

# ECON 4431W | International Trade | Spring, 2026

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## Instructor Information

- **Course Instructor:** Xiang Liu
- **Pronouns:** He/Him
- **Email:** [liu01246@umn.edu](mailto:liu01246@umn.edu)
  - You can reach me via email or through the Canvas inbox. I typically respond within two weekdays (48 hours). Please **include "[ECON 4431]" in the subject line** to help me identify your message quickly due to a large class size.
  - An example subject line: "[ECON 4431W] Questions on Lecture 2"
- **Office Hours:** Fridays, 9:00 AM - 11:00 AM
  - Via Zoom (Link here)
  - Or by appointment if there are time conflicts.
- **Canvas Course Site:** [ECON 4431W \(001\) International Trade \(Fall 2025\)](#)
- **Lecture Meeting Times:** MW 04:00 PM – 05:15 PM (75 minutes, in-person) from Jan 20, 2026 – May 04, 2026 at Blegen Hall 155
- **Writing Assistant:** Jessie Dickens
  - Writing office hours: Wednesdays 5:30 - 6:30 PM; Fridays 11:00 - 12:00 PM, via Zoom (Link Here)

## Course Description

What is the essence of international trade? What are the main factors that determine trade patterns? Who benefits from trade and by how much? How do immigration, technological progress, and trade policies such as tariffs and quotas affect welfare? How will technological progress in the developing world affect the developed world? What are the effects of barriers to trade, such as tariffs and quotas? To answer those questions properly, we need economic tools in trade.

This course introduces both the theoretical and empirical analysis of international trade. We will investigate classic models such as the basic exchange economy, the Armington model, the Ricardian model, and more. On the other hand, we will connect these models to evidence, including using the gravity equation and regression analysis.

The goal is not only to understand how these models and methods are built, but also why they work, what questions they address, how to bring them to data, and how they can be applied to new questions in trade.

As a Writing Intensive and Global Perspectives course, students will practice communicating economic ideas clearly in writing and will complete a personal project on a trade topic, resulting in a paper draft (details see the section [Writing Project](#) and the writing syllabus).

## Learning Objectives

By the end of this course, students will be able to:

- Explain and evaluate the classic theories and methods of international trade and understand how and why the models are built.
- Gain analytical skills such as applying trade models to analyze the issues of international trade and globalization.
- Use empirical tools, such as the gravity equation and regressions, to study patterns of trade.
- Develop a clear, well-structured written argument on a trade topic, supported by empirical data work and/or theory, as part of a course project.

## Prerequisites

This course assumes you have taken ECON 1101 (or ECON 1165, APEC 1101), ECON 1102 (or APEC 1102), **ECON 3011&3012 (or ECON 3101)**, **ECON 3023&3024 (or ECON 3102)**, **MATH 1271 (or MATH 1142)**, freshman writing, or equivalent courses approved by the Economics Department.

Based on that, I assume that you are familiar with the basic concepts in economics, such as demand and supply, indifference curves, consumer surplus, producer surplus, equilibrium, etc., and basic calculus and constrained optimization techniques. Those are things you learned from Principles of Microeconomics and Intermediate Microeconomics, as well as the macro sequence. We will **review important concepts and techniques** in the context of trade during the lectures.

The previous exposure to **basic probability** (that is, you know what cumulative distribution functions and probability density functions are) and **linear algebra** is useful, but **not necessary**, in the sense that we will go through the technical derivations step by step.

Credit for this course will not be granted if credit has been received for: ECON 4431V, ECON 4438W.

## Communication

You can reach me via my university email at liu01246@umn.edu or through the Canvas inbox. I typically respond within two weekdays (48 hours). When emailing me, please include '[ECON 4431]' in the subject line to help me identify your message quickly. If you have any accommodation or access needs during the semester, I encourage you to contact me as early as possible. Early communication allows us to make the necessary arrangements to support your learning experience.

