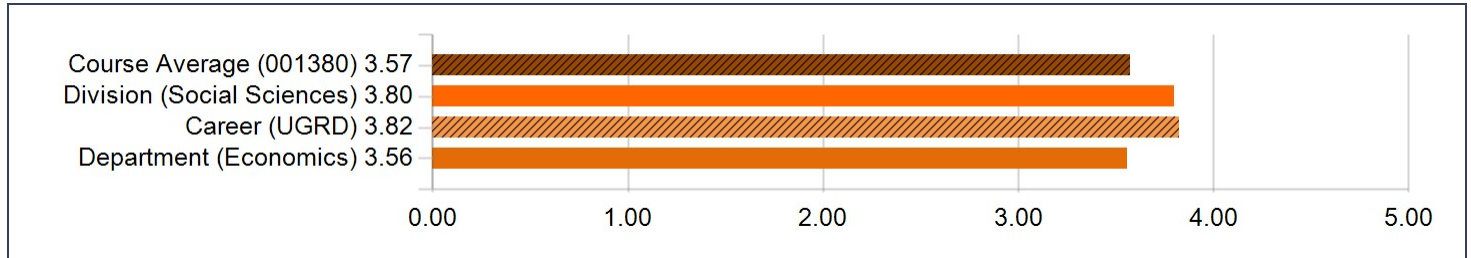


ECO 101: Introduction to Macroeconomics - C05 - F. Cabezon Otero

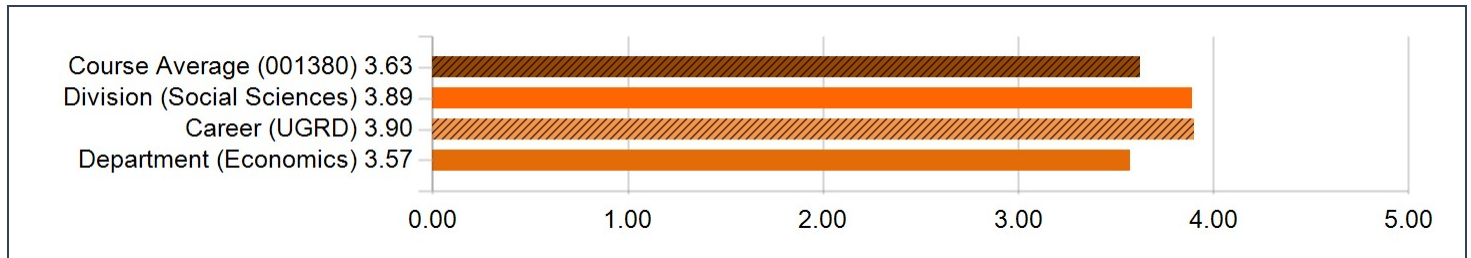
Department, division and career level statistics are survey-specific (i.e. the main survey, FRS, Writing Program, and graduate program surveys). Statistics below are based on responses of the course population that completed the same survey questionnaire as this course.

Course Questions - Score Analysis

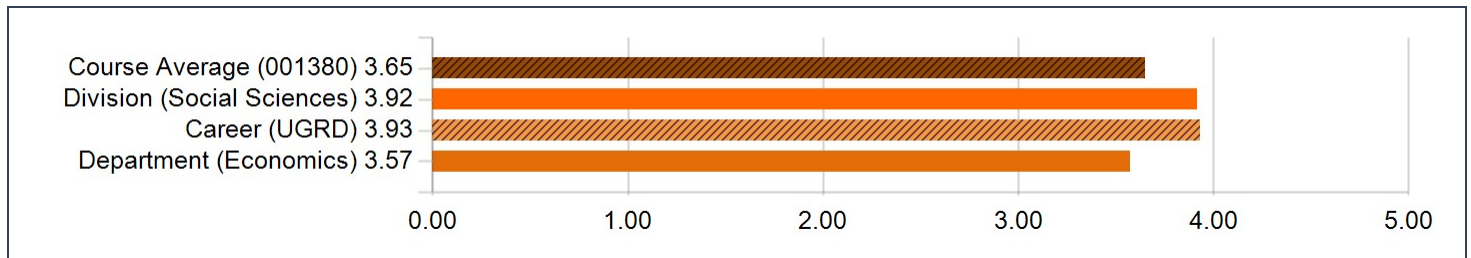
I think that the overall quality of the written assignments was:



I think that the overall quality of the readings was:

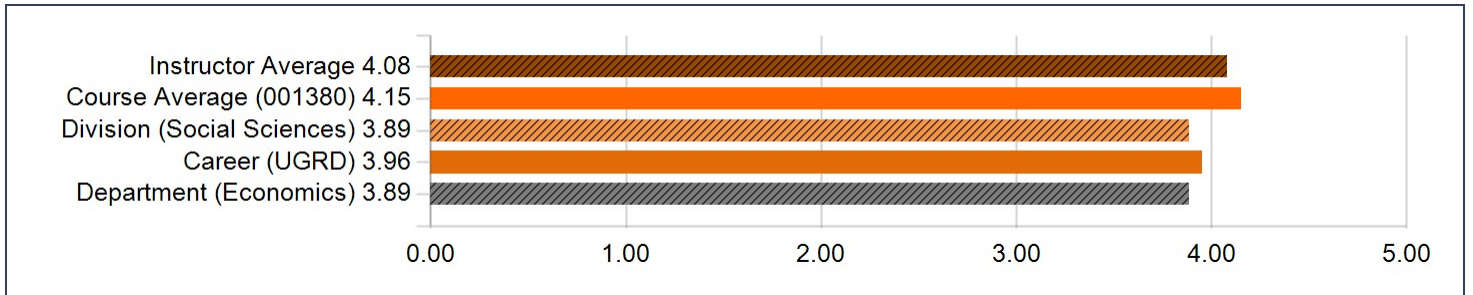


I think that the overall quality of the course was:



