ECO394L Macroeconomics - Fall 2024

Department of Economics
University of Texas at Austin

Lectures:	BRB 2.136; MW 11:30 a.m. - 1:00 p.m.
Course Website:	Canvas
Instructor:	Dr. Sahil Ravgotra Email: s.ravgotra@utexas.edu Office: BRB 3.128 Office Hours: MW 4:00 - 5:00 p.m. or by appointment
Teaching Assistant:	Shih-Hsuan (Daniel) Hsu Email: shsu@utexas.edu Office Hours: Thursdays 1:00 - 2:00 pm (Tentative) or by appointment TA Sessions: BRB 1.120; Friday 9:00 - 10:30 a.m.

Course Overview

This course provides an introduction to modern macroeconomic modeling, with a focus on model construction, simulation, and policy analysis. Over the past forty years, there has been a remarkable transformation in macro-models used by central banks, policymakers, and forecasting bodies. In this course, we will explore how various elements of modern macroeconomic models can be seamlessly integrated in a framework that encompasses all stages of model building, estimation, forecasting, and policy analysis. We will examine the development of the building blocks of such models, showing that the main features of *New Keynesian* (NK) *Dynamic Stochastic General Equilibrium* (DSGE) models consist of a *Real Business Cycle* (RBC) core, with an outer shell that includes nominal rigidities and other frictions.

The course emphasizes setting up, calibrating, and simulating DSGE models using Dynare in Matlab. DSGE models have exactly these ingredients: they are micro-founded, modelling forward-looking economic agents (households, firms, banks, governments) making individually rational decisions over a time horizon, so they are dynamic; the economy features uncertainty in the form of exogenous random shocks, so they are stochastic; they are equilibrium models in the Nash sense that all agents are maximizing some measure of their inter-temporal welfare over time, given their environment of other maximizing agent.

The course begins with a simple Neoclassical Growth Model. A section on Dynare basics will include the coding for this model that will enable you to carry out simulation exercises. The course then proceeds from the RBC closed-economy model with flexible prices and wages, transitioning to a NK model with sticky prices. Next, we will address *optimal policy*, providing valuable insights into policy questions and offering a practical framework for monetary policy implementation. We then extend the model to a *small open economy*.

Finally, we will relax the assumption that agents behave perfectly rational by introducing the concept of *bounded rationality*. The course will "explore" the "wilderness" of bounded rationality and its implications to business cycles and monetary economics. While the primary focus is on monetary policy, we will also discuss fiscal policy and policy rules.

You will be guided through a seamless methodology for the construction, solution, calibration, and policy analysis of micro-founded macroeconomic models.

Prerequisites: Graduate standing. The basic knowledge of consumer and firm theory, basic econometrics, linear algebra and calculus is expected.

Readings: It is not possible to have a one single textbook for this course. However, most of the lectures will be based on Galí (2015) and Romer (2012). I will also draw from a variety of sources (papers and books) which will be mentioned in the lecture slides.

The slides and notes that I will provide are meant to be more or less self-contained. If you wish to read more, the comprehensive list of books is given below (the reading list is indicated against each topic in the tentative lecture schedule):

- Chugh, S. K. (2015). *Modern macroeconomics*. MIT press.
- De Grauwe, P. (2012). *Lectures on behavioral macroeconomics*. Princeton University Press.
- Dejong, D. and Dave, C. (2007). *Structural Macroeconometrics*. Princeton University Press.
- Galí, J. (2015). *Monetary policy, inflation, and the business cycle: an introduction to the new Keynesian framework and its applications*. Princeton University Press.
- Herbst, E. P., & Schorfheide, F. (2016). *Bayesian estimation of DSGE models*. Princeton University Press.
- Lim, G. C., & McNelis, P. D. (2008). *Computational macroeconomics for the open economy*. MIT Press Books.
- McCandless, G. (2009). *The ABCs of RBCs: An introduction to dynamic macroeconomic models*. Harvard University Press.
- Miao, J. (2014). *Economic Dynamics in Discrete Time*. MIT Press.
- Romer, D. (2012). *Advanced macroeconomics*. New York: McGraw-Hill/Irwin.
- Sargent, T. J., & Ljungqvist, L. (2000). *Recursive macroeconomic theory*. MIT.
- Uribe, M., & Schmitt-Grohé, S. (2017). *Open economy macroeconomics*. Princeton University Press.
- Wickens, M. (2012). *Macroeconomic Theory*. Princeton University Press, second edition.
- Williamson, S. D. (2018). *Macroeconomics*. Pearson, sixth edition.
- Woodford, M. (2003). *Interest and Prices. Foundations of a Theory of Monetary Policy*. Princeton University Press.