## Textbook and Readings

### Textbook

- **KOM:** Krugman, Obstfeld, and Melitz. International Trade: Theory and Policy. The Latest Edition.

You can access the main textbook through CourseWorks (if you are enrolled to it) on the left-hand side of the Canvas homepage (earlier editions are also fine).

### Lecture Notes

In addition to the textbooks, I will provide my **lecture notes and slides** on the course Canvas page after each lecture.

### Other Readings

Some relevant journal articles and newspapers might be assigned throughout the course as additional readings. I will post links to them on the Canvas course page.

## Assignments and Exams

We will have 5 problem sets, 10 in-class quizzes, 1 writing project, and 3 exams.

### Problem sets

- There will be five homework assignments/problem sets. Students must submit their work individually. While collaboration with peers and homework

groups is strongly encouraged, copying others' work or answers directly must be avoided. Students should list the names of any classmates they collaborated with on the first page of their assignments.

- All homework must be submitted as a PDF file via Canvas by the due date. Deadlines are firm; late submissions will not be accepted and will receive a grade of zero. Enough time for working on the homework will be provided. The answer key will be posted after the due date.
- Due dates will be indicated on Canvas. Please turn on the notification and check it frequently and regularly.

### In-class quizzes

- There will be 10 randomly assigned in-class quizzes. Those will be simple questions to review what we learned from the last lecture.
- Two of ten with the lowest grades will be dropped.

### Exams

- There will be three in-person exams, including two midterms and one final. Midterms will be in-class, and the time for the final will be in the final week.
- Exams are not cumulative, but remember, new knowledge builds on previous knowledge, and new models are extended from the old models.
- All exams will be closed-book. One page (US letter) handwritten "cheatsheet" is allowed. Handwritten means literally handwritten. Printed cheatsheet and printed electronic handwritten version are prohibited.
- In case of absence, please contact me BEFORE the exam.
- Tentative exam schedule:
  - **Exam 1 (in-class):** 4:00 PM - 5:15 PM, Monday, Feb 23rd, Blegen Hall 155.
  - **Exam 2 (in-class):** 4:00 PM - 5:15 PM, Wednesday, April 1st, Blegen Hall 155.
  - **Final Exam:** 4:00 PM - 5:30 PM, Wednesday, May 6, Blegen Hall 155.

### Make-up policy

- Make-ups are not provided for the **midterm exams** under any circumstances, except in medical emergencies for which a doctor's note is required. Make-ups are possible for the **final exam** only if the student has another exam scheduled at the same time or has three exams within a 16-hour period during the final week. This should be pre-arranged with the

instructor. We can discuss an alternative exam time. Please see Policy Statements for [Makeup Work for Legitimate Absences](#).

### Grade disputes

- Any dispute regarding a grade must be submitted in writing (such as via the Canvas Inbox or by email) within 72 hours of when the grade is posted.
- You must provide a clear rationale for why you believe that your grade is incorrect. Statements like “I think I’m right” or “I think I met all of the requirements of this assignment” are not sufficient rationale.
- Regraded scores could go up or down.

For undergraduate courses, one credit is defined as equivalent to two to three hours of additional work per week for the course, for students to achieve an average grade. ECON 4431w has 3 credits, which implies that one should put in at least 6-9 additional hours per week on this course, along with attending class.

## Writing Project

This class is designated as Writing Intensive (W). Writing Intensive courses, as understood by the Council on Liberal Education, are defined as courses at either the upper or lower division level in which the course grade is directly tied to the quality of the student's writing as well as to knowledge of the subject matter.

Jessie Dickens ([dicke445@umn.edu](mailto:dicke445@umn.edu)) is the writing assistant for the course.