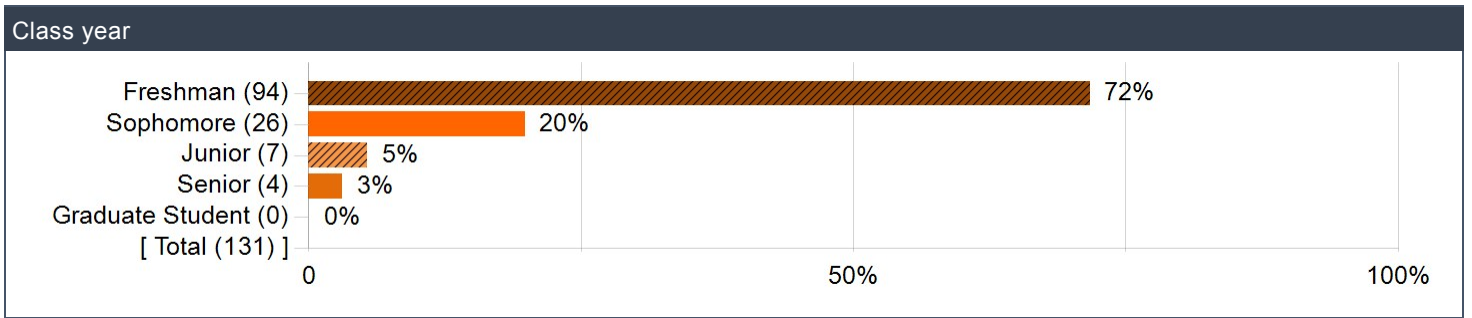
Instructor Questions - Score Analysis

I think that the overall quality of the classes was:

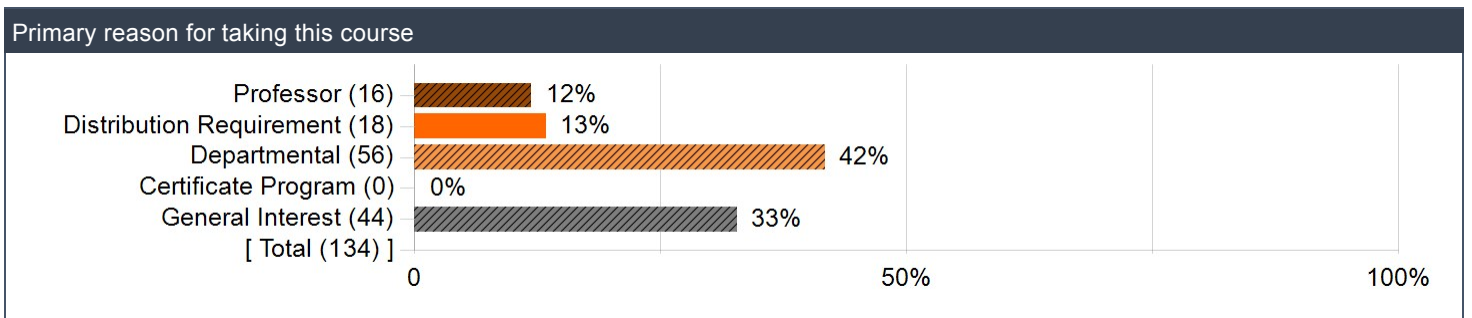


Course Questions - Frequency Analysis

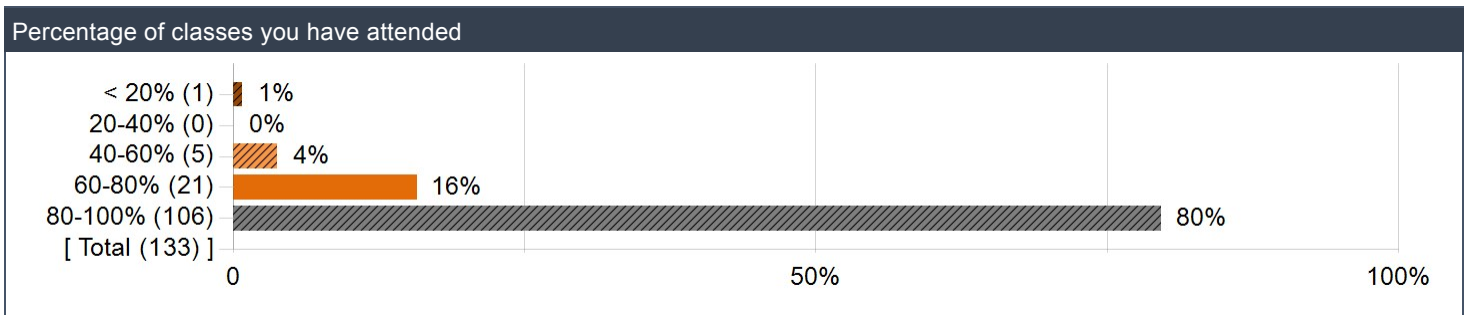
Class year



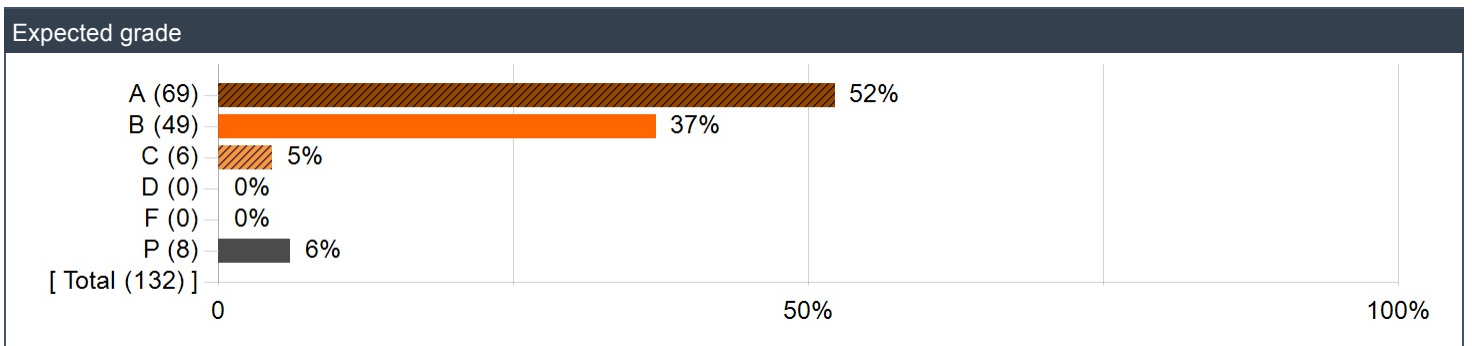
Primary reason for taking this course



Percentage of classes you have attended



Expected grade



I think that the overall quality of the written assignments was:

| I think that the overall quality of the written assignments was: | | | |
|--|-------|-------|------------|
| Options | Score | Count | Percentage |
| Excellent | 5 | 27 | 21% |
| Very Good | 4 | 44 | 34% |
| Good | 3 | 39 | 30% |
| Fair | 2 | 19 | 15% |
| Poor | 1 | 2 | 2% |

