ILLINOIS
Economics
COLLEGE OF LIBERAL ARTS & SCIENCES

ECON 513: International Trade

Autumn 2026

Instructor: Marcos Sorá.
Email: msora@illinois.edu.
Lecture: Mondays/Wednesdays, 3:30-4:50pm 215B David Kinley Hall.
Office Hours: By appointment. Please email me to set up a time.
Required Prerequisites: ECON 302 and ECON 303, or equivalent. MSPE Graduate Student Standing.
Course Page: Canvas.

Overview

This course introduces students to the core theories of why countries trade and how trade affects households and firms. We will study a range of foundational models and use them to explain key empirical patterns in trade and to evaluate the effectiveness of trade policies such as tariffs and quotas. Familiarity with fundamental concepts in microeconomics, econometrics and causal inference is expected.

Main Textbook

- Krugman, Melitz, Obstfeld, *International Economics: Theory and Policy*, P.R. Krugman, Obstfeld, and M. Melitz 2022 (KMO)

Learning Outcomes

This course will equip you with a command of the foundational models of international trade. A thorough understanding of these models will enable you to pursue research in the area and engage with trade policy debates in an informed way. The end-of-semester presentation asks you to demonstrate these skills by taking a concrete policy proposal and identifying what effects the models predict it will have.

The two problem sets give you hands-on experience working with international trade and tariff data. Working with these datasets will sharpen your ability to analyze macro data rigorously and present your findings clearly and persuasively — for example, by designing figures that best make the point you want to make with the data.

Finally, the course exposes you to how research in the social sciences is done and why it needs both theory and evidence. Economic theory sharpens intuitive but loose ideas into hypotheses stated precisely enough to take to the data. Good empirical work tells us whether the predictions of those theories are borne out. We will see many instances of this process applied to international trade.

Grading Breakdown

Your final grade will be the higher of the two following calculations:

$$15\% \times \text{In-Class} + 20\% \times \text{PS} + 20\% \times \text{Presentation} + \max \begin{cases} 20\% \times \text{Midterm} + 25\% \times \text{Final}, \\ 10\% \times \text{Midterm} + 35\% \times \text{Final}. \end{cases}$$

Think of the Midterm as insurance: the second line applies whenever you do better on the Final than on the Midterm.

Letter grades will be determined using a curve, which means your grade depends not just on your raw score but also on relative performance. This acknowledges that exams may vary in difficulty.

In-Class Grade

The in-class grade is split evenly between TFUs and participation.

TFUs (True/False/Uncertain)

Throughout the semester you will complete short in-class assignments called TFUs, where you evaluate a statement and argue whether it is True, False, or Uncertain.

- Full credit requires clear economic reasoning supported by graphs, equations, or data references.
- Answers without explanation will receive no points.
- In some cases there may not be a single uniquely “true” answer — what matters is the strength and clarity of your argument.

Most Mondays, TFUs will be written in class (pen and paper). These will typically focus on the material from the previous week and are designed to help you practice thinking like an economist. Your TFU grade will be the average of your three highest scores. If you complete fewer than three TFUs, each missing TFU counts as a zero.

Participation

The other half of the in-class grade rewards showing up prepared and engaging with the material: asking and answering questions, contributing to discussion of the empirical papers, and taking part in the presentation sessions as an audience member.

Final Presentation

In the last class of the semester, Wednesday Dec. 9, you will present in groups of up to three on a proposed international trade policy.

- **Topics:** I will post a list of trade policy proposals — some real, some fictitious — on Canvas. Each group picks one. Topics are assigned first come, first served, and no two groups may present the same proposal.
- **Task:** Explain what effects you expect the policy to have, and why. Ground your answer in the models we covered: say which one you are using, who gains and who loses, and through which mechanism. You won't have to come up with a precise quantification of what the effects will be, but you should discuss on what forces the strength of each mechanism you mention depends.
- **Format:** TBD.
- **Grading:** Based on the clarity of the economic reasoning. A clear argument built on one model, carried through carefully, is better than trying to bring something from every model seen in class.

Problem Sets

- **Two problem sets**, focused on empirical analysis and coding.
- **AI policy:** You may use AI tools to help write code, but you must fully understand it. Do not include any explanatory comments in the submitted code.
- **Groups:** Work in pairs or groups of three (one submission per group).
- **In-class code check (10%):** 10% of each problem set grade comes from a *10-minute, in-person code explanation* held in the class immediately after the due date. I will print two randomly selected pages from each student's code; each student must explain what each part of their code does without external aids. Code with printed explanations will not receive full credit.
- **Submission:** Submit a single PDF on Canvas. See due dates below.
- **Regrades:** Regrade requests trigger a full re-evaluation and may raise or lower the score.

Exams

- **Midterm:** in class, Wednesday Oct. 7.
- **Final Exam:** 7:00pm-10:00pm, Monday Dec. 14.[1]
- If Midterm is missed: Final counts for 45%.

Email Policy

- Include ”ECON 513” in the subject line.
- No PS questions answered after 6pm the day before it’s due.

Course Schedule (subject to change)

[1] This is determined at the University level. See the final exam policy website if you have questions: https://studentcode.illinois.edu/article3/part2/3-201/.