### Components of the Writing Project

The writing project requires each student to write an individual research paper. The paper should be individual and new, which means that the paper is not used elsewhere, such as other courses, conferences, honors thesis, etc. The paper has to be broadly related to trade. A non-relevant topic will not be accepted. We conduct this in four stages, which turn out to be four writing assignments, and each assignment counts 25% to the overall writing section of the course:

- Topic and Data (25%):
  - This assignment is designed to help you select a topic, formulate it into a research question, and begin to think about how you might go about answering it.
- Empirical Analysis (25%):

- For this assignment, you should have access to the data that you are using for your final paper, and you should have loaded it into your statistical software of choice. The write-up should describe the empirical analysis that you conduct, geared at answering your project's research question.
- Full/First Draft (25%):
  - This should be a full and the first draft of your research paper, complete with an abstract, properly formatted citations, and a references section.
- Final Draft (25%):
  - The final draft of your research.
  - Final drafts due on Monday, May 4 (this is the last day of instruction)
  - Students who receive **90% (A-) or higher** on the final draft (only) in this class are eligible to waive the **ECON 3951 Capstone requirement**.

Students cannot get a passing grade (70+) in the writing project (not just the final draft, overall writing section) if they don't submit each component, and they should not get 90+ in the final draft if they do not submit previous parts by the department policy. There is a 10-point deduction for the final draft if any of the previous parts were not submitted.

We encourage students to use LaTeX to write their paper, and if you write and formulate your paper using LaTeX, extra credit will be given (detailed policies to TBD).

## Paper Competition

- Students who receive **92% or higher on the final draft (only)** are eligible to submit their paper to the departmental paper competition. Please note that only the grade on the final draft determines eligibility.
- For more information on the eligibility, rubric, and grading criteria, refer to the [Writing Enriched Curriculum](#).
- Timeline for participating in the competition:
  - Final drafts will be graded, and students will be notified of their grade by 11:59 PM on May 10 (Sunday).
  - **May 11 (Monday): Deadline** for students to submit their papers for the paper competition with the instructor nominations by 11:59 PM. This deadline is firm, and no extensions at all since this is a department-wide event.
  - May 15 (Friday): Winners are announced.
- The papers submitted for the competition should be written in LaTeX (or similar software). A template will be provided.

More details about writing will be provided by WA.

## Appropriate Use of Course Materials

Sharing course materials with anyone outside the class is a violation of intellectual property per Item 6 of the [U of M policy on student responsibilities](#). Please do not share any course material with anyone outside the class.

## Grading

Grading will be based on one of the following, whichever you get the higher aggregated grade:

Option 1	
Item	Percentage
Problem sets	20%
In-class quizzes	5%
Midterm 1	15%
Midterm 2	15%
Writing project	20%
Final	25%

Option 2	
Item	Percentage
Problem sets	20%
In-class quizzes	5%
Midterm with a higher grade	25%
Writing project	20%
Final	30%

The letter grading for this course is based on the following department grading scale :

Letter Grade	Grade Percentage
A	[92%, 100%]
A-	[90%, 92%)
B+	[88%, 90%)
B	[82%, 88%)
B-	[80%, 82%)

C+	[78%, 80%)
C	[72%, 78%)
C-	[70%, 72%)
D+	[68%, 70%)
D	[62%, 68%)
D-	[60%, 62%)
F	[0%, 60%)

Please note, “[” implies included, and “)” implies not included. For example, one gets 92% will get an A, not an A-.

One **MUST** receive at least a C- (70/100) on both the overall Writing Intensive assignment and the overall final grade in order to pass the course. This is a firm department policy.

Students taking the class on an S-N basis must receive at least a C- to receive an S.

In accordance with departmental recommendations, the final letter grade will be based on your relative performance with a **median grade of B or B+**. I reserve the right to lower the grading scale cut-off points for final grades (i.e., increase the letter grades for some percentages close to the cut-off), but I will not raise the cut-offs. **Grade curves** are possible, and will be decided with the Economics Director of Undergraduate Studies at the end of the semester, per department policy.