I think that the overall quality of the readings was:

| I think that the overall quality of the readings was: | | | |
|---|-------|-------|------------|
| Options | Score | Count | Percentage |
| Excellent | 5 | 28 | 21% |
| Very Good | 4 | 45 | 34% |
| Good | 3 | 42 | 32% |
| Fair | 2 | 13 | 10% |
| Poor | 1 | 3 | 2% |

I think that the overall quality of the course was:

| I think that the overall quality of the course was: | | | |
|---|-------|-------|------------|
| Options | Score | Count | Percentage |
| Excellent | 5 | 36 | 27% |
| Very Good | 4 | 38 | 29% |
| Good | 3 | 37 | 28% |
| Fair | 2 | 15 | 11% |
| Poor | 1 | 5 | 4% |

Instructor Questions - Frequency Analysis

I think that the overall quality of the classes was:

| I think that the overall quality of the classes was: | | | |
|--|-------|-------|------------|
| Options | Score | Count | Percentage |
| Excellent | 5 | 3 | 25% |
| Very Good | 4 | 7 | 58% |
| Good | 3 | 2 | 17% |
| Fair | 2 | 0 | 0% |
| Poor | 1 | 0 | 0% |

Qualitative Feedback

Self-Evaluation - Why did you take this course? How would you describe your level of engagement in the course?

| Comments |
|--|
| I took this course as I was very unfamiliar with economics and was interested. I felt like I had a very high engagement in the course. |
| To learn about economics generally |
| This course was the only course I took that was not a requirement. I had an interest in economics and I was especially drawn to the course because of Professor Blinder's experience in the field. Unfortunately, I did not get to dedicate the amount of time to this class that I wish I could have because of my required classes. |
| I took this course because I am planning on majoring in Econ. I would say that I was pretty engaged with the course. The material was not difficult, considering I took AP Macroeconomics in high school. |
| I took this course because it seemed interesting to get to know about the economic world |
| blinder + interest in econ, generLLY ENGAGED |
| I am interested in taking economics. I was very moderately engaged. |
| Thought this course teaches material everyone should learn about at some point in their education. |
| I am thinking about majoring in Econ, so this is a natural step in that direction. My level of engagement was decent, I think I could participated more however. |
| I am an economics major. I went to lecture and precept. No reading |
| I took this course because I had a general interest in macroeconomics and it fit with my schedule. I attended almost every lecture and every class, and completed every problem set. |
| I was interested and worked hard but also found it challenging |
| I am on an econ major track and needed to start somewhere. |
|Interest and SPIA/ECON requirement. I wish I had been able to do more of the readings |
| I want to be an Econ major, I was pretty engaged, I should have done more of the non-textbook readings |
| I was thinking at the time of being a prospective economics major. I wanted to take the class because it would complete a requirement and the professor is impressive and with the combination of both I would get a good feel if economics was right for me. |
| I needed a social science to fulfill a distribution requirement. Also, I wanted to become conversant in economics because I wanted to understand world affairs better. |
| I took this course because it was a prereq for my major. I found myself very engaged with the material, especially during my precepts. |
| Intended major in economics |
| I took this course because I wanted to take an economics course to gauge my interest in the subject |
| I do have an interest in economics and I was mostly engaged |
| Potential interest in ECON major, I was very engaged |
| As an econ major (and as someone who didn't take macro in high school), I was obviously going to take this class as soon as possible. My schedule worked out so that I couldn't take micro this semester, which meant I was definitely taking macro. However I was also glad to be taking it with Professor Blinder. The lectures were high quality, as were the readings (for the most part) and problem sets. I would say I was very engaged, but the one thing was that I often deprioritized this class because I didn't find it super hard and my math class was more difficult and time consuming. I did go to Professor Blinder's office hours several times, less because I was having trouble but more because I was curious about various questions and enjoyed talking to Professor Blinder about them. |
| I took the class because of my interest in Econ. My engagement was pretty high. |
| I took this course to become an economics major. I attended all lectures and tried my best to grasp these fundamentals before tackling higher level economics |
| I am thinking of majoring in ECO so the course was something I was really interested in. I was trying to be engaged as much as possible, but the class is really big so it is almost impossible to contribute during a class. |
| For a potential concentration. I engaged a lot in the precept and attended most lectures. |
| I took this course because I was generally interested in pursuing Economics, and specifically curious about Macro. I was initially highly engaged but found it more difficult as the semester went on. |

| Comments |
|--|
| I took this course because I had never taken econ before, so I wanted to gain knowledge of the subject. My level of engagement varied throughout the term, mainly depending on the quality of lectures and workload for other courses |
| I took this class because I thought that I might be interested in Economics. I quickly realized that I hate economics, and I wish I had not taken this class. |
| Economics concentration. |
| Need to for Econ major. I think my engagement was solid but could have been better |
| I took this course as a part of a potential major and interest in economics. I felt like I wanted to be in the business aspect of things and economics was the best thing for that. |
| I took this course to get a general understanding of macroeconomics. |
| I was interested in taking a class with Professor Blinder. I went to most lectures and precepts, so I had a moderate to high level of engagement. |
| Level of engagement was low (in precept and lecture). I took this course because I want to major in economics. |
| I took this course because I want to major in economics and was generally interest in the course. I was extremely engaged in precept, asked questions and showed up to every class, but lecture was not my style of learning, as it was mainly just reading off of slides. |
| I was thinking of switching to ECO and this class convinced me. |
| Departmental. Semi-engaged. |
| I took the course because it is a requirement for my major. I did a good job of engaging in the course. |
| I thought I might be interested in economics. I am not. I was engaged in the class in that I did all the homework and showed up to class. I definitely learned a lot from this class, but did not enjoy it as much as my other classes and do not plan on taking another econ class anytime soon. |
| Good, basic introductory course. |
| I was considering a concentration in Economics and thought that this would be a good class to evaluate my interest. |
| I took it to fulfill a prereq for economics major. Not very engaging. It's all review and busywork. |
| I took this course because I wanted to take at least one Econ course. This felt like a good intro one to take. |
| I was very engaged in this course, I took it because I want to be an economics major. |
| I took this course because I had always been interested in economics and was considering pursuing it as a concentration. I was particularly drawn to this class because it was taught by Professor Blinder. |
| I had taken AP Macroeconomics prior to Princeton, and wanted to go back and do it at the college level, even if it was introductory. I found it to be much more engaging than I was expecting, especially as the lectures pertained to historical and current macroeconomic examples, and as a result I felt very engaged. |
| I was interested. |
| Required to enter my intended major. |
| I am thinking of becoming an economics major. Not only is this class required by the Economics department but it also helped me to determine whether I wanted to pursue economics. I was quite engaged in the course – I regularly attended lectures, precepts, and office hours. |
| I took this course to satisfy prerequisites for Economics Major. I also took this course over others because of positive reviews of Professor Blinder. |
| I took the course because it fulfilled an SA distribution requirement and because I hadn't taken any economics classes before. |
| I took microeconomics in high school and was interested in macroeconomics. |
| I needed a humanities distribution. I went to all precepts and about 50% of the lectures. |
| econ major — high engagement (attended all lectures and precepts) |
| I could have tested out of ECO 101 but I decided to take it because of the professor. I think it did teach a few things that my AP class did not, and vice versa. I think this is a standard introductory course but it was interesting that current events and COVID-19 were incorporated. |
| I took this course because I am considering economics as a major and because I wanted Alan Blinder as a professor. |
| I took this course because I had never taken economics and I wanted to explore it to determine whether I want to major in it. I took ECO 101 instead of ECO 100 because Professor Blinder is famous. I attended every meeting of this course and did all the work. |
| I needed it as a prerequisite to major in Econ. Loved the course. |
| Mid-engagement in course and taken because I want to major in economics. |
| I took this to satisfy my SA and was highly engaged with the material throughout the semester. |