Software: The following software should be set up on your own laptop:

1. Dynare latest version: Dynare Access
2. Matlab using University Licence: MATLAB Access
    - Please download a version of Matlab that is compatible with the latest version of Dynare. Once you have Dynare working, avoid updating Matlab during the duration of this course.

Please don't be concerned if you're not familiar with Matlab or Dynare; we'll begin with the basics, and you'll gain the necessary skills during our class sessions.

Lecture Format: Lectures will be in person on Mondays and Wednesdays from 11:30 a.m. - 1:00 p.m. in BRB 2.136. Regular attendance is expected. There will be no class recordings.

TA Help Sessions: Weekly sessions with the TA will be held every Friday from 9:00 to 10:30 a.m. in BRB 1.120. These sessions will review lecture material, discuss the homework solutions, and assist with Dynare and Matlab. Regular attendance is both encouraged and expected.

Assessment and Grading:

1. **Homework Assignments (40% of total grade):** Throughout the course, you will be assigned five homework assignments that are directly related to the course material. These assignments will be posted on Canvas one week before the due date. They must be submitted at the beginning of class as a single PDF file along with the codes as indicated in the course schedule below. The *tentative due dates are Sept 16, Sept 30, Oct 14, Nov 4, and Nov 18.*

   You are **allowed to skip one assignment**. If you complete all five assignments, only the four with the highest grades will be considered (i.e., the lowest-graded assignment will be dropped). *Each assignment carries a weightage of 10% towards your total grade.*

   Late homework will not be accepted neither other type of accommodation could be given. You are allowed/encouraged to discuss the assignments with your working group (will be assigned at the beginning of the semester) but you must submit your own write-up of solutions (see honor code below for details).

2. **Journal Article Summary (10% of total grade):** If you do macroeconomic research in the future, one of the most important skills you will need is the ability to read the relevant literature so as to use (or adapt) the models and methods in it for your research question. This assessment is intended to give you experience in developing this skill. You are asked to read a journal article that employ DSGE model in a theoretical or an empirical application and summarize it. The summary should be a maximum of 2500 words. The summary should involve:

   - a brief description of the model,
   - a brief discussion of the properties of the model with a focus on explaining the types of economic problems it might be useful for analyzing,
   - a description of how the methods learned in the class can be used to extend the paper, and
   - a discussion of the results or other important issues that arise in your paper.

   It is recommended to choose one of the papers listed below in the Suggested Papers section. However, if you have a particular interest or have found a DSGE paper you would like to study in an area of interest to you, it might be possible for you to use that for your Journal Article Summary. If you want to do this, please check with me first to make sure the article is appropriate. The *tentative due date is Dec 4*. If you're unable to submit this assignment, you will receive a zero - no accommodation will be provided.

   This is an individual assignment, so each student must choose a different paper. Please make your selection of the paper and post on Canvas by the end of Nov 22.

3. **Exams:**

   - **Take-Home Midterm Exam (20% of total grade):** There will be a **take-home** midterm exam carrying a weightage of 20% towards your total grade. You will have 48 hours to complete and submit the exam. It will *posted on Oct 23, 11:30 am and is due on Oct 25, 11:30 am.* It will cover the course material taught up to and including lecture 16.
   - **Final Exam (30% of total grade):** The final exam (in-class closed book) is cumulative and covers the entire course material. The tentative date is December 16 from 3:30-6:30pm.