## Tentative Course Schedule

Note: This is a tentative course schedule. The actual schedule may change depending on how quickly or slowly we progress through the material. Please refer to the Canvas course page for the real-time updated schedule and the accurate due dates. It's important for students to enable their Canvas notifications.

Week	Topic(s)	Resources	Activities and Assignments
<b>Week 1</b> (Jan 20)	Introduction, Motivation, and Background	Lecture notes	No Lecture on Monday (MLK)

		KOM Ch. 1, 2	
<b>Week 2</b> (Jan 26)	Background and basics; Writing introduction	Lecture notes KOM Ch. 1, 2	HW 1 assigned on Monday
<b>Week 3</b> (Feb 2)	Preferences and demand, tool preparation; Writing lecture 1: coding and data	Lecture notes	HW 1 due on Friday, midnight
<b>Week 4</b> (Feb 9)	Exchange economy model; Armington model	Lecture notes	HW 2 assigned on Monday
<b>Week 5</b> (Feb 16)	Comparative advantage; Ricardian model	Lecture notes KOM Ch. 3	HW 2 due this week, midnight
<b>Week 6</b> (Feb 23)	Review for midterm 1; In-class midterm 1	Lecture notes	
<b>Week 7</b> (Mar 2)	Extensions to the Ricardian model; Writing lecture 2: empirical analysis and modeling	Lecture notes KOM Ch. 3	HW 3 assigned on Monday
<b>Week 8</b> (Mar 9)	Production functions; Specific factors model (1)	Lecture notes KOM Ch. 4	
<b>Week 9</b> (Mar 16)	Specific factors model (2); Heckscher-Ohlin model (1);	Lecture notes KOM Ch. 4, 5	HW 3 due this week, midnight
<b>Week 10</b> (Mar 23)	Heckscher-Ohlin model (2); Economies of scale and production	Lecture notes KOM Ch. 5, 7	HW 4 assigned on Monday
<b>Week 11</b> (Mar 30)	Trade and firms (1); Trade and firms (2)	Lecture notes; KOM Ch. 8	HW 4 due this week, midnight
<b>Week 12</b> (Apr 6)	Review for midterm 2; In-class midterm 2	Lecture notes	

<b>Week 13</b> (Apr 13)	Trade policy (1) - tariffs Trade policy (2) - other instruments	Lecture notes KOM Ch. 9, 10	HW 5 assigned on Monday
<b>Week 14</b> (Apr 20)	Growth and development; Gravity review	Lecture notes KOM Ch. 11	HW 5 due this week, midnight
<b>Week 15</b> (Apr 27)	One or two of the topics: Supply chains, production networks, AI, big data	Lecture notes and additional readings will be determined	
<b>Week 16</b> (May 4)	Final review session; Scheduled in-person final exam	Lecture notes	Time and location TBD

## AI Guidelines for Capstone and Writing-Intensive (WI) Courses - Spring 2026

### Skills to Develop Without AI

Expressing your own or others' ideas critically, analytically, accurately, and concisely is a crucial skill for academic and professional success. In our department, students are expected to develop the following skills:

- **Critical Thinking and Analysis:** Formulate and evaluate ideas with depth and logic.
- **Creative Problem Solving:** Approach challenges with creativity and adaptability.
- **Enhanced Communication Skills:** Excel in written and oral presentations.
- **Research and Information Literacy:** Effectively find, evaluate, and use reliable sources.

### Prohibited AI Usage

Use of AI tools is **not allowed** in the following assignment components:

- Topic selection and hypothesis formulation
- Literature review and abstract writing
- Outlining and structuring your paper
- Data selection and description
- Methodology development

- Any part of the first and final draft

### Important Notes

- All work up to and including the first draft must be **student-driven and original**.
- AI may only be used for:
  - o Grammar and spelling checks
  - o Search engine functions (e.g., locating data/resources, verifying R code)
  - o Formatting and editing bibliographies

**Caution:** Over 30% of AI-generated resources and data may be non-existent, inaccurate, or fabricated. **Students must verify all sources and rely on credible, original materials.** AI should not be used to summarize resources or describe data.

