

TEACHING PORTFOLIO

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 Department of Economics, Texas A&M University

Academic Job Market – 2026–2027

This portfolio accompanies the Teaching Statement and documents teaching experience, course syllabi, student course evaluations, and teaching certification.

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I

TEACHING EXPERIENCE SUMMARY

A concise overview of courses taught as instructor of record, with enrollments, headline evaluation results, and selected student comments.

Macroeconomic Theory (ECON 410), Undergraduate — Summer 2026 (31 students)

Macroeconomic Theory develops the theory of how aggregate income, employment, and prices are determined and how monetary and fiscal policy shape stability, debt, and deficits. It moves from national income and GDP accounting, real versus nominal measures, and unemployment through the neoclassical model, money and the quantity theory of money, and the Solow growth model, to short-run fluctuations—business-cycle facts, the Keynesian cross and multipliers, IS–LM, and AD–AS. I teach around questions, using short, interleaved lecture blocks and in-class problem solving so students treat models as instruments of reasoning rather than results to memorize. Students also use **Macro Lab**, a suite of open-access interactive modules I built for the course that let them adjust parameters in the Solow, IS–LM, and AS–AD models and immediately see how outcomes change—used in class to illustrate how policy changes and shocks propagate, and independently to test scenarios we never discussed.

EVALUATIONS effective learning environment 4.97/5; teaching methods contributed to learning 3.00/3; course helped me learn the stated concepts and skills 3.97/4; helpfulness of feedback 5.63/6; course organization 3.97/4.

SELECTED STUDENT COMMENTS

- *“The website that Professor Hirs Garzon created to visualize all the concepts and intuition was VERY HELPFUL! I would recommend the professor continue teaching with his website to show the explanations behind the concepts and equations with the graphs.”*
- *“The course was laid out in a way that was easy to understand and had a great deal of additional tools. This guy even took the time to create interactive models to help explain different concepts. I’ve never had a tenured instructor do that for me.”*
- *“Jorge always encouraged us to learn the underlying principles of economics instead of memorizing formulas. This strategy has completely changed the way I view economics, and has lead to me being very successful in my academics.”*
- *“He was amazing at engaging me in the learning environment, and trying with the others. I have personally never participated in a class this much.”*
- *“This instructor has taken time out of his day on multiple occasions to help me understand the material. I could walk in not knowing anything about a section and completely understand it after an hour.”*

Contemporary Economic Issues (ECON 465), Undergraduate — Spring 2025 (60 students), Fall 2025 (64 students)

Contemporary Economic Issues applies microeconomic and macroeconomic principles to some of the most pressing challenges of our time, emphasizing real-world application and evidence-based reasoning over abstract modeling. Students examine macroeconomic stabilization and responses to financial crises, fiscal policy and government spending, globalization and trade under policy uncertainty (tariffs and geopolitical dynamics), and the labor-market, demographic, and technological transformations tied to artificial intelligence. I teach around student-generated questions, using short lecture blocks, small-group discussion, Perusall social annotation, and low-stakes retrieval practice. Its centerpiece is a semester-long team research project—past topics include U.S. public-debt sustainability, the economics of tariffs, and questions in professional sports—culminating in a formal presentation with structured peer review. I taught two sections as instructor of record, for a total of 124 students.

EVALUATIONS (Spring 2025 / Fall 2025): effective learning environment 4.87 and 4.92/5; teaching methods contributed to learning 2.98 and 3.00/3; course helped me learn the stated concepts and skills 3.91 and 3.96/4; helpfulness of feedback 5.61 and 5.78/6.

SELECTED STUDENT COMMENTS

- *“In this course we were encouraged to look at an issue and take it apart, reviewing it from all angles. This not only strengthened*

critical thinking skills, but taught us how to form an educated opinion in a way that is both mindful and respectful of its oppositions.”

- *“Encouraged speaking in class for productive conversations but never pressured people. Gave great incentives for being productive and participating and never shamed anyone for incorrect answers.”*
- *“He did his best to keep everyone engaged and found new ways to get people to participate. He was kind and always offered his help and knowledge. He took the time to learn our names and speak to us when we entered and exited the classroom. You could tell he has motivation to teach and he did a great job showing that and showing that he cared about what we learned from his class.”*
- *“Very amazing teaching methods, instead of putting tons of emphasis on studying for a huge test or a big cumulative final. He made sure students truly learned the topic discussed. With many assignments being open-ended, testing your own ability to critically think.”*
- *“The learning environment was extremely effective and engaging. The professor allowed us to not only learn through him, but through one another. This significantly helped me remain open minded and have very respectful conversations on important topics.”*
- *“Created the best learning environment that I have had at A&M.”*

SCHEDULED TEACHING ASSIGNMENTS

- Contemporary Economic Issues (ECON 465), Undergraduate — Fall 2026

TEACHING ASSISTANT

- Introduction to Economic Data Analysis (Undergraduate) — Spring 2026
- Contemporary Economic Issues (Undergraduate) — Fall 2023, Fall 2024
- Macroeconomic Theory (Undergraduate) — Fall 2022, Spring 2023, Spring 2024

TEACHING RECOGNITION

- **Best Graduate Student Course Instructor**, 2025 — Department of Economics, Texas A&M University
- **Honorable Mention for Outstanding Teaching Assistant**, 2023–2024 — Department of Economics, Texas A&M University
- **CIRTL Associate–Fellow**, Academy for Future Faculty, 2026 — Center for Teaching Excellence, Texas A&M University

II

COURSE SYLLABI

Full syllabi for the courses I have taught as instructor of record:

- ECON 410 – Macroeconomic Theory (Summer 2026)
- ECON 465 – Contemporary Economic Issues (Fall 2025)
- ECON 465 – Contemporary Economic Issues (Fall 2026)

II. COURSE SYLLABI

ECON 410 – Macroeconomic Theory (Summer 2026)

Instructor of record · Summer 2026 · 31 students · Texas A&M University

College of Arts and Sciences

Economics

ECON 410 Syllabus

Section 200 (25255)

Summer 2026 - College Station



Course Information

Meeting Times: Meeting Type: LEC

Meeting Days: MTWRF

Start Time: 10:00AM

End Time: 11:35AM

Start Date: 07/01/2026

End Date: 08/05/2026

Meeting Location: WCSS 146

Credit Hours: 3

Instructor Details

Jorge Hirs Garzon

Email: jorgehirs@tamu.edu

Office Location: WCSS 263

Phone: 979 436 4705

Office Hours

Tuesdays and Thursdays, 2:00–4:00 PM (in person), or by appointment via Zoom.

Preferred Contact Method

Email

Catalog Description

Macroeconomic Theory. (3-0). Credit 3. Theory of the determination of aggregate levels of national income, employment and prices; monetary and fiscal policy analysis, effects of government debt and deficits. Prerequisite: ECON 203 with a grade of C or better.

Additional Course Details

Please review the Course-Specific Makeup Policy included later in this syllabus. This policy appears after the university-level policy section, so please scroll down to locate it.

Course Prerequisites

Course Prerequisites: ECON 203 with a grade of C or better.

Course Learning Outcomes

Upon completion of this course, the learner will be able to:

- Analyze the key determinants of national income, employment, and price levels using modern macroeconomic theory.
- Use aggregate demand and aggregate supply frameworks to evaluate macroeconomic equilibrium and adjustments over time.
- Evaluate the effects of monetary and fiscal policy on economic stability, inflation, and output across different phases of the business cycle.

Special Course Designation

None

Textbook and/or Resource Materials

This material Is: Required

Macroeconomics (10th edition or newer), by Gregory Mankiw.

Notes:

All other course materials will be available on Canvas through the course site.

Grading Policy

Grading Policy

Assessment	Weight	Grading Scale	
Attendance	10%	90-100	A
Participation	10%	80-89	B
Midterm Exam	40%	70-79	C
Final Exam	40%	60-69	D
Total	100%	0-59	F

The overall score will be the summation of the above assessments, rounded to the closest integer.

Attendance: Attendance will be recorded through in-class quizzes. These quizzes are open-note only, and non-programmable calculators are permitted. The use of any other electronic devices is strictly prohibited. A total of four (4) in-class quizzes will be administered during the term. Students will receive attendance credit as long as they take the quiz, regardless of their performance. If a student misses a quiz, no attendance credit will be given for that day, and the absence will count toward the attendance policy unless the student provides documentation of a university-authorized excuse. No make-up quizzes will be offered under any circumstances.

Participation: Students are expected to actively participate in class to remain engaged with the course material. Participation may include asking questions during class, contributing to discussions, sharing relevant news related to the topics covered, participating in quiz reviews, or attending office hours to discuss course concepts. Students are expected to accumulate a total of 10 participation points during the course to receive full credit for this component. Participation points will be awarded based on meaningful engagement with the course material and class activities.

Exams: There will be a midterm exam on July 17 from 10:00 AM to 11:35 AM, and a final exam on August 5 from 10:30 AM to 12:30 PM. Both exams will take place in the regular classroom,

WCSS 146. The Midterm Exam will cover the material presented before the Midterm date. The Final Exam is comprehensive, with particular emphasis on the material covered after the Midterm. For each exam, students must bring a pencil, a calculator (any type is allowed, but cell phones and laptops are not permitted), and their university ID.

Late Work Policy

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempt from the late work policy ([Student Rule 7](#)).

Course Specific Late Work Policy

Late assignment is not accepted, unless proof of a university-authorized excuse is presented. Make-ups on the midterms and the final exam are available only to those with university approved valid justification. If you miss a midterm or the final, you are responsible for providing the evidence of unusual circumstances. Based on satisfactory evidence, you will receive a prorated score.

Course Schedule

We will follow the textbook closely. The following outline is provided as a guide to indicate the topics and material to be covered, but some changes may occur in the extent of material covered, or in the pace of coverage.

Course Assignment Schedule

Week	Date	M	T	W	TH	F	Topic/Content	Assignments/Readings
Week 1	July 1			✓			Overview of Macroeconomics	Chapter 1
	July 2				✓		GDP accounting	Chapter 2
	July 3					✓	Real vs Nominal GDP, Unemployment rate	Chapter 2

Week	Date	M	T	W	TH	F	Topic/Content	Assignments/Readings
Week 2	July 6	✓					Quiz 1	Chapters 1-2
	July 7		✓				Neoclassical model	Chapter 3
	July 8			✓			Production function	Chapter 3
	July 9				✓		Equilibrium in the goods market	Chapter 3
	July 10					✓	Quiz 2	Chapter 3
Week 3	July 13	✓					Money	Chapter 4
	July 14		✓				Quantity Theory of Money	Chapter 5
	July 15			✓			Fisher's equation	Chapter 5
	July 16				✓		Review	--
	July 17					✓	Midterm Exam	Chapters 1-5
Week 4	July 20	✓					Unemployment	Chapter 7
	July 21		✓				Economic Growth I	Chapter 8
	July 22			✓			Economic Growth I	Chapter 8
	July 23				✓		Economic Growth II: Extensions	Chapter 9
	July 24					✓	Quiz 3	Chapters 7-9

Week	Date	M	T	W	TH	F	Topic/Content	Assignments/Readings
Week 5	July 27	✓					Business Cycle Facts, AD-AS Model	Chapters 10, 11
	July 28		✓				Keynesian Cross model, Multipliers	Chapter 11
	July 29			✓			IS-LM Model	Chapter 11
	July 30				✓		IS-LM Model, AS-AD	Chapters 11, 12
	July 31					✓	Quiz 4	Chapters 10, 11, 12
Week 6	August 3	✓					Course Review	--
	August 4		✓				Review, Office Hours	--
	August 5			✓			Final Exam	Chapters 1-12

AI Statement

Artificial intelligence tools (such as Chat GPT or other generative AI systems) may be used as a learning aid when used responsibly. In this course, appropriate uses include helping students better understand macroeconomic concepts, reviewing economic graphs, exploring examples related to class material, or clarifying topics discussed in lectures and readings. However, these tools should be used only as a supplement to learning and not as a substitute for attending class, studying the material, or developing your own understanding of the concepts. Students remain responsible for mastering the material independently and for completing all course assessments on their own. If students find a productive way to use AI tools to better understand the course material and briefly document how they used them, this may count toward participation points in the class.