   There is no make-up exam for reasons outside the university excused absences: Dean of Students info. If unable to submit the mid term exam, the weight will be transferred to the final exam.

   If you know in advance that you have a conflict with one of the exam dates or require accommodations, please see me as soon as possible so that we can work out an alternative. If you are absent from the exam, you must notify me prior to the exam at s.ravgotra@utexas.edu. Where advanced notification is not feasible, notification must be given by the end of the second day after the absence. Non-excused absences will result in a zero for that portion of your grade.

4. **Grades:** I will use plus/minus grade categories when assigning final grades (i.e. A, A-, B+, B, ..., D-, F). Grades will be curved, meaning that your letter grade will be assigned based on your weighted average course score and your performance relative to the rest of the class. Please do not ask me about extra credit or extra work to improve your grade, as these are not available.

5. **Attendance:** Although attendance in lectures will not be graded, it is strongly recommended. Attending lectures will greatly enhance your understanding and grasp of the course material. Students who attend the lectures regularly are more likely to receive A in the course.

6. All instructions, assignments, readings, and essential information and communication will be on the Canvas website at Canvas.

Lecture Schedule (Tentative)

The following is a tentative outline of the topics the course aims to cover, and changes are to be expected. I will update the schedule on Canvas with specific readings, handouts, and dates as the class goes on.

1. Lecture 1 (Aug 26)
   - Introduction to the course
   - Introduction to General Equilibrium:
     - Two-period consumption-saving models
   - Readings: Chugh Ch-3 & 4, Romer Ch-8, Williamson Ch-9
2. Lecture 2 (Aug 28)
   - Two-period consumption-saving models
   - Readings: Chugh Ch-3 & 4, Romer Ch-8, Williamson Ch-9

   Sept 2: Labor Day Holiday
3. Lecture 3 (Sept 4)
   - Neoclassical Growth Model:
     - Model Setup
     - First Order Conditions
     - The Steady State
   - Readings: Romer Ch-2
4. Lecture 4 (Sept 9)
   - Neoclassical Growth Model: continued
     - The Phase Diagram
     - Dynamic Effects of Shocks
   - Readings: Romer Ch-2

   Homework Assignment - 1 will be posted after Lecture 4
5. Lecture 5 (Sept 11)
   - The Real Business Cycle Model:
     - Stylized facts about the Business cycle
     - Model setup
   - Readings: Romer Ch-5
6. Lecture 6 (Sept 16)
   - The Real Business Cycle Model: continued
   - Readings: Romer Ch-5

   Homework Assignment - 1 is due before the beginning of Lecture 6
7. Lecture 7 (Sept 18)

- The Real Business Cycle Model: continued
- Readings: Romer Ch-5

8. Lecture 8 (Sept 23)
   - How to Log-Linearize Dynamic Models
     - Linearization Technique
     - Linearization of RBC Model and solution with Dynare
   - The basics of Dynare
   - Structure of a basic Dynare (.mod) file
     - Declarations of the variables and parameters
     - Specifying the model
     - Properties of shocks
     - solving (simulating) the model
   - Dynare exercise
   - Reading: McCandless Ch-6

   Homework Assignment - 2 will be posted after Lecture 8

9. Lecture 9 (Sept 25)
   - RBC: A few extensions
   - Readings: Gali Ch-2, McCandless Ch-8 & 9

10. Lecture 10 (Sept 30)
    - The New Keynesian (NK) Model:
      - Introduction
      - Households
    - Readings: Gali Ch-3

    Homework Assignment - 2 is due before the beginning of Lecture 10

11. Lecture 11 (Oct 2)
    - NK Model: Firms and Optimal Price Setting
    - Readings: Gali Ch-3

12. Lecture 12 (Oct 7)
    - The Three Equation Linearized NK Model
    - Understanding the Impulse Responses: Monetary Policy and Productivity Shocks
    - Dynare Exercise
    - Readings: Gali Ch-3