| Comments |
|--|
| I took this course because I would like to be an economics major and because I am interested in the topics. |
| Need to take intro macro for econ major. |
| I took this course as a prospective economics major. I found this course very engaging, and I read and reread a lot of the readings. |
| I took this course because I have a general interest in economics. I would say that I was moderately engaged with this course. |
| For my prospective concentration. Well |
| I took this class because I want to concentrate in economics and have a lot of interest in eventually working in investments when I graduate. I would say that my engagement within the class was fairly high. |
| very interested in econ from high school |
| I took this course because I am considering majoring in economics. I was very engaged with the content of the course. I was not always very engaged with the lectures and precepts themselves. |
| I took this course because of Professor Blinder and also because I'm interested in majoring in Econ. |
| I am interested in being an economics major, so I wanted to delve into economics head first. I was very engaged in the course, because it was an introduction to the idea I had for my major. |
| I took this course to learn about macroeconomics. I was semi-engaged. |
| I took this course because I plan on majoring in Economics. I thoroughly enjoyed this course in high school which is why I wanted to continue my studies in the field in college. I was very engaged in the course this past semester and found it to be one of my most interesting courses. |
| I took this course because I am an economics major. |
| I took this course to fulfill a prerequisite. I was very engaged. |
| Distribution requirement and general interest. Macro is very fun! I was relatively engaged throughout the course. |
| I took this course for the distribution requirement. I learned a lot. |
| Took this course for an econ requirement |
| I am an Economics major. |
| I took this course because I did not know anything about economics, and I thought this would be good introduction to the field, and to learn about important topics in the current world. I found out, however, that this field is not for me, as I quickly found out how little it interested me and resulted in my engagement in the class being rather low. |
| I took this course because it is required for Econ majors, and because of general interest. I was pretty engaged with the material and learned a lot. |
| I took this course out of a general interest in macroeconomics and additionally since Professor Blinder is teaching it. I would describe my level of engagement as attentive and highly interested in the material. |
| Loved it, but had a lot of health issues that sometimes prevented me from coming to class. |
| I took it because it's required for me. I was engaged in the course. |
| I took this class because it is a requirement for my major. I tried to stay up to date with every single assignment and all the precepts and attended every single lecture that I could. |
| I took this course because of my general interest in economics and specifically macro because of Professor Blinder. I engaged heavily with the course material during and outside of class, participating as much as possible during precept and missing only a few lectures. |
| n/a |
| I'm not sure why I took this course. I was trying to parallel plan with another major, but my schedule became so demanding that I was not very engaged in the course. |
| I took this course because I hope to major in economics. |
| I took this course out of general interest in understanding economic policy and as a general skill. I have found it surprisingly more enjoyable than I expected! |
| General prerequisite for Economics major, very engaged, Economics is a big interest |
| To learn economics from an amazing teacher. Very engaged |
| I enjoyed econ in High school and decided to take it again. |
| I took this course because I had an interest in economics, and hoped to see if this was something that I could see myself doing. |
| I was generally interested in Economics. I thought the class content was great and am now considering the finance certificate. |
| I planned to major in Economics. |

| Comments |
|--|
| I took this course because it is a requirement for the economics major. I was engaged during the precepts, but probably not as much as I should have been during the lectures. |
| I am strongly considering economics as a concentration and enjoyed macroeconomics in high school. I was very engaged with the lectures and with course content. |
| requirement. Engaged. |

Papers, Reports, Problem Sets, Examinations, Critiques - Please comment on the guidance of the instructor(s) in preparing you to do written work, comments in response to written work, and the overall value of the papers, reports, exams, problem sets, and critiques to the course.