Technology Support

Technology Services (IT) - Main Campus

Hours: 24/7

Phone: (979) 845-8300

Email: helpdesk@tamu.edu

Call/Chat/Email/visit: <https://it.tamu.edu/help>

Canvas LMS Technical Support

Hours: 24/7/365

Phone: (877) 354-4821

Email: support@instructure.com

Support is available by clicking the Help button at the far left in the Canvas global navigation menu.

Canvas Resources are also linked on the home page of every Canvas course.

University Policies

This section outlines the university-level policies that must be included in each course syllabus. The TAMU Faculty Advisory Council established the wording of these policies.

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (Section 20.1.2.3, [Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

University Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. ([See Student Rule 24](#).)

Course Specific Makeup Work Policy

Late assignment is not accepted, unless proof of a university-authorized excuse is presented. Make-ups on the midterms and the final exam are available only to those with university approved valid justification. If you miss a midterm or the final, you are responsible for providing the evidence of unusual circumstances. Based on satisfactory evidence, you will receive a prorated score.

Notice of Nondiscrimination

Texas A&M University is committed to providing safe and non-discriminatory learning, living, and work environments for all members of the University community. The University provides equal opportunity to all employees, students, applicants for employment or admission, and the public, regardless of race, color, sex (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, or veteran status.

Texas A&M University will promptly, thoroughly, and fairly investigate and resolve all complaints of discrimination, harassment (including sexual harassment), complicity, and related retaliation based on a protected class in accordance with [System Regulation 08.01.01](#), [University Rule 08.01.01.M1](#), [Standard Administrative Procedure \(SAP\) 08.01.01.M1.01](#), and applicable federal and state laws. In accordance with Title IX and its implementing regulations, Texas A&M does

not discriminate on the basis of sex in any educational program or activity, including admissions and employment.

The following person has been designated to handle inquiries and complaints regarding the non-discrimination policies: Jennifer M. Smith, TAMU Associate VP & Title IX Coordinator at YMCA Ste 108, College Station, TX 77843, 979-458-8407, or email civilrights@tamu.edu. For other reporting options, visit the [U.S. Department of Education Office for Civil Rights Complaint Assessment System](#) to locate the address and phone number of the office that serves your area, or call 1-800-421-3481.

Civil Rights, Free Speech, and Title IX Policies

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit discrimination and harassment based on an individual's race, color, sex, (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, veteran status, or any other legally protected characteristic. This includes forms of sex-based violence, such as sexual assault, sexual harassment, sexual exploitation, dating/domestic violence, and stalking.

Students can report discrimination/harassment, access supportive resources, or learn more about their options for resolving complaints on the [University's Civil Rights & Title IX webpage](#).

Students should be aware that all university employees (except medical or mental health providers) are mandatory reporters, which means that if they observe, experience or become aware of an incident that they reasonably believe to be discrimination/harassment alleged to have been committed by or against a person who was a student or employee at the time of the incident, the employee must report the incident to the university.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

To request academic accommodations, contact the designated ADA office based on your location:

- Texas A&M University, College of Nursing, College of Dentistry, Irma Lerma Rangel College of Pharmacy College Station, College of Medicine, School of Public Health, Institute of Biosciences and Technology, EnMed Program, Bush School in Washington DC, Mays Business School – CityCentre, TAMU Engineering Academies, Texas A&M University Higher Education Center at McAllen and Texas A&M University at Galveston should contact Disability Resources at (979) 845-1637 or disability@tamu.edu.
- Texas A&M University School of Law should contact the Office of Student Affairs at (817) 212-4111 or law-disability@law.tamu.edu to request accommodations.
- Irma Lerma Rangel College of Pharmacy in Kingsville should contact the Disability Resource Center at Texas A&M University-Kingsville at (361) 593-3024 or drc.center@tamuk.edu to request accommodations.
- Texas A&M University College of Veterinary Medicine & Biomedical Sciences in Canyon should contact the Office of Student Accessibility at West Texas A&M University – Canyon at (806) 651-2335 or osa@wtamu.edu.

If you are experiencing difficulties with your approved accommodations, contact the office responsible for approving your accommodations or the Texas A&M ADA Coordinator Julie Kuder at ADA.Coordinator@tamu.edu or (979) 458-8407.

Pregnancy Accommodations

Texas A&M provides reasonable accommodations to students due to pregnancy and/or related conditions, such as childbirth, recovery, and lactation. Students should contact the University's [Pregnancy Coordinator](#) as soon as they become aware of the need for accommodation.

Depending on the circumstances, accommodations could include extended time to complete assignments or exams, changes in course sequence, or modifications to the physical classroom environment.

Texas A&M will also allow a voluntary leave of absence, ensure the availability of lactation space, and maintain grievance procedures to provide for the prompt and equitable resolution of complaints of sex discrimination. For information regarding pregnancy accommodations, email TIX.Pregnancy@tamu.edu.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). The [TELUS Health Student Support app](#) provides access to professional

counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or 988lifeline.org.

Texas A&M College Station

Students needing a listening ear can contact University Health Services at 979.458.4584. Call 911 or visit your nearest emergency room if you are currently experiencing a life-threatening situation or if your safety is at risk. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at 988lifeline.org.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

Currently enrolled students wishing to withhold any or all directory information items can do so within howdy.tamu.edu using the Directory Information Withholding Form. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR, or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees, honors and awards received, participation in officially recognized activities and sports, medical residence location, and medical residence specialization.

Free Speech and Civil Discourse

Texas A&M recognizes that the pursuit of truth through open and robust discourse is critical to academic inquiry. However, as a community of scholars, the university has an aspirational expectation that such discourse will be conducted in accordance with Aggie Core Values. In this "marketplace of ideas," we encourage civil dialogue creating an environment that allows individuals to express their ideas and to have their ideas challenged in respectful and

responsible ways. Students can learn more about Freedom of Expression and Free Speech on the [University's website](#) about the First Amendment.

II. COURSE SYLLABI

ECON 465 – Contemporary Economic Issues (Fall 2025)

Instructor of record · Fall 2025 · 64 students · Texas A&M University

Course Information

Course Number: ECON 465
Course Title: Contemporary Economic Issues
Section: 501
Time: Tuesday and Thursday, 1:05-02:20 pm
Location: ALLN 1002
Credit Hours: 3

Instructor Details

Instructor: Jorge Hirs-Garzon
Office: WCSS 263
E-Mail: jorgehirs@tamu.edu
Office Hours: Thursday, 2:30 - 03:30 pm; Zoom meetings available on request
Zoom Link: <https://tamu.zoom.us/j/98165504956?pwd=0tQSf4ahMHYav7CsiCVDL8jYpS3kon.1>
Passcode: 028493

Teaching Assistant Details

Teaching Assistant: TBD
Office: TBD
E-Mail: TBD

Course Description

This course applies economic principles to real-world challenges, equipping students with practical tools to analyze and interpret some of the most pressing issues of our time. Drawing on both microeconomic and macroeconomic frameworks, students will explore macroeconomic stabilization policies in the context of financial crises, fiscal policy and government spending, policy uncertainty and international cooperation (including tariffs and geopolitical dynamics), labor market and demographic challenges shaped by artificial intelligence, technological transformations beyond AI, and climate change with its implications for sustainable economic policy.

The emphasis is on real-world applications rather than abstract theory or formal modeling. Students will learn to critically evaluate policy debates, interpret data, and develop actionable insights. The course also provides space for students to propose and analyze topics aligned with their own interests, fostering a personalized and engaging learning experience. Through class discussions, collaborative projects, and hands-on analysis, students will develop the skills needed to address complex economic problems in practical and impactful ways.

Course Prerequisites

ECON 323 (ECON 410 recommended) or approval of undergraduate advisor.

Course Learning Outcomes

- Identify and explain key concepts and frameworks from microeconomics and macroeconomics relevant to contemporary economic challenges.
- Interpret and summarize real-world economic data to inform policy analysis
- Compare and contrast alternative perspectives on significant economic issues.
- Analyze the design and potential impacts of contemporary economic policies using appropriate analytical tools.
- Evaluate the effectiveness of policy responses in addressing economic challenges.
- Communicate evidence-based arguments clearly in both oral discussions and written assignments.
- Collaborate in a team setting to research, develop, and present a policy-oriented project.

Textbook and/or Resource Materials

- Optional (all required readings will be posted on canvas):

Taking Sides: Clashing Views on Economic Issues, 17th edition, McGraw Hill, 2019.
ISBN-13: 978 125 967 2477

The Economics of Macro Issues, 8th edition, Pearson, 2018.
ISBN-13: 978-0-13-453199-1

Chat GPT-4 subscription

Grading Policy

Your final grade in this course will be determined by your performance on:

- Non-cumulative exams (10+10+10=30%)
- Group Project: Presentation 13%, submission of two papers related to the topic of interest 10%, topic 1%, proposal 1%, Slides submission (4%), peer reviews (4+4=8%), surveys (0.5+0.5=1%) (38%)
- Participation (14%)
- Quizzes (10%)
- Perusall (8%)

Grading scale:

A	89.50 and above
B	79.50 to 89.49
C	69.50 to 79.49
D	59.50 to 69.49
F	59.49 and below

Groups: All students will be assigned to groups; we will devote the first two weeks of classes to group creation and choice of research topics.

Quizzes (10%): short quizzes that will be based on assigned reading(s) and will be administered either in class or via Canvas. Each quiz will consist of approximately 5-10 multiple-choice or T/F questions. The three lowest quiz scores will be dropped.

Exams (30%):

3 non-cumulative exams may include multiple choice questions, T/F questions, and 1-2 essay questions.

- **First Exam:** October 2, held in class.
- **Second Exam:** October 30, held in class.
- **Third Exam:** December 4, held in class.

Note: These dates are tentative and may be adjusted based on class size.

Group project & Peer reviews (38%):

All students will create groups of 5-6 students and submit a group creation form with a list of students, topic, and least preferable dates for presentation. Each group should have a unique topic, two groups cannot have the same topic. Each group should submit 1-2 page(s) proposals. The Proposal should include: title, 1-2 paragraphs describing the issue and different points of view on this issue, the outline of the presentation, and at least 5 possible sources (it could be not final list).

The use of AI tools, specifically Chat GPT-4, is allowed for the group project. AI can be utilized to gather information for your proposal, generate ideas, and assist in developing different perspectives on the issue. Students should document how they used Chat GPT throughout the project, particularly in the research and proposal stages.

Each group should submit two papers representing opposite points of view on the issue. The papers should be either from peer reviewed journal or an expert's report/analytical paper/testimony that is published at a think tank (see examples of think tanks in the syllabus) or at the website of public or private economic research agency/institution (for example NBER), or at hearings sections of the U.S. House of Representatives committees. It could be a chapter from a textbook, or a part of a longer article.

