usual 60%
the course content and esp lecture was nothign like i thought why we did we even need to do excel the psets were unreal but the quizzes were more like what i knew and wnated to leanr about
I am not an econ major lol. I took this course as a 4th year because I wanted to take a proper econ class before graduating. I don't regret it, but if you are taking an econ class for the same reason as me, maybe don't choose macro out of all of them. I also didn't take micro (which is a prereq for this class) and it was totally fine.
I took AP Micro and Macro in high school, and Principles of Micro with Min last quarter. I would say that the topics in this course are more complex than micro, but the grading was a lot easier
Took AP macro before, this course has lots of new stuff, specifically with new graphs and models
Easier than Min Sok Lee, but still a UChicago hard econ course with most people getting B+/B
took ap macro but would say at least 40–50% of the content's different from ap macro. it was difficult and there was a lot more math than expected and it took time to understand a lot of things but it was manageable
I had no background in economics and this course wasn't bad at all, you just gotta put in the work
I have never taken any economics courses ever. This was very approachable. Although you could tell some students were more familiar with certain concepts, I just put in a little more effort and it was fine.
I have taken the Econ 200s sequence, so this class was largely review (so pretty easy). Problem sets were reasonable in difficulty and length, and exams were pretty fair. That being said, if this is your first time seeing macro concepts, it's a lot of content.
It was relatively difficult, but not too challenging.
need to attend lectures
I think it was somewhat difficult for me, though some of the content was reminiscent of AP Macroeconomics. I struggled the most with some of the proofs in the class as I didn't have a lot of recent practice with the proofs. Overall, the most difficult parts of the course for me were the problem sets and the exams.
Pretty difficult
It was a lot more math-intensive compared to my expectations, as I expected it to be mostly conceptual instead of quantitative, however the math was not very difficult.
Pretty easy
The material wasn't difficult, but the way assignments were graded and exams focused on aspects that weren't emphasized made it "difficult"
Moderate difficulty with moderate experience
Relatively standard level of difficulty for a ECON course.
as Oscar says, it'll be EZ PZ
FAR easier than Econ 100 with Min. Have a basic familiarity with differential calculus.
Pretty simple, but seemed to focus on topics that weren't important.
Difficulty came from the arbitrary nature of the tests and material. The actual economics are fairly easy.
If you go to his open office hours, do the homework diligently and don't take shortcuts, you will do well in this class.