| Comments |
|---|
| The problem set grading is really weird in my opinion. Way too harsh and much less feedback than in other PSET courses. I'm not sure why the 4/5/6 system is used, and it seems to discourage actually trying your best on the PSET. Twice early on, I got nearly everything right but still got 5/6 so I stopped bothering with PSETS early on. |
| I was very confused for the first problem set but help from services like the McGraw center got me through. |
| I was prepared well to complete all problem sets, exams, and papers. The individual preceptor's office hours were extremely helpful. |
| Problems sets were manageable |
| We rarely did practice problems in class, so the problem sets were often different than what we had learned (though the general concepts were the same). Overall they weren't too hard though. |
| Felt very prepared to do all work assigned to me. |
| The guidance was solid, but there were very little comments in response to the written work. |
| work was manageable and helpful |
| the psets were not similar to what we learned in lecture but they prepared us for the exams. |
| There was adequate help. |
| Problem sets were challenging. struggled to do well on them without going to McGraw |
| The psets are simple but you are given no prior way of knowing how to do it. The material taught in the lectures and precepts has little application to the pset. The textbook is the only thing that provides clarity and guidance. |
| The instructors did a great job preparing us for our assignments. Classes helped me understand the material in readings. |
| Needed more explanation for some of the P-sets. Overall can't complain. |
| The lectures I felt did almost absolutely nothing to prepare us to do written work, and it just felt like extra material you had to pay attention for in order to do well on the exam, instead of teaching us what the written assignments were going to test us on. |
| It was not amazing. There are study sessions but nothing more |
| lecture content didn't seem to connect to pset/ tested content especially at the start of the semester. but they become more clearly relevant as the semester went on. we did little to no written work before writing our final paper, so I felt as though I didn't have a clear idea of what they were looking for |
| I think the problem sets were a good combination of frequency, length, difficulty, and topic. They prepared me for the midterm and made me feel like I understood the content and relevant tasks better. The paper was fine for me but it was a little unprecedented with other work we'd done in the class (which is notable when it's as much of the final grade as it is). |
| They prepared me quite well for those assessments. |
| The lectures, precepts, and textbook were sufficient to complete all problem sets. However, I wish there was more of an opportunity to understand the style of writing that was desired for our reading period writing assignment. |
| The guidance was great, always on point and it was a huge help before solving each problem set. |
| The preceptors helped a lot in preparation for the final and the problem sets (especially the problem sets) The preparation for written work was the homework and readings it was mostly independent, but all preceptors and the professor was available for office hours and study sessions for the midterm and the final |
| I found the problem sets to be helpful in absorbing the material. I think the amount of feedback we received was very low. |
| The guidance I received on my written work was mostly clear and comprehensive |
| The Problem Sets are incredibly tedious, and oftentimes they have upwards of 5 problems that are exactly the same, except for one number. |
| It was good |

| Comments |
|--|
| Sometimes I felt like the guidance in preparing us would be vague it wouldn't be clear sometimes, but if we had any questions I could email the professor and get a response right away. |
| The exams are fair and expected for an intro class. If you are on top of the readings and lectures, you will be fine. The written assignment was difficult, however, and felt a bit out of the blue. |
| The written assignments were similar to those on the exams, so I think they were good practice. |
| Guidance was good, even though my written assignment grade wasn't. |
| Some of my problem sets I thought were graded harder than they should've been but overall I have no complaints toward the course. |
| The PSets really were helpful in practicing and understanding the underlying concepts taught in the book. |
| The psets were totally different from what we discussed in class, and often unrelated to what occurred in class. |
| Didn't receive much guidance on the written work, but I think the assignment was graded fairly given the amount of guidance, so it was fine. |
| Exams are straightforward. |
| The problem sets felt very tied to the material covered in class, so I felt very prepared when completing them. |
| Not much guidance, but I dont need it anyway |
| While the problem sets were not too hard, there were many times where we didn't explicitly learn the material that was on the problem set. Therefore we were forced to go to office hours or study groups to learn it. Exams were not too bad, I feel that the precepts prepared us well for them. |
| All of the information to complete the problem sets could be found either in the textbook or lecture slides, and the same with the exams. |
| The problem sets were more tedious than anything else, as they were long but did not demand much conceptual creativity. |
| With the exception of a few problem sets which weren't necessarily too challenging but just tedious, I found the written work to be of very good quality, especially in preparing for exams. I would have liked to be better prepared for a few problems here and there, though otherwise it was fine. |
| Not great guidance. Not a lot of feedback on assignments as well. |
| We only had 1 written assignments, but the Psets throughout the course challenged me and helped me understand the material better. |
| I wish we received more guidance on our written assignments! |
| The problem sets were good, but their tedious length at times was overdone. |
| The PSETs and reading period assignments were reasonable and I usually felt prepared enough to do them. |
| The problem sets were extremely helpful in preparing for the exams. |
| The problem sets were approachable and enforced basic class principles. |
| helpful preparation through review sessions and study guides/practice exams |
| I think problem sets were pretty straightforward as well as the tests. I appreciated that there were no surprises. The only thing that surprised me was the grading on the final paper. I wish I would have gotten more guidance on how to go about the final essay as economics is a subject I am passionate about. |
| No critiques. |
| The problem sets often took time, but I found them to be one of the most valuable aspects of the course because I learned a lot through them. The final paper was difficult because I felt that I did not have much guidance on what was expected. |
| Problem sets did a very good job of familiarizing students with concepts introduced in class. Exams were reasonably hard. |
| Not strong |
| The problem sets are very well prepared and help us understand the material very well. |
| Very manageable |
| The PSETS were good and interesting because they not only tested our abilities, but they also showed us how some concepts work with example data. |
| Problem sets were straightforward, but I wish they counted for more in our overall grade. |
| Adequate |
| I think I was fully prepared to do the psets, for the most part. They definitely helped me come to grasp with the material of the course. |
| very helpful, answers questions in class clearly and willing to meet outside of class |

| Comments |
|--|
| The problem sets were super helpful for learning. The paper was also a helpful experience for me, though, I didn't really receive any concrete feedback on it. |
| Great ! |
| The problem sets were very helpful in explaining some of the math concepts of the course. I feel like the grading was not helpful though. The check plus, check, check minus grading system really made it disheartening when you did not get too much wrong, but were still at a check. I feel like grading normally would be a greater motivator. The comments were helpful and did prepare me for the last essay. |
| I felt very prepared for the problem sets. One thing though – I wish we had more written assignments about the conceptual topics in this class earlier in the semester. Most of the problem sets could be done with simple math, but I wish I was tested on my general understanding of the topics of the course earlier. |
| Professor Blinder and the preceptors in ECO 101 were very good about informing us when assignments were do and what it was they were looking for on assignments. Mr. Wenning was especially helpful for me as on one of my pset's I scanned a page wrong and he communicated with me very well about how to handle the situation. |
| not much |
| Written work for this class was difficult but I received good guidance. |
| It was hard to get above a 5/6 on the sets, and sometimes I did not understand why. |
| P sets helped a lot with reinforcing the material. They were written very well. I think it was an interesting but overall good choice to include essay writing as a part of the course. |
| PSETs very repetitive. |
| The problem sets are not difficult. The exams also were not too difficult. |
| I found that the problem sets were often much more difficult than what I would expect after attending the lectures and precept for the week, and I was often unable to complete them unless I went to the tutoring at McGraw. For students who have experience in economics, the assignments will make sense, but otherwise it takes a good bit of effort on the part of the students to figure out what is required of you. |
| The problem sets were helpful in understanding the material. |
| felt very prepared on all written work – sometimes felt the material on Problem Sets was extraneous and material not emphasized in class. Thought writing the final paper was extremely valuable, and information I thoroughly enjoyed researching. |
| Great — preceptor went through exactly what was expected for final paper, and exam format was clearly laid out ahead of time. |
| Very well. |
| Problem sets did not reflect the lectures much, as they mostly reflected information taught in precepts and the textbook chapters. Exams were very intuitive as they required applying the knowledge gathered in class to current events. |
| Guidance was high quality, specifically for the written assignment. PSET grading was sufficient. |
| n/a |
| I felt like the problem set grading setup was very frustrating, and often difficult to parse just from speaking to my preceptor. I did not really feel like the lectures and precepts were super-helpful in terms of preparing me for the psets, as I often had to turn to chapter appendices and other sources to actually learn how to complete some of them. |
| Problem sets were always thoroughly graded. Written assignment was also thoroughly commented upon. |
| The assignments and exams are all clearly detailed and all the necessary information is provided. |
| PSets were easy, essay wasn't bad neither |
| Not always aligned with lectures, sometimes felt like busy work. |
| I think there were some things that i did not receive guidance on. |
| The lectures didn't really prepare me for p-sets, or papers. I think that a large part of this class is self reflecting and teaching. |
| The Problem Sets were very useful in reinforcing knowledge from classes. |
| They did not require too much writing. |
| I think sometimes the precepts didn't cover everything necessary to do the problem set, and you had to figure some of it on your own. Otherwise, I think it prepared me well for written work. |
| There wasn't much feedback on assignments, but I don't think it to be really necessary especially on the psets. I thought that the problem sets were helpful in integrating/practicing concepts learned. They were very manageable. |
| Preceptors / office hours are helpful |