### Important Remarks

- Students cannot get a pass grade by just submitting a first and/or a final draft. Paper iterations **must be built upon** earlier stages of work. **Changes to topics or data must first be approved by instructors or writing assistants before proceeding to the next stage. The substantial changes to earlier additions may require additional explanation or justification.**
- **Students should be prepared to discuss their projects at any stage when requested.** This approach helps strengthen verbal communication skills. **Additionally, instructors may assign follow-up quizzes or presentations** to assess how thoroughly students understand their work, including the underlying ideas, concepts, references, and analyses presented in their written assignments.
- **Disclosure:** Students must disclose any use of AI during the research process, including literature searches, formatting references, or editing parts of their drafts. Proper documentation ensures academic integrity. You must disclose any use of AI at any stage with your assignment submissions!

### Ethical and Responsible Use of AI

- **Plagiarism and AI-Generated Content:** Presenting any AI-generated content as your own or using AI without disclosure in your research paper as your own will be considered plagiarism.
- The unauthorized or unattributed use of AI tools and online learning support platforms constitutes scholastic dishonesty and will be treated accordingly. Students who engage in such practices may receive a score of zero for the affected portion or the entirety of their writing project. Anyone committing scholastic dishonesty will be reported and/or sanctioned according to the guidelines, policies, and procedures of the [Office for Community Standards](#).

By following these guidelines, students will develop key skills and maintain academic integrity in their Capstone and Writing-Intensive courses.

## Academic Services and Resources at UMN

Useful academic services and resources can be found below if needed:

- [CARE UMN](#)
- [Peer Tutoring](#)
- [Academic Advising Center](#)
- [Career Services](#)
- [Counseling Center](#)
- [Financial Aid Office](#)
- [Student Writing Support](#)
- <https://libguides.umn.edu/economics> for the U libraries' section for Economics
- [University of Minnesota Academic Success and Tutoring website](#)

## University Resources & Policies

- [Disability Accommodations](#)
- [Technology Help](#)
- [Scholastic Dishonesty](#)
- [Excused Absences and Makeup Work](#)
- [Grading and Transcripts](#)
- [Grading Policies](#)
- [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence \(PDF\)](#)
- [Student Conduct Code \(PDF\)](#)
- [Diversity, Equity, Inclusion, and Equal Opportunity Policy \(PDF\)](#)
- [Navigating AI @ UMN](#)
- [Nutritious U](#)

### **University of Minnesota Policies and Procedures 2025-2026**

#### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. To support this environment, the University seeks a community that is free from violence, threats, and intimidation; that

is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University, you are expected to adhere to the Board of Regents Policy: [Student Conduct Code \(pdf\)](#). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

### **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please review the Administrative Policy: [Teaching and Learning: Student Responsibilities](#).

### **Scholastic Dishonesty**

As students in a university community, you are expected to do your academic work and to cite sources of knowledge that you draw on in completing your assignments and other academic work. Failing to do so is scholastic dishonesty, which includes: plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning support and testing platforms; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. When it is determined that a student has cheated, the student may be given an "F" or an "N" for the course and may face additional sanctions from the University. For additional information, please see [Teaching and Learning: Instructor and Unit Responsibilities](#).

Additional resources about academic integrity can be found through the [Office for Community Standards](#) and the [Center for Educational Innovation](#).

Beware of websites that advertise themselves as being "tutoring websites." It is not permissible to upload any instructor materials to these sites without their permission or copy material for your homework assignments from these various sites. If you have additional questions and concerns, please speak with, or email your instructor to clarify the practices expected for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, for example, when and whether collaboration on assignments is permitted, when citing sources is required and what citation method to use, or when and which electronic aids are permitted or prohibited during an exam.

## **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see Administrative Policy: [Makeup Work for Legitimate Absences](#).