Each paper should be approximately 5-12 pages long (if shorter/longer - consult instructor before submitting). It CANNOT be from popular press (newspapers, nonacademic journals), nor from online encyclopedias (Wikipedia, Investopedia, etc.). If you are not sure whether the papers satisfy the requirements, please consult the instructor before submitting.

Each student will be assigned a peer review of papers of some other group. Based on the results of peer review the instructor may recommend some groups to change and resubmit papers. Some of these papers will be assigned to non-presenting students to read for the date of presentation.

Each group must submit the slides for presentation. The length requirements are 15-25 slides (not counting reference list). The slides are well balanced with information and visuals, and have easy to read and interpret design. Each student will be assigned peer review of slides. Both peer review assignments (papers and slides) will be administered via Peerceptiv. Slides for presentations should be submitted both to Perceptive assignment In Canvas and to the discussion board in Canvas (it could be submitted as links or uploaded as PDF documents). In case of links make sure to share it with the Texas A&M group.

All groups will present their projects during class time. The presentation should be about current economic issues. Each presentation should be approximately 20-25 minutes long, there will be 2 presentations in each class followed by discussion, not presenting students will ask questions, and presenters will answer. The points for the presentation will be distributed as follows: 10% for the quality of presentation, and 3% for the quality of answers to the questions. Presenting group should be ready to conduct a class discussion on the chosen topic and to provide the overview of the issue and possible solutions. In order to receive credit the group member should participate in the presentation. It is expected that the presentation would cover different points of view on the issue and policies addressing this issue, and use supporting documentation/data. The grade would depend on :

- the formal requirements being satisfied (length and duration of presentation, deadlines)
- the coverage of the issue
- argumentation and analysis being backed up by supporting data/articles/research publications/reports/etc.

[List of possible topics](#)

Class participation (14%)

(4%) attendance: students should be present in class, participating in group work and class activities.

(6%) contribution to discussions using cards: Each student will receive 2 contribution cards before each exam (a total of 6 cards). Each time a card is used, the student earns 1% towards their participation grade. Additional contributions beyond the 6 cards can earn extra credit, with 0.25 percentage points awarded per extra card, up to a maximum of 2% bonus points (8 cards).

(4%) group successfully completes class activities: Groups are required to complete in-class activities, which may include short presentations of assigned sections of a paper, answering specific questions, summarizing results of group discussion, doing in class applications of generative AI and sharing the results, submitting the results of group work at Canvas.

Students should come to the class prepared: read the paper and complete the assignment related to the reading (could be finding articles/reports/examples related to the topic of reading), be prepared to answer questions based on the assigned readings, and to conduct a discussion.

Unexcused absences policy: Each student is allowed to miss 3 classes (unexcused) without it affecting the class participation points.

Excused absences policy:

- Contact before or within 48 hours of absence
- Submit request via email: jorgehirs@tamu.edu
- If you need an extension, please contact me within 48 hours at jorgehirs@tamu.edu.

Course Schedule

Module 1. Macroeconomic Stabilization Policies

Module 2. Policy Uncertainty, Trade, and Macroeconomic Impacts

Module 3. Labor Market and Demographic Challenges in the Age of AI

Module 4. Technological Transformations Beyond AI and Their Economic Implications

All topics are subject to change; we may cover less or more than outlined or include a different topic.

DO NOT USE this outline as a study guide for the exam!

Helpful Websites

Think tanks publish research papers on both domestic and international economic, political, environmental, and social issues. You can find interesting ideas and sources for your papers there.

1. CATO Institute – www.cato.org
2. Hudson Institute – www.hudson.org
3. The Heritage Foundation – www.heritage.org.
4. American Enterprise Institute for Public Policy Research (AEI) – www.aei.org
5. Brookings Institution – www.brookings.edu
6. Hoover Institution – www.hoover.org
7. National Bureau of Economic Research – www.nber.org
8. Competitive Enterprise Institute – <http://cei.org>
9. Urban Institute – www.urban.org
10. Economic Policy Institute - <https://www.epi.org/>
11. Center on Budget and Policy Priorities - <https://www.cbpp.org/>
12. Federal Reserve Economic Data (FRED) - <https://fred.stlouisfed.org/>

Email Policy

Please include the course number (ECON 465) in the subject of your email. I reserve the right not to answer emails that do not include information about the course and section number.

Check your TAMU email regularly. I send important announcements to the TAMU emails only.

Statement on class climate, harassment, and discrimination

My goal is to have a learning environment in the classroom in which students of all backgrounds and identities would feel belonging and supported. Let me know if you feel uncomfortable because of something was said/posted in class (by anyone), if you prefer you can provide your feedback anonymously.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate Designated Official.

As a courtesy to me and your fellow students, be on time, do not depart early, and refrain from disruptive behavior (such as talking to each other or reading the newspaper) during lecture. If you have a question during the lecture, do not hesitate to ask me. Turn cell phones off.

Whom to contact:

If the alleged offender is a:

STUDENT – Dean of Student Life, studentlife@tamu.edu, 979-845-3111

FACULTY – Dean of Faculties, Dof@tamu.edu, 979-845-4274

STAFF or THIRD PARTY – Vice President of Human Resources and Organizational Effectiveness, ocrm@tamu.edu, 979-862-4027

Also see the section on Title IX and Statement on Limits to Confidentiality below for further information.

Additional Academic Resources

The Department of Economics Tutoring Lab will be available during the semester. The Department Tutoring Lab schedule will can be found here:

<https://artsci.tamu.edu/economics/academics/undergraduate/current-students/tutoring-lab.html>.

University Policies

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. Absences will affect grades, as documented above. As a courtesy to me and your fellow students, be on time, do not depart early, and refrain from disruptive behavior (such as talking to each other) during the lecture.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns related to mental and/or physical health in a confidential setting are encouraged to make an appointment with [University Health Services](#) or download the [TELUS Health Student Support app](#) for 24/7 access to professional counseling in multiple languages. Walk-in services for urgent, non-emergency needs are available during normal business hours at University Health Services locations; call 979.458.4584 for details.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). Students needing a listening ear can call the Texas A&M Helpline (979.845.2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends for mental health peer support while classes are in session. The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or 988lifeline.org.

Students needing a listening ear can contact University Health Services (979.458.4584) or call the Texas A&M Helpline (979.845.2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends while classes are in session. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at 988lifeline.org.

II. COURSE SYLLABI

ECON 465 – Contemporary Economic Issues (Fall 2026)

Instructor of record · Fall 2026 · Texas A&M University

College of Arts and Sciences

Economics

ECON 465 Syllabus

Section 501 (65124)

CONTEMPORARY ECONOMIC ISSUES

Fall 2026 - College Station



Course Information

Meeting Times: Meeting Type: LEC

Meeting Days: TR

Start Time: 11:40AM

End Time: 12:55PM

Start Date: 08/24/2026

End Date: 12/10/2026

Meeting Location: ALLN 1002

Credit Hours: 3

Instructor Details

Jorge Hirs Garzon

Email: jorgehirs@tamu.edu

Office Location: WCSS 263

Phone: 9794364705

Office Hours

Thursdays, 2:30–3:30 PM. Additional meetings via Zoom are available upon request

Preferred Contact Method

Email

Catalog Description

Contemporary Economic Issues. (3-0). Credit 3. Applies microeconomic and macroeconomic principles to the analysis of current policy and market challenges; topics vary by instructor but may include evaluating issues such as fiscal and monetary policy, globalization and trade, labor markets, technological change, health care, innovation and long-run growth; emphasizes critical

interpretation of data, policy evaluation and evidence-based reasoning; encourages application of economic tools to real-world topics. May be taken two times for credit as content varies. Prerequisite: Grade of C or better in ECON 323 and ECON 410.

Additional Course Details

Please review the Course-Specific Makeup Policy included later in this syllabus. This policy appears after the university-level policy section, so please scroll down to locate it.

Course Prerequisites

A grade of C or better in ECON 323 and ECON 410, or approval from the undergraduate advisor.

Course Learning Outcomes

Upon completion of this course, the learner will be able to:

- Identify and explain key concepts and frameworks from microeconomics and macroeconomics relevant to contemporary economic challenges.
- Interpret and summarize real-world economic data to inform policy analysis.
- Compare and contrast alternative perspectives on significant economic issues.
- Analyze the design and potential impacts of contemporary economic policies using appropriate analytical tools.
- Evaluate the effectiveness of policy responses in addressing economic challenges.
- Communicate evidence-based arguments clearly in both oral discussions and written assignments.
- Collaborate in a team setting to research, develop, and present a policy-oriented project.

Special Course Designation

None

Textbook and/or Resource Materials

This material is: Optional

Taking Sides: Clashing Views on Economic Issues

Publisher: McGraw Hill

Publication Date: 2019

Edition: 17th edition

This material is: Optional

The Economics of Macro Issues

Publisher: Pearson

Publication Date: 2018

Edition: 8th edition

This material is: Recommended

All required readings will be posted on Canvas.

Grading Policy

Your final grade in this course will be determined by your performance on:

1. Non-cumulative exams (10+10+10=30%)
2. Group Project: Presentation 13%, submission of two papers related to the topic of interest 10%, topic 1%, proposal 1%, Slides submission (4%), peer reviews (4+4=8%), surveys (0.5+0.5=1%) (38%)
3. Participation (14%)
4. Quizzes (10%)
5. Perusall (8%)

Grading scale:

- | | |
|----------|-----------------|
| A | 89.50 and above |
| B | 79.50 to 89.49 |
| C | 69.50 to 79.49 |
| D | 59.50 to 69.49 |
| F | 59.49 and below |

Groups: All students will be assigned to groups; we will devote the first two weeks of classes to group creation and choice of research topics.

Quizzes (10%): short quizzes that will be based on assigned reading(s) and will be administered either in class or via Canvas. Each quiz will consist of approximately 5-10 multiple-choice or T/F questions. The three lowest quiz scores will be dropped.

Exams (30%): 3 non-cumulative exams may include multiple choice questions, T/F questions, and 1-2 essay questions.

- First Exam: October 1, held in class.

- Second Exam: October 22, held in class.

- Third Exam: November 19, held in class.

Note: These dates are tentative and may be adjusted based on class size.

Group project & Peer reviews (38%):

All students will create groups of 5-6 students and submit a group creation form with a list of students, topic, and least preferable dates for presentation. Each group should have a unique topic, two groups cannot have the same topic. Each group should submit 1-2 page(s) proposals. The Proposal should include: title, 1-2 paragraphs describing the issue and different points of view on this issue, the outline of the presentation, and at least 5 possible sources (it could be not final list).

The use of AI tools, is allowed for the group project. AI can be utilized to gather information for your proposal, generate ideas, and assist in developing different perspectives on the issue. Students should document how they used Chat GPT throughout the project, particularly in the research and proposal stages.

Each group should submit two papers representing opposite points of view on the issue. The papers should be either from peer reviewed journal or an expert's report/analytical paper/testimony that is published at a think tank (see examples of think tanks in the syllabus) or at the website of public or private economic research agency/institution (for example NBER), or at hearings sections of the U.S. House of Representatives committees. It could be a chapter from a textbook, or a part of a longer article.

Each paper should be approximately 5-12 pages long (if shorter/longer - consult instructor before submitting). It CANNOT be from popular press (newspapers, nonacademic journals), nor from online encyclopedias (Wikipedia, Investopedia, etc.). If you are not sure whether the papers satisfy the requirements, please consult the instructor before submitting.