Readings and Visuals - Please comment on the quality of the readings and visuals in the course. Did the readings and visuals present the subject matter clearly? To what extent did the readings and visuals stimulate your intellectual curiosity and independent thinking?

| Comments |
|---|
| The articles were interesting as well as the chapter readings. They did relate to the subject matter clearly. The articles definitely stimulated my intellectual curiosity. |
| Yes, the readings and visuals presented the subject matter clearly. Sometimes, however, the graphs and tables that Professor Blinder would use in lecture were hard to understand, but he did a great job of breaking them down for us. |
| Disliked the readings and lectures |
| The readings were interesting, although never discussed in class. |
| There were a lot of readings for this class. Inevitable that I wouldn't do all of them. They were very relevant to the material though. |
| The readings were interesting and related to current events in the world. |
| did not read, but the textbook was great when I needed it |
| yes |
| The visuals and graphs were very helpful. |
| slides were bad. book was sorta unrelated to lectures material |
| I think the textbook was solid quality |
| The readings are very interesting and help make the material feel practical. |
| I didn't do much of the readings, so I can't comment extensively. I think the reading was good at explaining the topics at hand. |
| Textbook readings were long and boring but informative |
| No comment |
| Some of the readings were rather dense or long, and some of them repeated each other a little bit; these were mostly the covid ones. I liked the ones that were more approachable and reader-friendly. There was a bit of a large quantity of them, so it was often tempting to skip them, and I think some people did. |
| Yes, all the reading were very relevant and necessary to understanding. Also, they were engaging. |
| Excellent. |
| Readings and the overall course material made me feel even more certain that I want to major in Economics. The course is well synchronized and it makes it easier for students to follow chapters and homework from week to week. |
| Readings in the book were decent, it was not a bland course book which I really appreciated for my note taking, and they were packed with questions at the end of chapters for extra studying. The connections to certain cases and events (COVID) really sparked my curiosity about the subject matter |
| I think the textbook readings were somewhat dry but the supplemental materials were engaging. |
| The readings were good for the course, although they felt somewhat repetitive at times. However, they helped communicate the main ideas of the course |
| I have not done much of the reading because I PDF'd the class. |
| The visuals were quite good and helped me understand the subject more |
| The readings I this course were very beneficial especially for our final exam I felt like those readings helped a lot. |
| The textbook is very helpful and crucial in doing well in this course. |
| The Econ textbook was relatively engaging compared to other econ textbooks, but the slides could have contained more information (since it was difficult to hear) |
| Readings were extensive and packed with information. They were my primary source of content. Visuals were okay. |
| The readings were very helpful in understanding the course material and supplemented the lectures very well. |
| The text book is excellent and very straightforward. The additional readings were really interesting and informative. |
| Sometimes confusing or repetitive, some useless readings. Most supplemental readings were extremely biased. |
| They presented the subject matter well |
| Presented the subject matter clearly, though they were sometimes not the most engaging. |
| Textbook aligns perfectly with course content. |
| The textbook was helpful in understanding the material. The additional articles and readings offered interesting perspectives. |
| Readings were the highlight of the class. Definitely the best part. |
| The articles were interesting but there were so many. It was hard to remember all of them and the information they contained. The |

| Comments |
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| textbook readings were very boring and dense, but very important to do to fully understand all of the topics. |
| The readings weren't too helpful — I don't think most students completed them. |
| I thought the readings in particular were very interesting. For instance learning about the dot com bubble was fascinating especially as it related to macroeconomic topics discussed in lecture. |
| yes |
| Readings were clear and helped make the lectures more clear. |
| The readings helped to explain the material clearly. |
| The readings were good, the professor wrote the book. |
| The textbook was useful, especially for clarifying material on the PSETs, but the lectures and precept presentations were often unrelated to the textbook, so I didn't feel as motivated to read it. There were also weekly supplementary readings which I wasn't motivated to do, since the textbook reading and PSETs took up enough time, and most of them had to do with the pandemic and not the weekly material. |
| The readings were informative on real world matters but not regarding the exams. |
| The slides posted were very good and informative. |
| readings and visuals were strong — helpful and appropriately difficult to digest |
| I think the textbook readings were a good resource if you were confused on a topic. Understanding the slides is key to doing well on tests. The additional readings are also interesting. |
| There were too many supplemental readings at time (it was hard to remember each article because we read so many). But, overall the articles chosen were relevant and interesting. |
| I found the readings in the textbook to be fairly dry, but the reading "After the Music Stopped" was fantastic. |
| The reading material explains concepts in a very clear and thorough way, with plenty of graphs and tables to clarify things. Loved the textbook. |
| Yes |
| The textbook is very thorough and helpful. The lecture slides are sometimes a bit dry or unclear if you are going back to clarify something. |
| Helpful |
| The readings were excellent. Often pandemic-themed, they discussed current economics issues as well as some historic ones. They are generally fairly short and well-written. |
| The textbook and supplemental readings were occasionally helpful, but it often felt like only a very small portion of them were directly related to the curriculum. |
| I think that the book was very informative and even slightly interesting. The concepts were explained well and presented in a way that had personality, which made the reading seem a lot less arduous. The only thing was that sometime it felt like there were too many additional readings. |
| sometimes, SO many examples are hard to keep track of, but usually helpful |
| The readings were overall interesting and brought my attention to a lot of topics related to the course. |
| I found some of the required readings to be extremely dense and unapproachable. Such articles swayed me away from economics as it seemed daunting and uninteresting. That said, there were also articles that were engaging, interesting and stimulated my curiosity. The textbook provided a good fundamental base for my learning. |
| The readings did present the subject clearly and went along with the course very well. I enjoyed the textbook and it really helped me with the problem sets. The supplemental readings were hit or miss. Some of them were a bit too long and just seemed to drag on with little connection to the course, while I enjoyed some of the other ones. |
| The textbook readings were great. |
| Lectures and readings were adequate for learning. |
| Readings were dense and sometimes unrelated to the class directly, |
| Blinder had interesting images on the board, and I usually never felt bored. He also wrote a good textbook that was interesting to read, not boring. |
| Reading was quite helpful. |
| Readings and Visuals were necessary to understand the Macroeconomics topics since Blinder spent lecture discussing applications of these topics. |
| The readings were interesting, although sometimes too dense and advanced for an intro econ class. |
| The readings directly addressed the topics on the class, particularly the textbook which is essential to following the course. |