## **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information and, more importantly, of personally recording, integrating, and connecting information as part of your educational experience. However, broadly disseminating class notes beyond the current classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see Administrative Policy: [Teaching and Learning: Student Responsibilities](#).

## **University Grading Scales**

The University has two distinct grading scales: A-F and S-N. For additional information, please refer to: Administrative Policy: [Grading and Transcripts](#).

## **Sexual Harassment, Sexual Assault, Stalking and Relationship Violence**

The University prohibits sexual misconduct and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential resource on your campus. If you want to report sexual misconduct or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus [Title IX office or relevant policy contacts](#).

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role. For more information, please see Administrative Policy: [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#).

## **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, or activity in a local commission created to deal with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult the Board of Regents Policy: [Equity, Diversity, Equal Opportunity and Affirmative Action \(pdf\)](#).

## Disability Accommodations

The University of Minnesota is committed to creating learning environments that are inclusive and accessible to all students. If you are experiencing disability-related barriers to learning in your courses, the Disability Resource Center (DRC) is the office that collaborates with students to explore reasonable accommodations, tools, and resources.

- If you are registered with the DRC and have a current accommodation letter, please share your letter with me as soon as possible so that we can discuss how your accommodation will be implemented in this course. The sooner I know about your disability access needs, the more equipped I can be to facilitate accommodation. You may reach out to me or your (access consultant/disability specialist) if you have any questions or concerns about your accommodation.
- If you are not registered with the DRC and are experiencing or think you may be experiencing disability related to mental health, attention, learning, chronic health, sensory, or physical condition, and would like to discuss accommodations and/or resources, please contact the DRC on our campus (e.g., Twin Cities campus - 612.626.1333).
- If you have a short-term medical condition, such as a broken arm, I may be able to assist in minimizing classroom barriers. In situations where additional assistance is needed, you should contact the DRC as noted above.

Reference [Disability Resources \(pdf\)](#) for additional information.

## Discrimination

All University members are prohibited from engaging in, or assisting or abetting another's engagement in, discrimination and related retaliation (collectively "prohibited conduct"). The terms "discrimination" and "retaliation" are defined in the *Definitions* section below. The University of Minnesota (the "University") will take prompt and effective steps intended to end prohibited conduct; prevent its recurrence; and, as appropriate, remedy its effects.

## Reporting of Prohibited Conduct

In order to foster an environment free from prohibited conduct, all University members are encouraged to take reasonable, prudent actions to prevent, stop, and report all acts of prohibited conduct. In addition, supervisors and human resources professionals have the following reporting obligations related to possible prohibited conduct that they learn about in the course of performing their respective supervisory or human resources employment duties. University supervisors and human resources professionals are exempted from these reporting requirements when such reporting is prohibited by HIPAA or other laws, or by a professional license requiring confidentiality.

1. Supervisors and human resources professionals must promptly contact the campus Equal Opportunity office when, in the course of performing their respective supervisory or human resources employment duties, they learn about any form of prohibited conduct directed at University students, employees or third parties that may have:
  - occurred on University property;
  - occurred during a University employment or education program or activity; or
  - been committed by a current University member at the time they were a University

member.

2. Supervisors and human resources professionals must report the following information to the campus Equal Opportunity office:
  - the names of the complainant(s), respondent(s), and possible witnesses;
  - the date, time, and location of the possible prohibited conduct; and
  - other relevant details about the possible prohibited conduct.

## Application of Policy

This policy applies to University members, who include:

- University students, whether enrolled full-time or part-time, for credit or non-credit courses;
- University employees as defined in this policy; and
- third parties who are engaged in any University activity or program, or who are otherwise interacting with the University, including, but not limited to, volunteers, contractors, vendors, visitors, and guests.