Each student will be assigned a peer review of papers of some other group. Based on the results of peer review the instructor may recommend some groups to change and resubmit papers. Some of these papers will be assigned to non-presenting students to read for the date of presentation.

Each group must submit the slides for presentation. The length requirements are 15-25 slides (not counting reference list). The slides are well balanced with information and visuals, and have easy to read and interpret design. Each student will be assigned peer review of slides. Both peer review assignments (papers and slides) will be administered via Peerceptiv. Slides for presentations should be submitted both to Perceptive assignment In Canvas and to the discussion board in Canvas (it could be submitted as links or uploaded as PDF documents). In case of links make sure to share it with the Texas A&M group.

All groups will present their projects during class time. The presentation should be about current economic issues. Each presentation should be approximately 20-25 minutes long, there will be 2 presentations in each class followed by discussion, not presenting students will ask questions, and presenters will answer. The points for the presentation will be distributed as follows: 10% for the quality of presentation, and 3% for the quality of answers to the questions. Presenting group should be ready to conduct a class discussion on the chosen topic and to provide the overview of the issue and possible solutions. In order to receive credit the group member should participate in the presentation. It is expected that the presentation would cover different points of view on the issue and policies addressing this issue, and use supporting documentation/data. The grade would depend on :

- the formal requirements being satisfied (length and duration of presentation, deadlines)
- the coverage of the issue
- argumentation and analysis being backed up by supporting data/articles/research publications/reports/etc.

Class participation (14%):

(4%) attendance: students should be present in class, participating in group work and class activities.

(6%) contribution to discussions using cards: Each student will receive 2 contribution cards before each exam (a total of 6 cards). Each time a card is used, the student earns 1% towards their participation grade. Additional contributions beyond the 6 cards can earn extra credit, with 0.25 percentage points awarded per extra card, up to a maximum of 2% bonus points (8 cards).

(4%) group successfully completes class activities: Groups are required to complete in-class activities, which may include short presentations of assigned sections of a paper, answering

specific questions, summarizing results of group discussion, doing in class applications of generative AI and sharing the results, submitting the results of group work at Canvas.

Students should come to the class prepared: read the paper and complete the assignment related to the reading (could be finding articles/reports/examples related to the topic of reading), be prepared to answer questions based on the assigned readings, and to conduct a discussion.

Unexcused absences policy: Each student is allowed to miss 3 classes (unexcused) without it affecting the class participation points.

Excused absences policy:

- Contact before or within 48 hours of absence
- Submit request via email: jorgehirs@tamu.edu
- If you need an extension, please contact me within 48 hours at jorgehirs@tamu.edu.

Late Work Policy

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempt from the late work policy ([Student Rule 7](#)).

Course Specific Late Work Policy

Late assignments are not accepted without penalty unless documentation of a university-authorized excuse is provided. Make-up exams are available only to students with a university-approved valid justification. If you miss a midterm or the final exam, you are responsible for providing documentation of unusual circumstances. Based on satisfactory evidence, a prorated score will be assigned.

Course Schedule

Module 1. Macroeconomic Crises and Policy Responses

Module 2. Fiscal Policy and Economic Stabilization

Module 3. Globalization, Trade, and Policy Uncertainty

Module 4. Technology, AI, and the Future of Economic Policy

Module 5. Applied Economic Analysis: Student Presentations

The following outline is provided as a guide to indicate the topics and material to be covered, but some changes may occur in the extent of material covered or in the pace of coverage.

Course Schedule**ECON 465 Course Schedule - Fall 2026**

Week	Date	T	TH	Topic/Content
Week 1	25-Aug	✓		Introduction to Contemporary Economic Issues
	27-Aug		✓	Core Macroeconomic Policy Framework
Week 2	1-Sep	✓		The 2008 Financial Crisis
	3-Sep		✓	Policy Responses to the Crisis (Group creation for group project)
Week 3	8-Sep	✓		The American Recovery and Reinvestment Act
	10-Sep		✓	Fiscal Policy as Recovery Tool: Introduction
Week 4	15-Sep	✓		Fiscal Policy as Recovery Tool (Tax Alternatives)
	17-Sep		✓	Fiscal Policy as Recovery Tool (Expenditure alternatives)
Week 5	22-Sep	✓		Government Budgets
	24-Sep		✓	Fiscal Deficit Reduction
Week 6	29-Sep	✓		Exam Review
	1-Oct		✓	Exam 1
Week 7	6-Oct	✓		Globalization and Trade
	8-Oct		✓	Tariffs and Trade Uncertainty

ECON 465 Course Schedule - Fall 2026

Week	Date	T	TH	Topic/Content
Week 8	13-Oct	✓		Economic Policy Challenges for the Age of AI
	15-Oct		✓	Labor Markets and Inequality in the Age of AI
Week 9	20-Oct	✓		Exam Review
	22-Oct		✓	Exam 2
Week 10	27-Oct	✓		Group Project Presentations
	29-Oct		✓	Group Project Presentations
Week 11	3-Nov	✓		Group Project Presentations
	5-Nov		✓	Group Project Presentations
Week 12	10-Nov	✓		Group Project Presentations
	12-Nov		✓	Group Project Presentations
Week 13	17-Nov	✓		Exam 3 Review
	19-Nov		✓	Exam 3
Week 14	24-Nov	✓		Make Up Activities
	26-Nov		✓	Thanksgiving Holiday- No classes
Week 15	1-Dec			Fall Redefined Day- Students Attend Friday Classes
	3-Dec		✓	Make Up Activities Last Day of Classes- Fall 2026

Additional Course Information

Helpful Websites

Think tanks publish research papers on both domestic and international economic, political, environmental, and social issues. You can find interesting ideas and sources for your papers there.

1. CATO Institute – www.cato.org Hudson Institute – www.hudson.org The Heritage Foundation – www.heritage.org. American Enterprise Institute for Public Policy Research (AEI) – www.aei.org Brookings Institution – www.brookings.edu Hoover Institution – www.hoover.org National Bureau of Economic Research – www.nber.org Competitive Enterprise Institute – <http://cei.org> Urban Institute – www.urban.org Economic Policy Institute - <https://www.epi.org/> Center on Budget and Policy Priorities - <https://www.cbpp.org/> Federal Reserve Economic Data (FRED) - <https://fred.stlouisfed.org/>

AI Statement

Artificial intelligence tools (such as Chat GPT or other generative AI systems) may be used as a learning aid when used responsibly. In this course, appropriate uses include helping students better understand concepts, reviewing economic graphs, exploring examples related to class material, or clarifying topics discussed in lectures and readings. However, these tools should be used only as a supplement to learning and not as a substitute for attending class, studying the material, or developing your own understanding of the concepts. Students remain responsible for mastering the material independently and for completing all course assessments on their own.

If students find a productive way to use AI tools to better understand the course material and briefly document how they used them, this may count toward participation points in the class.

Technology Support

Technology Services (IT) - Main Campus

Hours: 24/7

Phone: (979) 845-8300

Email: helpdesk@tamu.edu

Call/Chat/Email/visit: <https://it.tamu.edu/help>

Canvas LMS Technical Support

Hours: 24/7/365

Phone: (877) 354-4821

Email: support@instructure.com

Support is available by clicking the Help button at the far left in the Canvas global navigation menu.

Canvas Resources are also linked on the home page of every Canvas course.

University Policies

This section outlines the university-level policies that must be included in each course syllabus. The TAMU Faculty Advisory Council established the wording of these policies.

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (Section 20.1.2.3, [Student Rule 20](#)).

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University Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

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Course Specific Makeup Work Policy

Late assignments are not accepted without penalty unless documentation of a university-authorized excuse is provided. Make-up exams are available only to students with a university-approved valid justification. If you miss a midterm or the final exam, you are responsible for providing documentation of unusual circumstances. Based on satisfactory evidence, a prorated score will be assigned.

Notice of Nondiscrimination

Texas A&M University is committed to providing safe and non-discriminatory learning, living, and work environments for all members of the University community. The University provides equal opportunity to all employees, students, applicants for employment or admission, and the public, regardless of race, color, sex (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, or veteran status.

Texas A&M University will promptly, thoroughly, and fairly investigate and resolve all complaints of discrimination, harassment (including sexual harassment), complicity, and related retaliation based on a protected class in accordance with [System Regulation 08.01.01](#), [University Rule 08.01.01.M1](#), [Standard Administrative Procedure \(SAP\) 08.01.01.M1.01](#), and applicable federal and state laws. In accordance with Title IX and its implementing regulations, Texas A&M does not discriminate on the basis of sex in any educational program or activity, including admissions and employment.

The following person has been designated to handle inquiries and complaints regarding the non-discrimination policies: Jennifer M. Smith, TAMU Associate VP & Title IX Coordinator at YMCA Ste 108, College Station, TX 77843, 979-458-8407, or email civilrights@tamu.edu. For other reporting options, visit the [U.S. Department of Education Office for Civil Rights Complaint Assessment System](#) to locate the address and phone number of the office that serves your area, or call 1-800-421-3481.

Civil Rights, Free Speech, and Title IX Policies

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit discrimination and harassment based on an individual's race, color, sex, (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, veteran status, or any other legally protected characteristic. This includes forms of sex-based violence, such as sexual assault, sexual harassment, sexual exploitation, dating/domestic violence, and stalking.

Students can report discrimination/harassment, access supportive resources, or learn more about their options for resolving complaints on the [University's Civil Rights & Title IX webpage](#).

Students should be aware that all university employees (except medical or mental health providers) are mandatory reporters, which means that if they observe, experience or become aware of an incident that they reasonably believe to be discrimination/harassment alleged to have been committed by or against a person who was a student or employee at the time of the incident, the employee must report the incident to the university.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

To request academic accommodations, contact the designated ADA office based on your location:

- Texas A&M University, College of Nursing, College of Dentistry, Irma Lerma Rangel College of Pharmacy College Station, College of Medicine, School of Public Health, Institute of Biosciences and Technology, EnMed Program, Bush School in Washington DC, Mays Business School – CityCentre, TAMU Engineering Academies, Texas A&M University Higher Education Center at McAllen and Texas A&M University at Galveston should contact Disability Resources at (979) 845-1637 or disability@tamu.edu.
- Texas A&M University School of Law should contact the Office of Student Affairs at (817) 212-4111 or law-disability@law.tamu.edu to request accommodations.
- Irma Lerma Rangel College of Pharmacy in Kingsville should contact the Disability Resource Center at Texas A&M University-Kingsville at (361) 593-3024 or drc.center@tamuk.edu to request accommodations.
- Texas A&M University College of Veterinary Medicine & Biomedical Sciences in Canyon should contact the Office of Student Accessibility at West Texas A&M University – Canyon at (806) 651-2335 or osa@wtamu.edu.

If you are experiencing difficulties with your approved accommodations, contact the office responsible for approving your accommodations or the Texas A&M ADA Coordinator Julie Kuder at ADA.Coordinator@tamu.edu or (979) 458-8407.

Pregnancy Accommodations

Texas A&M provides reasonable accommodations to students due to pregnancy and/or related conditions, such as childbirth, recovery, and lactation. Students should contact the University's [Pregnancy Coordinator](#) as soon as they become aware of the need for accommodation.

Depending on the circumstances, accommodations could include extended time to complete assignments or exams, changes in course sequence, or modifications to the physical classroom environment.

Texas A&M will also allow a voluntary leave of absence, ensure the availability of lactation space, and maintain grievance procedures to provide for the prompt and equitable resolution of complaints of sex discrimination. For information regarding pregnancy accommodations, email TIX.Pregnancy@tamu.edu.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or 988lifeline.org.