| Comments |
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| The readings, especially the textbook, really helped me understand the material. If I had not read the textbook, I would've been confused about the material. The textbook was very straightforward and easy to understand. |
| high quality of readings and visuals – they presented the subject matter clearly and did stimulate my intellectual thinking |
| Visuals and powerpoints were sometimes hard to go back and review from because they had a lot of charts and graphs without much commentary on them. For someone who is a slow note taker, like me, the lectures moved fast and when I wanted to refer back to the slides they weren't too helpful. |
| Some of the readings were unnecessarily wordy and distracted from the content in a way that was not helpful. |
| They were good. Yes. A lot. |
| the readings were not addressed very thoroughly, nor covered often during precepts. But, they were interesting to read and helped advance my understanding sometimes. |
| Textbook readings composed the majority of outside reading. Articles and academic journals/publishings were also assigned and really helped with gathering multiple perspectives on economic topics. Overall, the readings were high quality. |
| n/a |
| The book was perhaps a bit verbose, but it did a good job of explaining the core concepts. |
| Readings were all captivating, although they could have been more thoroughly discussed in precept. |
| The readings are interesting, relevant, and not too burdensome. No complaints. |
| Very rarely did the readings |
| Very relevant and interesting |
| The readings were very interesting and related to the course. |
| Readings were interesting yet could get a bit boring. |
| The textbook is great and the ideal complement to lectures. |
| There were many graphs and figures. |
| The readings and visuals were strong in quality. However, they are quite lengthy and dense, which made it hard to complete due to time constraints. |
| I found the readings to be really interesting especially since a lot of them are really pertinent to current events and I found myself having outside discussions about them. |
| very dry but you learn a lot |

Classes - Please comment on the quality of the classes. How did they contribute to your learning in the course? To what extent did the instructor raise challenging questions, help clarify course material, and encourage broad student participation? Was the instructor responsive to students' questions, opinions, and criticism?

| Comments |
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| clear instruction, pleasant classes |
| Very helpful, especially in providing techniques to complete the psets. |
| The instructor was friendly and good at explaining the material. He was thorough in presenting examples and engaged the class so that he wasn't the only one speaking. The class felt like a seminar. |
| They helped a lot with reinforcing topics |
| Great Preceptor Class. Very open to questions and uses very helpful examples. |
| The precept was great. Francisco definitely helped most students understand the content better. |
| I enjoyed this precept. The preceptor was very engaged and answered questions. At times, the precept content felt slightly disconnected from the lecture content, but the overall continuity was fine. |
| Francisco was very helpful in answering our questions. He made the subject matter accessible by often presenting it in a humorous way. |
| The classes were excellent. I loved my preceptor and how he connected everything to things happening in the world and in his home country on Chile. They greatly helped my learning in the course, specifically when he broke down the connection between all the concepts. The instructor greatly clarified confusing course material and gave challenging questions to ponder. The instructor was always willing to answer questions and did so very clearly. |
| I did not really gain much from the classes, although Francisco was very nice and helpful in the office hours I attended. |

Overall Quality of the Course - Please comment on the overall quality of the course. What worked particularly well and in what ways might the course be improved?

| Comments |
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| I liked the format of the course. |
| This course is laid out very well. The combination of Blinder's lectures, the readings, and the precepts made for an enriching course. |
| The course was great! It was structured nicely. We were not assigned too much work/too many readings. Everything was spaced out well to give us adequate time to complete. |
| I dislike the class, at first it was interesting but then the slides has little to do with what was assigned to read |
| Honestly less interesting than I thought it would be. Possibly the curse of high expectations. More engaging discussions with more participation (at least in precept) would be nice. |
| Great course. Covered everything I wanted it to and I learned a lot and am much more interested than expected. Could be improved by taking less weight on the final exam. |
| I thought the course overall was very good. |
| Great course as it is |
| I don't know how else to put it but he just didn't explain things well. He made it way too complicated and it was just easier to read the book. |
| It was informative. |
| The class is very textbook-based. You MUST read the textbook to understand and walk out of the class with any sense of what is going on. The Professor is good the lectures are not the best and at times boring. However, the precepts are great and the material is very interesting and not too difficult to digest. |
| The classes were fun and the lectures were thorough. I think the lecture slides can be a little more detailed, but this is a minor issue. |
| Overall very happy with the course. |
| The course does a good job of introducing the topic of macroeconomics. |
| No comment |
| I think perhaps reducing the COVID focus (though it was good to acknowledge) and removing some of the more tedious readers. |
| The course was excellent and I wouldn't have any suggestions for improvement. Although there were a couple topics where it would have been better for Professor Blinder to show the other side of the political aisle. |
| Overall, it's a great introduction to economics. |
| I cannot think of any example how the course could be improved, I believe that course's problem sets worked well for me due to the synchronized syllabus with lecture slides and textbook. |
| Sufficient introduction course, the note taking went well, not much one needs to alter about the course. |
| I think a course as large as this one is difficult to make great. It was fine. I learned macroeconomics. I don't feel particularly inspired, nor do I feel like the delve I got particularly equipped me for more economic work. |
| The course was good overall, but I think that the lectures could have been more engaging and accessible to people just starting economics |
| Personally, and this must be taken with a massive grain of salt because I am NOT an economics major, I hated this class. It was uninteresting at best and painful most of the time. |
| the course was good but could improve with some math topics that were a part of the final exam |
| The course I felt like was good because it helped us to understand what was going on in the world and economy today and it made us really understand and feel for the economy. |
| The course is definitely doable and not extremely challenging. As a freshman, you have the responsibility to be on top of your work. If you space out the weekly readings, you should be perfectly fine. |
| The course was good, but I don't think who is teaching the course is a compelling reason to take or not take the course. Make sure to sit in a place where you can hear the lectures, since they are often hard to hear. |
| Course is fine, not very engaging but not very challenging (standard for an intro class). |
| Overall I though the course was very good, but I would've preferred more precepts and less lectures |
| Absolutely great course that I think all students regardless of concentration should take. |
| Blinder is terrible. |
| It did exactly what it is supposed to do |