This policy applies to acts of discrimination and related retaliation committed by or against students, employees, and third parties when:

- the conduct occurs on University property;
- the conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored academic, athletic, extracurricular, study abroad, research, on-line or internship programs or activities;
- the conduct occurs off University property and outside the context of a University employment or education program or activity, but 1) has a continuing adverse effect on a University education program or activity; or 2) creates a hostile environment for students, employees, or third parties while on University property or in any University employment or education program or activity; or
- the conduct indicates that the respondent may present a danger or threat to the health or safety of University members.

To the extent any provision of this policy conflicts with the Board of Regents Policy: *Equity, Diversity, Equal Opportunity and Affirmative Action*, the Board policy controls. Nothing in this policy should be interpreted to abridge academic freedom or principles of free speech.

## Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health Website](#). As an instructor/University community member, we care about the wellbeing of students. If health, safety, or mental health concerns are conveyed, we may consult with campus support offices to provide support and resources to a student.

## Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exceptions to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. \*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Academic Freedom and Responsibility \(pdf\)](#).

\* *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."*

## **Additional Department of Economics Policies and Procedures**

### **Course Prerequisites**

Students are expected to have completed all prerequisites before taking an Economics course.

### **Additional Student Resources**

Resources for students: <https://osa.umn.edu/resources-for-students>

### **Study abroad in Economics**

The Department encourages you to undertake a Study Abroad. Many courses in foreign countries can satisfy some economics major, minor, or Liberal Education requirements. For more information, please contact our Undergraduate Advisors, Ms. Annie Bigley and Ms. Tiffany Kroeze Murphy, or the University's Learning Abroad Center at <http://www.umabroad.umn.edu/>.

### **Undergraduate advisors**

Contact the Undergraduate Advisers if you wish to sign up for an Economics major or minor or to get information about institutions of higher study. Your APAS form will list your progress toward an Economics degree. Senior Academic Advisors: Ms. Tiffany Kroeze Murphy and Ms. Annie Bigley ([econadv@umn.edu](mailto:econadv@umn.edu)); Sign up for appointments at [econ.appointments.umn.edu](http://econ.appointments.umn.edu)

### **Economics undergraduate program information**

Available on the Internet at: <https://cla.umn.edu/economics/undergraduate>. Registration policies are listed in the University Course Schedules and College Bulletins.

## **Complaints or concerns about courses**

All course grades are subject to department review. Please contact your instructor or TA if you have any complaints/concerns about the course. If your concerns are not resolved after talking with your instructor, you can contact Dr. Ayca Ozdogan, Director of Undergraduate Studies. Her e-mail is: [ozdog002@umn.edu](mailto:ozdog002@umn.edu)

## **Class Assignments**

Written answers to homework assignments must be typed; Graphs and numerical work need not be typed but should be legible.

## **Incomplete Grade**

Low-class standing is not a valid reason for an Incomplete grade. An I is given only in exceptional circumstances like family emergencies or hospitalization; arrangements must be worked out between the student and instructor before the final exam. We require written proof of emergencies. Details about I grade and how to make it up are to be decided by the instructor and student; you need to fill out the form.

## **Make-up Exams**

Make-up exams are possible for the final exam only if the student has another exam scheduled at the same time or has three exams within 16 hours. This should be pre-arranged with the instructor at least three weeks before the final exam. Make-up final exams may also be possible for documented medical emergencies.

## **Grade Disputes**

Any dispute regarding a grade must be submitted in writing (such as via the Canvas Inbox or by email) within 72 hours of when the grade is posted. You must provide a clear rationale for why you believe that your grade is incorrect.

## **Instructional Time and Student Effort**

Each credit should equal three hours of total work per week (one hour of instructional time and two hours of independent student work). Because of this, students should be expected to spend four hours of effort on the course outside of class.

## **Dropping a class**

Termination of attendance alone is not sufficient to drop a class. You must notify the Registrar's office. Please contact your academic (college) adviser for details on this process and pay attention to the University deadlines for add/drop.

## **Statement on FERPA (Family Education Rights and Privacy Act)**

In this class, our use of technology will sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for

anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information.