Texas A&M College Station

Students needing a listening ear can contact University Health Services at 979.458.4584. Call 911 or visit your nearest emergency room if you are currently experiencing a life-threatening situation or if your safety is at risk. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at 988lifeline.org.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

Currently enrolled students wishing to withhold any or all directory information items can do so within howdy.tamu.edu using the Directory Information Withholding Form. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR, or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees, honors and awards received, participation in officially recognized activities and sports, medical residence location, and medical residence specialization.

Free Speech and Civil Discourse

Texas A&M recognizes that the pursuit of truth through open and robust discourse is critical to academic inquiry. However, as a community of scholars, the university has an aspirational expectation that such discourse will be conducted in accordance with Aggie Core Values. In this “marketplace of ideas,” we encourage civil dialogue creating an environment that allows individuals to express their ideas and to have their ideas challenged in respectful and responsible ways. Students can learn more about Freedom of Expression and Free Speech on the [University's website](#) about the First Amendment.

III

COURSE EVALUATIONS

Official Texas A&M student course evaluations:

- Summary of results by instructor (question-level averages)
- Full aggregate report – Spring 2025 (ECON 465)
- Full aggregate report – Fall 2025 (ECON 465)
- Full aggregate report – Summer 2026 (ECON 410)

III. COURSE EVALUATIONS

Summary of Results by Instructor

Condensed Texas A&M report · question-level averages, standard deviation, median, and mode



ECON 465 502

Spring 2025 - College Station / Hirs Garzon, Jorge

Survey: TAMU-College Station Student Course Evaluation (End-of-Term)

Survey	Term	Start Date	End Date	Students	Responses	Response Rate
TAMU-College Station Student Course Evaluation (End-of-Term)	Spring 2025 - College Station	2024-12-23	2025-05-31	60	54	90%

Questions	ECON 465 502 Hirs Garzon, Jorge			
	Avg	StDev	Median	Mode
Begin this course evaluation by reflecting on your own level of engagement and participation in the course. What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete? Scale (1 - 4) 1 = <50% 4 = >90% Type: Multi-Choice, Single Answer	3.83	0.46	4	4
Based on what the instructor(s) communicated, and the information provided in the course syllabus, I understood what was expected of me. Scale (1 - 3) 1 = No, I did not understand what was expected of me. 3 = Yes, I understood what was expected of me. Type: Multi-Choice, Single Answer	2.98	0.13	3	3

<https://tamu.aefis.net/index.cfm/page/AefisReport.FacultyCourseSectionEvaluation?pdfdelay=60&landscape=true&asyncFormatterCall=true&rf=print&isPdf=true&toolsServerPdfRequest=true#eyJwYX...> 1/10

Questions		ECON 465 502 Hirs Garzon, Jorge			
This course helped me learn concepts or skills as stated in course objectives/outcomes. Scale (1 - 4) 1 = This course did not help me learn the concepts or skills. 4 = This course definitely helped me learn the concepts or skills. Type: Multi-Choice, Single Answer		3.91	0.29	4	4
In this course, I engaged in critical thinking and/or problem solving. Scale (1 - 4) 1 = Never 4 = Frequently Type: Multi-Choice, Single Answer		3.81	0.39	4	4
Please rate the organization of this course. Scale (1 - 4) 1 = Not at all organized 4 = Very well organized Type: Multi-Choice, Single Answer		3.89	0.31	4	4
In this course, I learned to critically evaluate diverse ideas and perspectives. Scale (1 - 6) 1 = Strongly disagree 6 = Not Applicable Type: Multi-Choice, Single Answer		4.64	0.95	5	5
Feedback in this course helped me learn. Please note, feedback can be either informal (e.g., in class discussion, chat boards, think-pair-share, office hour discussions, help sessions) or formal (e.g., written or clinical assessments, review of exams, peer reviews, clicker questions). Scale (1 - 6) 1 = No feedback was provided. 6 = Feedback provided was extremely helpful. Type: Multi-Choice, Single Answer		5.61	0.52	6	6
Is this course required? Scale (1 - 2) 1 = No 2 = Yes Type: Multi-Choice, Single Answer		1.3	0.46	1	1

<https://tamu.aefis.net/index.cfm/page/AefisReport.FacultyCourseSectionEvaluation?pdfdelay=60&landscape=true&asyncFormatterCall=true&rf=print&isPdf=true&toolsServerPdfRequest=true#eyJwYX...> 2/10

Questions		ECON 465 502 Hirs Garzon, Jorge		
Expected Grade in this Course		1.13	0.39	1
Scale (1 - 8) 1 = A 8 = U				1
Type: Multi-Choice, Single Answer				
The instructor fostered an effective learning environment.		4.87	0.58	5
Scale (1 - 5) 1 = Strongly disagree 5 = Strongly agree				5
Type: Instructor Multi-Choice				
The instructor's teaching methods contributed to my learning.		2.98	0.13	3
Scale (1 - 3) 1 = Did not contribute 3 = Contributed a lot				3
Type: Instructor Multi-Choice				
The instructor encouraged students to take responsibility for their own learning.		2.92	0.26	3
Scale (1 - 3) 1 = Did not encourage 3 = Frequently encouraged				3
Type: Instructor Multi-Choice				

<https://tamu.aefis.net/index.cfm/page/AefisReport.FacultyCourseSectionEvaluation?pdfdelay=60&landscape=true&asyncFormatterCall=true&rf=print&isPdf=true&toolsServerPdfRequest=true#eyJwYX...> 3/10

ECON 465 501

📅 Fall 2025 - College Station / 👤 Hirs Garzon, Jorge

Survey: TAMU-College Station Student Course Evaluation (End-of-Term)

Survey	Term	Start Date	End Date	Students	Responses	Response Rate
TAMU-College Station Student Course Evaluation (End-of-Term)	Fall 2025 - College Station	📅 2025-08-15	📅 2026-01-17	64	49	77%

Questions		ECON 465 501 Hirs Garzon, Jorge			
		Avg	StDev	Median	Mode
Begin this course evaluation by reflecting on your own level of engagement and participation in the course. What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?		3.88	0.52	4	4
Scale (1 - 4) 1 = <50% 4 = >90%					
Type: Multi-Choice, Single Answer					
Based on what the instructor(s) communicated, and the information provided in the course syllabus, I understood what was expected of me.		3	--	3	3
Scale (1 - 3) 1 = No, I did not understand what was expected of me. 3 = Yes, I understood what was expected of me.					
Type: Multi-Choice, Single Answer					
This course helped me learn concepts or skills as stated in course objectives/outcomes.		3.96	0.2	4	4
Scale (1 - 4) 1 = This course did not help me learn the concepts or skills. 4 = This course definitely helped me learn the concepts or skills.					
Type: Multi-Choice, Single Answer					

Questions		ECON 465 501 Hirs Garzon, Jorge			
In this course, I engaged in critical thinking and/or problem solving.		3.84	0.37	4	4
Scale (1 - 4) 1 = Never 4 = Frequently					
Type: Multi-Choice, Single Answer					
Please rate the organization of this course.		3.88	0.33	4	4
Scale (1 - 4) 1 = Not at all organized 4 = Very well organized					
Type: Multi-Choice, Single Answer					
In this course, I learned to critically evaluate diverse ideas and perspectives.		4.65	0.98	5	5
Scale (1 - 6) 1 = Strongly disagree 6 = Not Applicable					
Type: Multi-Choice, Single Answer					
Feedback in this course helped me learn. Please note, feedback can be either informal (e.g., in class discussion, chat boards, think-pair-share, office hour discussions, help sessions) or formal (e.g., written or clinical assessments, review of exams, peer reviews, clicker questions).		5.78	0.46	6	6
Scale (1 - 6) 1 = No feedback was provided. 6 = Feedback provided was extremely helpful.					
Type: Multi-Choice, Single Answer					
Is this course required?		1.33	0.47	1	1
Scale (1 - 2) 1 = No 2 = Yes					
Type: Multi-Choice, Single Answer					
Expected Grade in this Course		1.02	0.14	1	1
Scale (1 - 8) 1 = A 8 = U					
Type: Multi-Choice, Single Answer					

<https://tamu.aefis.net/index.cfm/page/AefisReport.FacultyCourseSectionEvaluation?pdfdelay=60&landscape=true&asyncFormatterCall=true&rf=print&isPdf=true&toolsServerPdfRequest=true#eyJwYX...> 5/10

Questions		ECON 465 501 Hirs Garzon, Jorge		
The instructor fostered an effective learning environment.		4.92	0.27	5
Scale (1 - 5) 1 = Strongly disagree 5 = Strongly agree Type: Instructor Multi-Choice				
The instructor's teaching methods contributed to my learning.		3	--	3
Scale (1 - 3) 1 = Did not contribute 3 = Contributed a lot Type: Instructor Multi-Choice				
The instructor encouraged students to take responsibility for their own learning.		2.94	0.24	3
Scale (1 - 3) 1 = Did not encourage 3 = Frequently encouraged Type: Instructor Multi-Choice				

<https://tamu.aefis.net/index.cfm/page/AefisReport.FacultyCourseSectionEvaluation?pdfdelay=60&landscape=true&asyncFormatterCall=true&rf=print&isPdf=true&toolsServerPdfRequest=true#eyJwYX...> 6/10

ECON 410 200

📅 Summer 2026 - College Station / 👤 Hirs Garzon, Jorge

Survey: TAMU-College Station Student Course Evaluation (End-of-Term)

Survey	Term	Start Date	End Date	Students	Responses	Response Rate
TAMU-College Station Student Course Evaluation (End-of-Term)	Summer 2026 - College Station	📅 2026-05-12	📅 2026-08-07	30	30	100%

Questions		ECON 410 200 Hirs Garzon, Jorge			
		Avg	StDev	Median	Mode
Begin this course evaluation by reflecting on your own level of engagement and participation in the course. What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?		3.63	0.75	4	4
Scale (1 - 4) 1 = <50% 4 = >90%					
Type: Multi-Choice, Single Answer					
Based on what the instructor(s) communicated, and the information provided in the course syllabus, I understood what was expected of me.		3	--	3	3
Scale (1 - 3) 1 = No, I did not understand what was expected of me. 3 = Yes, I understood what was expected of me.					
Type: Multi-Choice, Single Answer					
This course helped me learn concepts or skills as stated in course objectives/outcomes.		3.97	0.18	4	4
Scale (1 - 4) 1 = This course did not help me learn the concepts or skills. 4 = This course definitely helped me learn the concepts or skills.					
Type: Multi-Choice, Single Answer					

<https://tamu.aefis.net/index.cfm/page/AefisReport.FacultyCourseSectionEvaluation?pdfdelay=60&landscape=true&asyncFormatterCall=true&rf=print&isPdf=true&toolsServerPdfRequest=true#eyJwYX...> 7/10