| Comments |
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| Very organized. |
| High quality course. |
| I sometimes felt lost during the lectures but the precept made up for that. |
| What worked well: precept, readings. What sucked: Lectures and everything else |
| I didn't love this class altogether. While I did learn a lot, I felt that I had to do a lot of outside research to fully understand all of the topics. |
| I think the course was very well organized. |
| The overall quality of the course was good, though it underperformed my high expectations for it. |
| I thought it was great, especially as it was updated to modern times and applied to historical events. My only wish would be to have learned better some of the more technical work on problem sets and such. |
| Pretty good. Boring at times. |
| No complaints |
| Overall, the course is very good. Professor Blinder is very intelligent and experienced and it shows. He does a very good job of teaching the material. At times, his lectures felt redundant and the problem sets were often redundant as well. |
| The quality of the lectures and precepts were good, but I was frustrated by the midterm and final exams because over half of the points were writing or concept-based, and even though I was fully prepared for the mathematical questions, I was hurt by what felt like "gotcha" questions about minor concepts and questions from the supplementary readings. |
| Very interesting learning about how macroeconomic topics can be applied to the pandemic. |
| The course was good. Basic macro course. |
| overall great course! |
| I think the course is a good introduction to macro. I feel as though the readings were a bit excessive, but if someone is new to macro, this is probably necessary. |
| Overall, I enjoyed this course and feel that I really broadened my understanding of Macroeconomics. |
| I wish the lectures had been more intellectually stimulating. However, ECO 101 tutoring at McGraw was a lifesaver and I highly recommend it. |
| Maybe reduce the lecture size or change the microphone in the lecture hall so that students can hear Prof Blinders better. |
| More interactive |
| Great introduction to macro! |
| Not my favorite course but very manageable |
| The course is near-perfect. I think that Blinder's conceptual lectures are really well complemented by Dan's precepts where he breaks down concepts and teaches us how to solve math-related questions. |
| I do find that the final is perhaps over-weighted (50%), given that it is online and now only covering a much smaller portion of the material than it normally would. I think they should have taken after the math department and decreased the weight once Princeton mandated online finals. |
| I think I learned a lot about banks and the structure of the macroeconomy in this course. Lectures might be more helpful if they focused more on theory. |
| The quality of the course was extremely high. |
| Enjoy the system with problem sets, readings were good and textbook was easy to follow |
| I think the course could be streamlined. A lot of times I felt like lecture was not covering new material. |
| I wish that there was a little bit more engagement in the precepts. I found that it would be easy to get away with not having done the reading on a particular day/week, and think it would be better for the students to have reading quizzes or something like that to keep us honest. |
| I think this course is very good for an introduction course. The grading is a little strange, specifically how little the problem sets matter, while the final is 50% of your grade. The material was interesting, but I think it could be improved by more diverse assignments and grading. This could be accomplished with additional writing assignments or just generally changing the weight of the final. |
| Overall quality was great. I would say the problem sets could be improved to include more written answers (not math problems). |
| I liked the workload and difficulty of the class. The lecture and precept model worked well too. |
| This was a great course. I liked how well structured it was. |
| More engagement with equations in the lecture. Ie explaining how to do certain problems. |

| Comments |
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| This course was much more difficult than ECO100. |
| Overall, I feel like Blinder should be more flexible with deadlines especially regarding the first week PSET submissions. |
| The course is good overall. |
| The course overall was very well designed and offers a lot of information about the subject. There were aspects of the material that could have come across much clearer, but everything is very possible to learn. |
| This course was great and I really learned a lot. The textbook and lectures were really helpful to my understanding of the material. A way the course might be improved is if the lectures correlated with the textbook a bit more. |
| Very high quality – loved the PowerPoints and general course organization. Course could be improved by uploading videos of lecture if unable to attend. |
| Pacing of lectures and organization of precepts could be improved |
| Very good. |
| Explaining certain concepts more thoroughly might be helpful. Implementing a different way to present the information rather than a PowerPoint every time might help raise engagement. |
| The class relies on alot of self teaching through textbook readings, which worked well for me, but might not be the best for other students. |
| n/a |
| The lectures and precepts would definitely have benefited from being recorded, as it was difficult to work only off of notes after two entirely online semesters. |
| The overall quality of the course was excellent. |
| Overall, I enjoyed the course and the material. It's changed my view on economic policy and given me a better understanding of the decisions made by policymakers. |
| Very well organized, clear to follow, easy to pickup |
| Great! |
| I thought the course was very well done. It was very helpful knowing how experienced my professor was with the subject. |
| It was an okay course. I think the material is really good, I just wish it was made a bit more exciting. |
| I wish this class would have included some more information on other countries apart from the US. While we did discuss the Eurozone, it would have been interesting to hear about the structure etc. of different Central Banks apart from the Fed. As an international student, I sometimes struggled to maintain interest in the continued US focus. |
| Apart from that one detail, this course was really really interesting and the content was great! |
| More real world examples of concepts |
| The course was done in an interesting and engaging way. I just think that the course should emphasize for its students to pay attention to more of the historical aspects of the lecture for the midterm and other exams. |
| Again, I enjoyed the course overall and think that it was structured in a way that was stimulating. My only suggestion would be perhaps more coordination on the part of the preceptors to ensure that the same basic things are taught in each class. |
| Given the material it's quite good |