    Homework Assignment - 3 will be posted after Lecture 12

13. Lecture 13 (Oct 9)
    - Stability and Indeterminacy
      - State-Space Representation
      - Blanchard-Kahn Saddlepath Stability Conditions
    - Readings: Gali Ch-4

14. Lecture 14 (Oct 14)
    - Stability and Indeterminacy: continued

- Readings: Gali Ch-4

Homework Assignment - 3 is due before the beginning of Lecture 14

15. Lecture 15 (Oct 16)
    - Stability and Indeterminacy: continued
    - Readings: Gali Ch-4
16. Lecture 16 (Oct 21)
    - Review session
17. Lecture 17 (Oct 23)
    - **Take-home exam**
18. Lecture 18 (Oct 28)
    - A Quadratic Approximation to Welfare
    - Readings: Gali Ch-4

Homework Assignment - 4 will be posted after Lecture 18

19. Lecture 19 (Oct 30)
    - Optimal Policy with Commitment
    - Readings: Gali Ch-5
20. Lecture 20 (Nov 4)
    - Optimal Policy with Commitment: continued
    - Readings: Gali Ch-5

Homework Assignment - 4 is due before the beginning of Lecture 20

21. Lecture 21 (Nov 6)
    - Optimal Policy with Discretion
    - Readings: Gali Ch-5
22. Lecture 22 (Nov 11)
    - A small open economy model
    - Readings: Gali Ch-7

Homework Assignment - 5 will be posted after Lecture 22

23. Lecture 23 (Nov 13)
    - A small open economy model: continued
    - Readings: Gali Ch-7
24. Lecture 24 (Nov 18)
    - A small open economy model: continued
    - Readings: Gali Ch-7

Homework Assignment - 5 is due before the beginning of Lecture 24

25. Lecture 25 (Nov 20)
    - Critique of DSGE models and the road ahead
      - Departure from Rationality

- Readings:
  - Gabaix, X. (2020). *A behavioral New Keynesian model*. American Economic Review.
  - L'Huillier, J. P., Singh, S. R., & Yoo, D. (2023). *Incorporating diagnostic expectations into the New Keynesian framework*. Review of Economic Studies.
  - Woodford, M. (2019). *Monetary policy analysis when planning horizons are finite*. NBER macroeconomics annual.

Due date to select a paper - Nov 22
Thanksgiving break: Nov 25-30

26. Lecture 26 (Dec 2)

    - Departure from Rationality
    - Readings:
      - Gabaix, X. (2020). *A behavioral New Keynesian model*. American Economic Review.
      - L'Huillier, J. P., Singh, S. R., & Yoo, D. (2023). *Incorporating diagnostic expectations into the New Keynesian framework*. Review of Economic Studies.
      - Woodford, M. (2019). *Monetary policy analysis when planning horizons are finite*. NBER macroeconomics annual.

27. Lecture 27 (Dec 4)

    - Implication of Bounded Rationality to Monetary Policy:
    - Readings:
      - Gabaix, X. (2020). *A behavioral New Keynesian model*. American Economic Review.
      - L'Huillier, J. P., Singh, S. R., & Yoo, D. (2023). *Incorporating diagnostic expectations into the New Keynesian framework*. Review of Economic Studies.
      - Woodford, M. (2019). *Monetary policy analysis when planning horizons are finite*. NBER macroeconomics annual.