Questions		ECON 410 200 Hirs Garzon, Jorge			
In this course, I engaged in critical thinking and/or problem solving.		3.8	0.4	4	4
Scale (1 - 4) 1 = Never 4 = Frequently					
Type: Multi-Choice, Single Answer					
Please rate the organization of this course.		3.97	0.18	4	4
Scale (1 - 4) 1 = Not at all organized 4 = Very well organized					
Type: Multi-Choice, Single Answer					
In this course, I learned to critically evaluate diverse ideas and perspectives.		4.54	0.63	5	5
Scale (1 - 6) 1 = Strongly disagree 6 = Not Applicable					
Type: Multi-Choice, Single Answer					
Feedback in this course helped me learn. Please note, feedback can be either informal (e.g., in class discussion, chat boards, think-pair-share, office hour discussions, help sessions) or formal (e.g., written or clinical assessments, review of exams, peer reviews, clicker questions).		5.63	0.71	6	6
Scale (1 - 6) 1 = No feedback was provided. 6 = Feedback provided was extremely helpful.					
Type: Multi-Choice, Single Answer					
Is this course required?		1.8	0.4	2	2
Scale (1 - 2) 1 = No 2 = Yes					
Type: Multi-Choice, Single Answer					
Expected Grade in this Course		1.13	0.43	1	1
Scale (1 - 8) 1 = A 8 = U					
Type: Multi-Choice, Single Answer					

<https://tamu.aefis.net/index.cfm/page/AefisReport.FacultyCourseSectionEvaluation?pdfdelay=60&landscape=true&asyncFormatterCall=true&rf=print&isPdf=true&toolsServerPdfRequest=true#eyJwYX...> 8/10

Questions		ECON 410 200 Hirs Garzon, Jorge		
The instructor fostered an effective learning environment.		4.97	0.18	5
Scale (1 - 5) 1 = Strongly disagree 5 = Strongly agree Type: Instructor Multi-Choice				
The instructor's teaching methods contributed to my learning.		3	--	3
Scale (1 - 3) 1 = Did not contribute 3 = Contributed a lot Type: Instructor Multi-Choice				
The instructor encouraged students to take responsibility for their own learning.		2.97	0.18	3
Scale (1 - 3) 1 = Did not encourage 3 = Frequently encouraged Type: Instructor Multi-Choice				

<https://tamu.aefis.net/index.cfm/page/AefisReport.FacultyCourseSectionEvaluation?pdfdelay=60&landscape=true&asyncFormatterCall=true&rf=print&isPdf=true&toolsServerPdfRequest=true#eyJwYX...> 9/10

<https://tamu.aefis.net/index.cfm/page/AefisReport.FacultyCourseSectionEvaluation?pdfdelay=60&landscape=true&asyncFormatterCall=true&rf=print&isPdf=true&toolsServerPdfRequest=true#eyJwY...> 10/10

III. COURSE EVALUATIONS

Full Report – Spring 2025

ECON 465, Contemporary Economic Issues · 60 students · 90% response rate



TAMU-College Station Student Course Evaluation (End-of-Term) Completed

📅 Spring 2025 - College Station / Student Course Evaluation (End of Term)
/ Anonymous Survey

Schedule: 12/23/2024 to 5/30/2025

Results Available: 5/31/2025

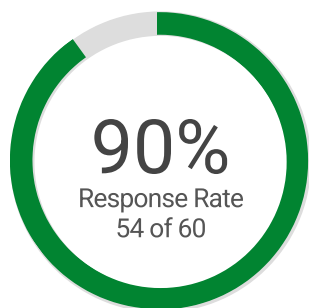
Course Assignments: 9568 / Survey Participants: 280463



This survey completed on **Friday, May 30, 2025** at 11:59PM.

Institution: TAMU
College: Arts & Sciences
Department: CS-Economics
Course Section: ECON 465 502 CONTEMP ECON ISSUES
Course Section Director: 🧑 NA
Instructor: 🧑 Jorge Hirs Garzon

📊 Survey Overview : Course Section Results Aggregate



TOTAL SURVEYS

60



SURVEYS COMPLETED

54



PENDING SURVEYS

6



COURSE ASSIGNMENTS

1

📊 Survey Data : Course Section Results Aggregate

TAMU Student Course Evaluation

1

Begin this course evaluation by reflecting on your own level of engagement and participation in the course. What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

(Multi-Choice, Single Answer)

Institution Question

Value Option		Total
1	<50%	0
2	50-70%	2
3	71-90%	5
4	>90%	47

Average
3.83
Median
4.00
Mode
4
Std. Dev. (Standard Deviation)
0.46
Variance
0.21

Student Comments:

- The assignments provided good insight into the information discussed in class. They are very helpful to understanding the material.
- Participation was very important for this class, and he always encouraged us to participate.
- I missed some of the readings but you still covered them well in class.

class

*

2

Based on what the instructor(s) communicated, and the information provided in the course syllabus, I understood what was expected of me.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	No, I did not understand what was expected of me.	0
2	I partially understood what was expected of me.	1
3	Yes, I understood what was expected of me.	53

Average
2.98
Median
3.00
Mode
3
Std. Dev. (Standard Deviation)
0.13
Variance
0.02

Student Comments:

- The Professor gave us very clear outlines for what was expected of us, it would take not listening to he lost.
- No professor is more clear when it comes to stating exactly what is expected
- The Perusall instructions changed randomly and was not clearly stated.
- The professor did a great job communicating throughout the entire semester!

professor

clear

*

3

This course helped me learn concepts or skills as stated in course objectives/outcomes.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	This course did not help me learn the concepts or skills.	0
2	This course only slightly helped me learn the concepts or skills.	0
3	This course moderately helped me learn the concepts or skills.	5
4	This course definitely helped me learn the concepts or skills.	49

Average
3.91
Median
4.00
Mode
4
Std. Dev. (Standard Deviation)
0.29
Variance
0.08

Student Comments:

- I learned unquantifiable levels of information regarding the financial crisis of 2008 and Covid-19, and our response to both disasters.
- Talking about real world application of the economic principles rather than just concepts was helpful.

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*

4

In this course, I engaged in critical thinking and/or problem solving.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	Never	0
2	Seldom	0
3	Often	10
4	Frequently	44

Average
3.81
Median
4.00
Mode
4
Std. Dev. (Standard Deviation)
0.39
Variance
0.15

Student Comments:

- My favorite portion of the class was being able to engage in critical thinking with my classmates.
- Participation is encouraged, and he even does so in a way that does not force people to be on the spot. Regardless, this encourages critical thinking and problem solving with the class.

does thinking
class critical

*

5

Please rate the organization of this course.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	Not at all organized	0
2	Slightly organized	0
3	Moderately organized	6
4	Very well organized	48

Average
3.89
Median
4.00
Mode
4
Std. Dev. (Standard Deviation)
0.31
Variance
0.10

Student Comments:

- Missing assignments or not be aware of the current schedule can only be the result of missing class.
- Clear schedule that outlined when everything was due and had reasonable dates assigned.

missing
schedule

*

6

In this course, I learned to critically evaluate diverse ideas and perspectives.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	Strongly disagree	3
2	Disagree	0
3	Neither agree nor disagree	0
4	Agree	7
5	Strongly agree	43
-	Not Applicable	1

Average
4.64
Median
5.00
Mode
5
Std. Dev. (Standard Deviation)
0.95
Variance
0.91

Student Comments:

- Like I stated, this portion of the class is where I thrived. I loved it very much.
- Class discussions and reading comments
- Working in groups helped me realize how to consider others perspective and work together to find a solution.

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No text to process or the text does not contain words occurring at least 2 times.

*

Feedback in this course helped me learn. *Please note, feedback can be either **informal** (e.g., in class discussion, chat boards, think-pair-share, office hour discussions, help sessions) or **formal** (e.g., written or clinical assessments, review of exams, peer reviews, clicker questions).*

(Multi-Choice, Single Answer)

Value	Option	Total
1	No feedback was provided.	0
2	Feedback provided was not at all helpful.	0
3	Feedback provided was only slightly helpful.	0
4	Feedback provided was moderately helpful.	1
5	Feedback provided was very helpful.	19
6	Feedback provided was extremely helpful.	34

Average

5.61

Median

6.00

Mode

6

Std. Dev. (Standard
Deviation)

0.52

Variance

0.27

Student Comments:

- Feedback from both the professor and classmates help aid in this class.
- We were provided detailed feedback continuously throughout the course in a way that assisted and enhanced our learning
- He always offered his help and knowledge. He would give written and verbal feedback for submissions and help with our term project.
- Great prof!
- left detailed comments on all presentation submissions

[submissions](#)
[detailed](#)

feedback help

*

8

The instructor fostered an effective learning environment.

Institution Question

(Instructor Multi-Choice)



Aldrich, Leow Teaching Assistant

Value	Option	Total
1	Strongly disagree	1
2	Disagree	0
3	Neither agree nor disagree	22
4	Agree	12
5	Strongly agree	18

Average

3.87

Median

4.00

Mode

3

Std. Dev. (Standard
Deviation)

0.95

Variance

0.91

Student Comments:

- Great work.
- I didn't even know there was one
- Never encountered this person

Word Cloud Not Available

No text to process or the text does not contain words occurring at least 2 times.



Jorge, Hirs Garzon Instructor

Value	Option	Total
1	Strongly disagree	1
2	Disagree	0
3	Neither agree nor disagree	0
4	Agree	3
5	Strongly agree	50

Average

4.87

Median

5.00

Mode

5

Std. Dev. (Standard
Deviation)

0.58

Variance

0.34

Student Comments:

- He was a wonderful professor, I would take his class again a hundred times out of a hundred. Very nice man as well.
- Created the best learning environment that I have had at A&M.
- He is an excellent instructor. We were provided with a learning environment that encourages everyone to feel comfortable sharing their knowledge.

- He did his best to keep everyone engaged and found new ways to get people to participate. He was kind and always offered his help and knowledge. He took the time to learn our names and speak to us when we entered and exited the classroom. You could tell he has motivation to teach and he did a great job showing that and showing that he cared about what we learned from his class.
- Very nice and approachable, helpful and understanding when asking him about assignments.
- great professor who genuinely cares about students and course learning

learning

showing everyone environment best nice hundred professor

9

The instructor's teaching methods contributed to my learning.

Institution Question

(Instructor Multi-Choice)

 Aldrich, Leow Teaching Assistant

Value	Option	Total
1	Did not contribute	16
2	Contributed a little	14
3	Contributed a lot	22

Average
2.12
Median
2.00
Mode
3
Std. Dev. (Standard Deviation)
0.85
Variance
0.72

Student Comments:

- The feedback on assignments was very helpful.
- Never had to
- Same thing, I didn't know there was a ta

Word Cloud Not Available

No text to process or the text does not contain words occurring at least 2 times.

 Jorge, Hirs Garzon Instructor

Value	Option	Total
1	Did not contribute	0
2	Contributed a little	1
3	Contributed a lot	53

Average
2.98
Median
3.00
Mode
3
Std. Dev. (Standard Deviation)
0.13
Variance
0.02

Student Comments:

- I wanted to pay attention and learn in this class more than any other. My drive to succeed was unmatched.
- He truly cares about our education
- I love the way he goes about class it makes it a lot easier to understand.
- one of the best professors I have ever had, one of the few classes I feel like I actually learned a lot in really like this professor.

class lot

10

The instructor encouraged students to take responsibility for their own learning.

Institution Question

(Instructor Multi-Choice)



Aldrich, Leow Teaching Assistant

Value	Option	Total
1	Did not encourage	17
2	Sometimes encouraged	16
3	Frequently encouraged	19

Average
2.04
Median
2.00
Mode
3
Std. Dev. (Standard Deviation)
0.83
Variance
0.69

Student Comments:

- As much as a TA can encourage.

Word Cloud Not Available

No text to process or the text does not contain words occurring at least 2 times.



Jorge, Hirs Garzon Instructor

Value	Option	Total
1	Did not encourage	0
2	Sometimes encouraged	4
3	Frequently encouraged	49

Average
2.92
Median
3.00
Mode
3
Std. Dev. (Standard Deviation)
0.26
Variance
0.07

Student Comments:

- He did a wonderful job of encouraging us to succeed on our own, and also provided the help necessary for us to do so.
- He definitely encouraged to take responsibility for our own learning but also frequently asked what he could do to help and make things more clear.
- We found the articles and what side to take on the group project learning through research.

learning
own help

11

Is this course required?

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
2	Yes	16
1	No	38

Average
1.30
Median
1.00
Mode
1
Std. Dev. (Standard Deviation)
0.46
Variance
0.21

12

Expected Grade in this Course

Institution Question

(Multi-Choice, Single Answer)

Value Option		Total
1	A	48
2	B	5
3	C	1
4	D	0
5	F	0
6	I	0
7	S	0
8	U	0

Average
1.13
Median
1.00
Mode
1
Std. Dev. (Standard Deviation)
0.39
Variance
0.15

III. COURSE EVALUATIONS

Full Report – Fall 2025

ECON 465, Contemporary Economic Issues · 64 students



TAMU-College Station Student Course Evaluation (End-of-Term) In Progress

📅 Fall 2025 - College Station / Student Course Evaluation (End of Term)
/ Anonymous Survey

Schedule: 8/15/2025 to 1/16/2026

Results Available: 1/17/2026

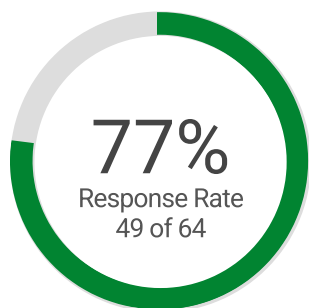
Course Assignments: 10598 / Survey Participants: 320106



This survey is currently running and will complete on **Friday, January 16, 2026 at 11:59PM.**

Institution: TAMU
College: Arts & Sciences
Department: CS-Economics
Course Section: ECON 465 501 CONTEMP ECON ISSUES
Course Section Director: 🧑 NA
Instructor: 🧑 Jorge Hirs Garzon

📊 Survey Overview : Course Section Results Aggregate



TOTAL SURVEYS

64



SURVEYS COMPLETED

49



PENDING SURVEYS

15



COURSE ASSIGNMENTS

1

📊 Survey Data : Course Section Results Aggregate

TAMU Student Course Evaluation

1

Begin this course evaluation by reflecting on your own level of engagement and participation in the course. What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

(Multi-Choice, Single Answer)

Institution Question

Value Option		Total
1	<50%	1
2	50-70%	1
3	71-90%	1
4	>90%	46

Average
3.88
Median
4.00
Mode
4
Std. Dev. (Standard Deviation)
0.52
Variance
0.27

Student Comments:

- I liked the format of having the Perusal's before class because then I would understand the content we went over in class much more. I also really enjoyed all of the final presentation because they were over very interesting topics that made me want to go to class and be engaged.
- I LOVED THIS CLASS
- amazing professor
- I need to do better
- I did most of them, some of them I was sick the day of.
- I completed every assignment there was.

class

*

2

Based on what the instructor(s) communicated, and the information provided in the course syllabus, I understood what was expected of me.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	No, I did not understand what was expected of me.	0
2	I partially understood what was expected of me.	0
3	Yes, I understood what was expected of me.	49

Average

3.00

Median

3.00

Mode

3

Std. Dev. (Standard
Deviation)

0.00

Variance

0.00

Student Comments:

- He was very clear and so good at his job.
- Yes it was made very clearly with in class reminders of what's soon to come, and what's due for this week. Along with expectations as a students.

what's

*

3

This course helped me learn concepts or skills as stated in course objectives/outcomes.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	This course did not help me learn the concepts or skills.	0
2	This course only slightly helped me learn the concepts or skills.	0
3	This course moderately helped me learn the concepts or skills.	2
4	This course definitely helped me learn the concepts or skills.	47

Average

3.96

Median

4.00

Mode

4

Std. Dev. (Standard
Deviation)

0.20

Variance

0.04

Student Comments:

- I feel like I learned more in this class than a lot of my other economics classes. I think having a little less pressure and stress relating to the exams made me actually want to learn the content because I enjoyed learning about it. I also learned about topics that I didn't know much about.

- This class actually let me apply the knowledge I had which was very helpful as opposed to just a theory based math class.
- This course helped me learn the skills stated in the syllabus and in the name of the course. The lessons taught were always incredibly valuable and spoken very well.
- This course helped me greatly in interviews where macroeconomics were an important topic

course

helped
learn
actually
learned class

*

4

In this course, I engaged in critical thinking and/or problem solving.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	Never	0
2	Seldom	0
3	Often	8
4	Frequently	41

Average

3.84

Median

4.00

Mode

4

Std. Dev. (Standard
Deviation)

0.37

Variance

0.14

Student Comments:

- This course had frequent moments of critical thinking and real world application. Often in a group setting that allowed conversation and discussing with different view points.

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No text to process or the text does not contain words occurring at least 2 times.

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5

Please rate the organization of this course.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	Not at all organized	0
2	Slightly organized	0
3	Moderately organized	6
4	Very well organized	43

Average

3.88

Median

4.00

Mode

4

Std. Dev. (Standard
Deviation)

0.33

Variance

0.11

Student Comments:

- Very well organized, the format of the class was never too much and everything was always laid out clean and in a very timely manner. with many homework's and reading activities being posted long in advance.

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No text to process or the text does not contain words occurring at least 2 times.

*

6

In this course, I learned to critically evaluate diverse ideas and perspectives.

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	Strongly disagree	3
2	Disagree	0
3	Neither agree nor disagree	0
4	Agree	5
5	Strongly agree	41
-	Not Applicable	0

Average

4.65

Median

5.00

Mode

5

Std. Dev. (Standard
Deviation)

0.98

Variance

0.96

Student Comments:

- The topics especially the ones covered in the final presentation were very diverse and often had to opposing perspectives which was very cool to learn about.
- In this course we were encouraged to look at an issues and take it apart, reviewing it from all angles. This not only strengthened critical thinking skills, but taught us how to form an educated opinion in a way that is both mindful and respectful of its oppositions.
- In this course we we're very encouraged to speak out our own thoughts and opinions on different topics, and meanwhile always being respectful of others views. The discussions in class were always insightful and interesting.
- A lot of current issues discuss, AI information was vital.

respectful issues encouraged
always topics course

*

7

Feedback in this course helped me learn. *Please note, feedback can be either **informal** (e.g., in class discussion, chat boards, think-pair-share, office hour discussions, help sessions) or **formal** (e.g., written or clinical assessments, review of exams, peer reviews, clicker questions).*

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	No feedback was provided.	0
2	Feedback provided was not at all helpful.	0
3	Feedback provided was only slightly helpful.	0
4	Feedback provided was moderately helpful.	1
5	Feedback provided was very helpful.	9
6	Feedback provided was extremely helpful.	39

Average
5.78
Median
6.00
Mode
6
Std. Dev. (Standard Deviation)
0.46
Variance
0.21

Student Comments:

- The Perusals' were very helpful even though they were hard to keep up with at times.
- The professor works very hard to stay available and supportive through each students progress in the course.
- This class many was helpful to me from class discussions. The class was based upon contemporary economic issues, being very relevant in our lifetime, every conversation was productive. The class always left you with new knowledge and genuinely made me feel smarter. As many lessons weren't just to learn in the moment for the test, but rather stuck with me as true findings in recent economic issues in todays society. It gave me a different view of many aspects.

class economic hard helpful issues many

*

8

The instructor fostered an effective learning environment.

Institution Question

(Instructor Multi-Choice)



Aldrich, Leow Teaching Assistant

Value	Option	Total
1	Strongly disagree	0

Value	Option	Total
2	Disagree	0
3	Neither agree nor disagree	23
4	Agree	3
5	Strongly agree	22

Average
3.98
Median
4.00
Mode
3
Std. Dev. (Standard Deviation)
0.97
Variance
0.94

Student Comments:

- I never personally spoke to our TA.
- I don't know who this is.
- never met

Word Cloud Not Available

No text to process or the text does not contain words occurring at least 2 times.



Jorge, Hirs Garzon Instructor

Value	Option	Total
1	Strongly disagree	0
2	Disagree	0
3	Neither agree nor disagree	0
4	Agree	4
5	Strongly agree	45

Average
4.92
Median
5.00
Mode
5
Std. Dev. (Standard Deviation)
0.27
Variance
0.07

Student Comments:

- The learning environment was extremely effective and engaging. The professor allowed us to not only learn through him, but through one another. This significantly helped me remain open minded and have very respectful conversations on important topics.
- He really cares for each student in his class
- He is my favorite professor. He made me actually want to be in class and engage with the material.
- Very amazing person through and through. Encouraged speaking in class for productive conversations but never pressured people. Gave great incentives for being productive and participating and never shamed anyone for incorrect answers.
- Amazing Instructor who made a difference and helped me learn.
- Great professor. Very passionate about what he was teaching and was very engaging and understanding of the students. He will be a great professor in the future.
- He was awesome
- The greatest professor I ever had.

great never class
made
conversations
helped
productive
engaging

professor

9

The instructor's teaching methods contributed to my learning.

Institution Question

(Instructor Multi-Choice)



Aldrich, Leow Teaching Assistant

Value	Option	Total
1	Did not contribute	17
2	Contributed a little	9
3	Contributed a lot	21

Average

2.09

Median

2.00

Mode

3

Std. Dev. (Standard
Deviation)

0.90

Variance

0.80

Student Comments:

- He may have, I just don't know who he is

Word Cloud Not Available

No text to process or the text does not contain words occurring at least 2 times.

 Jorge, Hirs Garzon Instructor

Value Option		Total
1	Did not contribute	0
2	Contributed a little	0
3	Contributed a lot	49

Average
3.00
Median
3.00
Mode
3
Std. Dev. (Standard Deviation)
0.00
Variance
0.00

Student Comments:

- Mr. Garzon worked very hard to facilitate a healthy learning environment that encouraged critical thinking. The course consistently supported being outspoken and asking questions in a respectful and helpful manner.
- His methods expanded my understanding of the subject
- Very amazing teaching methods, instead of putting tons of emphasis on studying for a huge test or a big cumulative final. He made sure students truly learned the topic discussed. With many assignments being open-ended, testing your own ability to critically think. I highly recommend this professor as he is genuinely one of the best professors I've had while at A&M, if not the best. He was all around just someone who is memorable when you graduate from school because he genuinely wanted us to learn and excel in life, rather than just pass the class.

best
being genuinely

10

The instructor encouraged students to take responsibility for their own learning.

Institution Question

(Instructor Multi-Choice)



Aldrich, Leow Teaching Assistant

Value	Option	Total
1	Did not encourage	13
2	Sometimes encouraged	10
3	Frequently encouraged	23

Average

2.22

Median

2.50

Mode

3

Std. Dev. (Standard
Deviation)

0.86

Variance

0.74



Jorge, Hirs Garzon Instructor

Value	Option	Total
1	Did not encourage	0
2	Sometimes encouraged	3
3	Frequently encouraged	46

Average
2.94
Median
3.00
Mode
3
Std. Dev. (Standard Deviation)
0.24
Variance
0.06

Student Comments:

- I would say he heavily encouraged us to read articles to help our own understanding. But being productive and attentive in class while also participating was where I found the bulk of my learning.
- I enjoyed this class a lot. 10/10 class. Would take again.

class

11

Is this course required?