    Journal Article Summery is due before the beginning of lecture 27

28. Lecture 28 (Dec 9)

    - Review Session

29. **Final Exam**

    - Dec 16, 3:30 - 6:30 pm

Suggested Papers

- Acharya, S., Challe, E., & Dogra, K. (2023). *Optimal monetary policy according to HANK*. American Economic Review, 113(7), 1741-1782.
- Afrouzi, H., Halac, M., Rogoff, K. S., & Yared, P. (2023). *Monetary Policy Without Commitment* (No. w31207). National Bureau of Economic Research.
- Airaudo, M., Nisticò, S., & Zanna, L. F. (2015). *Learning, monetary policy, and asset prices*. Journal of Money, Credit and Banking, 47(7), 1273-1307.
- Baqaee, D. R., Farhi, E., & Sangani, K. (2024). *The supply-side effects of monetary policy*. Journal of Political Economy, 132(4), 1065-1112.
- Bianchi, F., Faccini, R., & Melosi, L. (2023). *A fiscal theory of persistent inflation*. The Quarterly Journal of Economics, 138(4), 2127-2179.
- Bilbiie, F. O. (2019). *Optimal forward guidance*. American Economic Journal: Macroeconomics, 11(4), 310-345.

- Bilbiie, F. O. (2024). *Monetary policy and heterogeneity: An analytical framework.* The Review of Economic Studies
- Billi, R., Galí, J., & Nakov, A. (2024). *Optimal monetary policy with $r_* < 0$.* Journal of Monetary Economics, 142, 103518.
- Bodenstein, M., Hebden, J., & Nunes, R. (2012). *Imperfect credibility and the zero lower bound.* Journal of Monetary Economics, 59(2), 135-149.
- Bordalo, P., Gennaioli, N., Shleifer, A., & Terry, S. J. (2021). *Real credit cycles* (No. w28416). National Bureau of Economic Research.
- Branch, W. A., & McGough, B. (2009). *A New Keynesian model with heterogeneous expectations.* Journal of Economic Dynamics and Control, 33(5), 1036-1051.
- Christiano, L. J., Eichenbaum, M., & Evans, C. L. (2005). *Nominal rigidities and the dynamic effects of a shock to monetary policy.* Journal of political Economy, 113(1), 1-45.
- Christiano, L. J., Eichenbaum, M. S., & Trabandt, M. (2018). *On DSGE models.* Journal of Economic Perspectives, 32(3), 113-140.
- Cogley, T., & Sbordone, A. M. (2008). *Trend inflation, indexation, and inflation persistence in the New Keynesian Phillips curve.* American Economic Review, 98(5), 2101-2126.
- Coibion, O., Gorodnichenko, Y., & Wieland, J. (2012). *The optimal inflation rate in New Keynesian models: should central banks raise their inflation targets in light of the zero lower bound?.* Review of Economic Studies, 79(4), 1371-1406.
- De Grauwe, P. (2011). *Animal spirits and monetary policy.* Economic theory, 47, 423-457.
- Del Negro, M., Giannoni, M., & Patterson, C. (2012). *The forward guidance puzzle.*
- Dilaver, Ö., Calvert Jump, R., & Levine, P. (2018). *Agent-based macroeconomics and dynamic stochastic general equilibrium models: where do we go from here?.* Journal of Economic Surveys, 32(4), 1134-1159.
- Du, Q., Eusepi, S., & Preston, B. (2021). *Non-rational beliefs in an open economy.* Review of Economic Dynamics, 41, 174-204.
- Eichenbaum, M. S., Rebelo, S., & Trabandt, M. (2022). *Epidemics in the New Keynesian model.* Journal of Economic Dynamics and Control, 140, 104334.
- Eusepi, S., & Preston, B. (2011). *Expectations, learning, and business cycle fluctuations.* American Economic Review, 101(6), 2844-2872.
- Gabaix, X. (2020). *A behavioral New Keynesian model.* American Economic Review, 110(8), 2271-2327.
- Galí, J. (2010). *Monetary policy and unemployment.* In Handbook of monetary economics (Vol. 3, pp. 487-546). Elsevier.
- Galí, J. (2018). *The state of New Keynesian economics: a partial assessment.* Journal of Economic Perspectives.
- Galí, J. (2020). *Uncovered interest parity, forward guidance and the exchange rate.* Journal of Money, Credit and Banking, 52(S2), 465-496.
- Galí, J. (2021). *Monetary policy and bubbles in a new keynesian model with overlapping generations.* American Economic Journal: Macroeconomics, 13(2), 121-167.
- Gertler, M., & Karadi, P. (2011). *A model of unconventional monetary policy.* Journal of monetary Economics, 58(1), 17-34.
- Itskhoki, O., & Mukhin, D. (2021). *Exchange rate disconnect in general equilibrium.* Journal of Political Economy, 129(8), 2183-2232.

- Jermann, U., & Quadrini, V. (2012). *Macroeconomic effects of financial shocks.* American Economic Review, 102(1), 238-271.
- Kolasa, M., Ravgotra, S., & Zabczyk, P. (2022). *Monetary policy and exchange rate dynamics in a behavioral open economy model.* IMF Working Paper No. 2022/112
- L'Huillier, J. P., Singh, S. R., & Yoo, D. (2023). *Incorporating diagnostic expectations into the New Keynesian framework.* Review of Economic Studies, rdad101.
- Seidl, H., & Seyrich, F. (2023). *Unconventional Fiscal Policy in a Heterogeneous-Agent New Keynesian Model.* Journal of Political Economy Macroeconomics, 1(4), 633-664.
- Sims, E., Wu, J. C., & Zhang, J. (2023). *The four-equation new keynesian model.* Review of Economics and Statistics, 105(4), 931-947.
- Woodford, M. (2013). *Macroeconomic analysis without the rational expectations hypothesis.* Annu. Rev. Econ., 5(1), 303-346.
- Woodford, M. (2019). *Monetary policy analysis when planning horizons are finite.* NBER macroeconomics annual, 33(1), 1-50.
- Woodford, M., & Xie, Y. (2022). *Fiscal and monetary stabilization policy at the zero lower bound: Consequences of limited foresight.* Journal of Monetary Economics, volume 125.

Use of Class Materials: No materials used in this class, including, but not limited to, lecture handouts, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course. Additionally, all these materials are copyright-protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student.

Diversity, Equity, and Inclusion: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that student's learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength, and benefit to all students. Please come to me at any time with any concerns.

Other: Please do not use phones/laptops/tablets in the class, as it is distracting to me and your classmates. If you need to use technology inside the classroom for a specific reason, please talk to me before the class.

University Policies & Resources

Statement on Academic Integrity: The University of Texas Honor Code states: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and the community. Each student in this course is expected to abide by the UT Honor Code and uphold academic integrity. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: conduct.

What this means for this course: You are allowed/encouraged to study together with your groups and to discuss information and concepts covered in the lecture and the recitation sections. However, this cooperation should never involve one student having possession of or copying directly from another student's work that is to be graded. Should such copying occur, both students involved will receive zeros for the assignment. In addition, directly copying from

websites/books, etc., for the homework will also return zero for the assignment. In addition, any collaborative behavior or use of unauthorized material for graded work will lead to University disciplinary action. Finally, using books, notebooks, notes, electronic (e.g. phones), or other means during the exams, or copying from other students, violates the University and course policies.

In this course, every element of class assignments must be fully prepared by the student. The **use of generative AI tools for any part of your work will be treated as plagiarism**. If you have questions, please contact me.

ADA Notice: The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for more information: SSD website. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center: The Counseling and Mental Health Center serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support student's well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit behavior concerns website.

BeVocal: BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin, all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: BeVocal website.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated, or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

For more information regarding emergency evacuation, please contact the Office of Campus Safety and Security, 512-471-5767, safety website.

Title IX Reporting: Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence, and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies (title IX relevant policies website).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. I am a Responsible Employee and must report any Title IX-related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit title IX website, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Personal Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name unless they have added a preferred name with the Gender and Sexuality Center. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit pronouns website.

Land Acknowledgment: (I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (II) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.