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
2	Yes	16
1	No	32

Average
1.33
Median
1.00
Mode
1
Std. Dev. (Standard Deviation)
0.47
Variance
0.22

12

Expected Grade in this Course

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	A	48
2	B	1
3	C	0
4	D	0
5	F	0
6	I	0
7	S	0
8	U	0

Average
1.02
Median
1.00
Mode
1
Std. Dev. (Standard Deviation)
0.14
Variance
0.02

III. COURSE EVALUATIONS

Full Report – Summer 2026

ECON 410, Macroeconomic Theory · 31 students



Dashboard / Survey Results List / Survey Results Aggregate

TAMU-College Station Student Course Evaluation (End-of-Term)

Pending Results

☑ Summer 2026 - College Station / Student Course Evaluation (End of Term)
/ Anonymous Survey

Schedule: 5/12/2026 to 8/6/2026

Results Available: 8/22/2026

Course Assignments: 1663 / Survey Participants: 36800

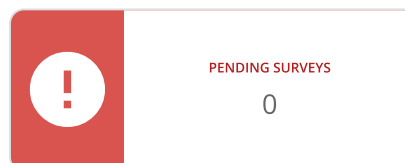
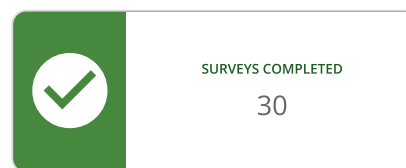


This survey has completed. However, results are not available for faculty to review until **Saturday, August 22, 2026**.

Survey Information

Institution: TAMU
College: Arts & Sciences
Department: CS-Economics
Course Section: ECON 410 200 MACROECONOMIC THEORY
Course Section Director: NA
Instructor: Jorge Hirs Garzon

Survey Overview : Course Section Results Aggregate



Survey Data : Course Section Results Aggregate

TAMU Student Course Evaluation

1

Begin this course evaluation by reflecting on your own level of engagement and participation in the course. What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
1	<50%	1
2	50-70%	2
3	71-90%	4
4	>90%	23

Average

3.63

Median

4.00

Mode

4

Std. Dev. (Standard
Deviation)

0.75

Variance

0.57

Student Comments:

- I participated in pretty much everything this class had to offer.
- I completed all and each and every assignment helped better my understanding of the material.

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*

Based on what the instructor(s) communicated, and the information provided in the course syllabus, I understood what was expected of me.

(Multi-Choice, Single Answer)

Value	Option	Total
1	No, I did not understand what was expected of me.	0
2	I partially understood what was expected of me.	0
3	Yes, I understood what was expected of me.	30

Average

3.00

Median

3.00

Mode

3

Std. Dev. (Standard
Deviation)

0.00

Variance

0.00

Student Comments:

- Very well organized
- Made the course easy to understand
- We knew exactly what was required of us at all times.
- He takes time at the beginning of every class to review the material from last class. In addition, we do practice questions quite often in class. Always during these practices, he will specifically highlight the questions and topics that are most important for us to understand.
- It was all very clear and he helped me achieve all that was asked.

class questions

*

(Multi-Choice, Single Answer)

Value	Option	Total
1	This course did not help me learn the concepts or skills.	0
2	This course only slightly helped me learn the concepts or skills.	0
3	This course moderately helped me learn the concepts or skills.	1
4	This course definitely helped me learn the concepts or skills.	29

Average

3.97

Median

4.00

Mode

4

Std. Dev. (Standard
Deviation)

0.18

Variance

0.03

Student Comments:

- One of the best professors I had in TAMU
- This instructor gave me a deep understanding of macroeconomics.
- I had heard of the topics going into this class, but the instructor really helped me understand them to a greater extent that I will be able to take outside the class room.

class
had instructor

(Multi-Choice, Single Answer)

Value	Option	Total
1	Never	0
2	Seldom	0
3	Often	6
4	Frequently	24

Average

3.80

Median

4.00

Mode

4

Std. Dev. (Standard
Deviation)

0.40

Variance

0.16

Student Comments:

- L
- In every lecture, exam, quiz, and practice problems, critical thinking and problem solving was involved.
- Every day in class we were expected to participate in class discussions and solve problems.
- Intuition is important, but there's also a lot of calculation and precision that goes into understanding all the pieces, especially which ones move/shift which graphs.
- Between the intuition and mathematical portions of the class, I felt that it was very balanced and required a lot of critical thinking.

class lot
thinking
critical

*

(Multi-Choice, Single Answer)

Value	Option	Total
1	Not at all organized	0
2	Slightly organized	0
3	Moderately organized	1
4	Very well organized	29

Average

3.97

Median

4.00

Mode

4

Std. Dev. (Standard
Deviation)

0.18

Variance

0.03

Student Comments:

- For being a summer course, it doesn't feel like the professor is cramming the material, I think how the Professor structures the course is very organized and manageable for summer.
- The course was laid out in a way that was easy to understand and had a great deal of additional tools. This guy even took the time to create interactive models to help explain different concepts. Ive never had a tenured instructor do that for me.
- The professor had all the slides and a companion guide typed out and posted before the first day of lecture.
- He really did an amazing job sticking to the syllabus layout so I knew what to go into class and expect, as well as prepare for.
- Great slides, student companion guides, and practice question sets. Lectures followed lessons / slides perfectly.

course ^{companion} had

*

(Multi-Choice, Single Answer)

Value	Option	Total
1	Strongly disagree	0
2	Disagree	0
3	Neither agree nor disagree	2
4	Agree	9
5	Strongly agree	17
-	Not Applicable	2

Average

4.54

Median

5.00

Mode

5

Std. Dev. (Standard
Deviation)

0.63

Variance

0.39

Student Comments:

- This course opened my mind in terms of economic theory
- NA

Word Cloud Not Available

No text to process or the text does not contain words occurring at least 2 times.

*

Feedback in this course helped me learn. *Please note, feedback can be either **informal** (e.g., in class discussion, chat boards, think-pair-share, office hour discussions, help sessions) or **formal** (e.g., written or clinical assessments, review of exams, peer reviews, clicker questions).*

(Multi-Choice, Single Answer)

Value	Option	Total
1	No feedback was provided.	0
2	Feedback provided was not at all helpful.	0
3	Feedback provided was only slightly helpful.	0
4	Feedback provided was moderately helpful.	4
5	Feedback provided was very helpful.	3
6	Feedback provided was extremely helpful.	23

Average

5.63

Median

6.00

Mode

6

Std. Dev. (Standard
Deviation)

0.71

Variance

0.50

Student Comments:

- Very well organized Professor, he would do the best to help all students to learn the concepts
- The Professor takes time to explain concepts to those who don't understand it and walks through it step-by step.
- This instructor has taken time out of his day on multiple occasions to help me understand the material. I could walk in not knowing anything about a section and completely understand it after an hour.
- In class lectures are very interactive as we'll do practice questions, as well as answer questions that test our intuition throughout the lecture.
- I thought it was about as helpful as feedback can be, which was nice.

questions professor

understand

time
help

*

(Instructor Multi-Choice)



Jorge, Hirs Garzon Instructor

Value	Option	Total
1	Strongly disagree	0
2	Disagree	0
3	Neither agree nor disagree	0
4	Agree	1
5	Strongly agree	29

Average

4.97

Median

5.00

Mode

5

Std. Dev. (Standard
Deviation)

0.18

Variance

0.03

Student Comments:

- Provided real live examples
- Such a good professor!!!!
- Professor Hirs Garzon was an amazing professor because he broke down complex topics into examples and graphs that made it easy to understand.
- In the classroom the instructor places great emphasis on class participation and makes sure that every student grasps the material before moving on.
- Great professor. He is incredibly enthusiastic about economics, very adaptable during lectures, and very open to feedback.
- He was amazing at engaging me in the learning environment, and trying with the others. I have personally never participated in a class this much.
- Professor Garzon is extremely engaged with his students and cares that they understand the problems and if not goes over them at length to make sure everyone is on the same page.

surveys professor
garzon amazing

(Instructor Multi-Choice)

 Jorge, Hirs Garzon Instructor

Value	Option	Total
1	Did not contribute	0
2	Contributed a little	0
3	Contributed a lot	30

Average

3.00

Median

3.00

Mode

3

Std. Dev. (Standard
Deviation)

0.00

Variance

0.00

Student Comments:

- The website that Professor Hirs Garzon created to visualize all the concepts and intuition was VERY HELPFUL! I would recommend the professor continue teaching with his website to show the explanations behind the concepts and equations with the graphs.
- In all of my time attending Texas A&M university this PHD student has been the best instructor Ive had. He has a way of explaining complicated economics that any one could understand. I genuinely believe if you don't offer him a job after he completes his PHD you will be at a significant loss. If our economics department had 10 Jorge Garzon's we would be ranked 15th not 39th in the country.
- His methods were very direct and clear, and he always emphasized the importance of understanding the intuition behind things.
- He made the most complicated subjects seem so simple and relatable when trying to learn it.

behind intuition
phd website concepts

has had

professor

(Instructor Multi-Choice)



Jorge, Hirs Garzon Instructor

Value	Option	Total
1	Did not encourage	0
2	Sometimes encouraged	1
3	Frequently encouraged	29

Average

2.97

Median

3.00

Mode

3

Std. Dev. (Standard
Deviation)

0.18

Variance

0.03

Student Comments:

- The professor encouraged students to work on practice problems on their own and offered extra credit for students who completed extra practice.
- Jorge always encouraged us to learn the underlying principles of economics instead of memorizing formulas. This strategy has completely changed the way I view economics, and has lead to me being very successful in my academics.
- He had a set of practice questions published, and he would spend every Friday going through the most important questions, then allow students to submit an extra problem for bonus points.
- He would actively tell us what we should be doing at home if we wanted to stay up to date and prepared for the upcoming assignments.

students has
economics
practice
questions
encouraged

11

Is this course required?

Institution Question

(Multi-Choice, Single Answer)

Value	Option	Total
2	Yes	24
1	No	6

Average

1.80

Median

2.00

Mode

2

Std. Dev. (Standard
Deviation)

0.40

Variance

0.16

(Multi-Choice, Single Answer)

Value	Option	Total
1	A	27
2	B	2
3	C	1
4	D	0
5	F	0
6	I	0
7	S	0
8	U	0

Average

1.13

Median

1.00

Mode

1

Std. Dev. (Standard
Deviation)

0.43

Variance

0.18

IV

TEACHING CERTIFICATION

Academy for Future Faculty (CIRTL Associate–Fellow), Center for Teaching Excellence, Texas A&M University – April 2026.

Texas A&M University

Center for Teaching Excellence & Office of Graduate and Professional Studies

Be it known that

Jorge Hirs Garzon

has satisfied the requirements for recognition as

CIRTL Associate – Fellow

of the

Academy for Future Faculty



Given in College Station, Texas, on the 15th day of April, 2026.

Jennifer Whitfield

Dr. Jennifer Whitfield, Interim Executive Director, Center for Teaching Excellence

Ra'sheedah Richardson

Dr. Ra'sheedah Richardson Merriweather, Director, Center for Teaching Excellence

Fuhui Tong

Dr. Fuhui Tong, Associate Provost & Dean, Graduate and Professional School

Jacque Berry

Jacque Berry, AFF Director, Academy for Future Faculty

Jamie Thompson

Dr. Jamie Thompson, Associate Director, Center for Teaching Excellence

Jasmine Zenn Vei

Jasmine Zenn Vei, Educational Consultant, Center for Teaching Excellence