Week	Date	Topic
1	Aug 24/Aug 26	Overview of Trade / Gains from Trade in an Endowment Economy
2	Aug 31/Sep 2	Ricardo's Model of Comparative Advantage: Theory / Evidence
3	Sep 9	Specific Factors: Theory
4	Sep 14/Sep 16	Specific Factors: The China Shock and Its Regional Effects
Problem Set 1		
5	Sep 21/Sep 23	Heckscher-Ohlin's Theory of Trade: Theory / Evidence
6	Sep 28/Sep 30	Heckscher-Ohlin: Evidence / External Economies of Scale
7	Oct 5/Oct 7	Intra-Industry Trade / **Midterm Exam**
8	Oct 12/Oct 14	Firms in the Global Economy / Exporting and Productivity
9	Oct 19/Oct 21	Import Competition and Innovation / Multinationals
10	Oct 26/Oct 28	Trade Policy: Instruments
11	Nov 2/Nov 4	Tariffs in Practice / The Global Trading System
Problem Set 2		
12	Nov 9/Nov 11	The Global Trading System / Trade Policy in Developing Countries
13	Nov 16/Nov 18	Trade and Growth
14	Nov 23/Nov 25	Fall Break
15	Nov 30/Dec 2	Trade and the Environment / Environmental Policy and Trade
16	Dec 7	The Future of Globalization
16	Dec 9	**Final Presentations**

Detailed Course Outline

Week 1: Overview of International Trade

As tariffs and other barriers declined, global trade expanded and now totals $\approx 25\%$ of world GDP. Flows are largest between big economies that are close in distance ("gravity").

Key concepts: waves of globalization, gravity.

Required Readings

- KMO Chapter 2

Optional Readings

- Paul R. Krugman, Richard N. Cooper, and T. N. Srinivasan (1995). "Growing World Trade: Causes and Consequences". In: *Brookings Papers on Economic Activity* 1, pp. 327–377
- Richard E. Baldwin and Philippe Martin (June 1999). *Two Waves of Globalisation: Superficial Similarities, Fundamental Differences*. Working Paper w6904. Revised May 15, 2022. Available at SSRN: `https://ssrn.com/abstract=147244`. National Bureau of Economic Research
- Kevin H. O'Rourke and Jeffrey G. Williamson (Apr. 2000). *When Did Globalization Begin?* Working Paper w7632. National Bureau of Economic Research
- Gordon H. Hanson (May 2012). "The Rise of Middle Kingdoms: Emerging Economies in Global Trade". In: *Journal of Economic Perspectives* 26.2, pp. 41–64

Week 1: Gains From Trade in an Endowment Economy

Trade between countries resembles in many ways trade and specialization between people. We explore the fundamental economics of why we gain from trade in the most minimalistic setup.

Key concepts: Pareto improvement, Pareto efficiency.

Week 2: Ricardo's Model of Comparative Advantage

With cross-country differences in *relative* productivity, specialization by comparative advantage raises consumption possibilities for both countries, even if one has absolute advantage in every good. The model extends to a continuum of goods, and its predictions have been tested against natural experiments and cross-country data on productivity.

Key concepts: Comparative advantage, unit-labor costs, specialization.

Required Readings

- KMO Chapter 3

Optional Readings

- Paul Krugman (1996). *Ricardo's Difficult Idea*. Unpublished essay
- R. Dornbusch, S. Fischer, and P. A. Samuelson (1977). "Comparative Advantage, Trade, and Payments in a Ricardian Model with a Continuum of Goods". In: *American Economic Review* 67.5, pp. 823–839
- Daniel M. Bernhofen and John C. Brown (2004). "A Direct Test of the Theory of Comparative Advantage: The Case of Japan". In: *Journal of Political Economy* 112.1, pp. 48–67
- Arnaud Costinot, Dave Donaldson, and Ivana Komunjer (Sept. 2011). "What Goods Do Countries Trade? A Quantitative Exploration of Ricardo's Ideas". In: *The Review of Economic Studies* 79.2, pp. 581–608

Weeks 3 & 4: Specific Factors and the Distributional Effects of Trade

In the short run, some factors are sector-specific (e.g., tied by geography) while others are mobile: trade benefits factors specific to export sectors and harms factors specific to import-competing sectors. The "China shock" and its effect on industrialized countries in the West can be analyzed through this framework. Regions and workers most exposed to Chinese import competition suffered persistent losses in employment and earnings, with little offsetting migration.

Key concepts: Specific factors, mobile factors, rents, regional exposure, the missing-intercept problem.

Required Readings

- KMO Chapter 4.
- David H. Autor, David Dorn, and Gordon H. Hanson (2016). "The China Shock: Learning from Labor-Market Adjustment to Large Changes in Trade". In: *Annual Review of Economics* 8.Volume 8, 2016, pp. 205–240

Optional Readings

- David H. Autor, David Dorn, and Gordon H. Hanson (Oct. 2013). "The China Syndrome: Local Labor Market Effects of Import Competition in the United States". In:

American Economic Review 103.6, pp. 2121–68

- Rafael Dix-Carneiro and Brian K. Kovak (Oct. 2017). "Trade Liberalization and Regional Dynamics". In: *American Economic Review* 107.10, pp. 2908–46
- Stefanie Stantcheva (2023). "Understanding Economic Policies: What Do People Know and Learn?" Working paper, Harvard University
- Rafael Di Tella and Dani Rodrik (2020). "Labour Market Shocks and the Demand for Trade Protection: Evidence from Online Surveys". In: *The Economic Journal* 130.628, pp. 1008–1030

Weeks 5 & 6: Heckscher-Ohlin's Theory of Trade

Technological differences are not the only rationale for trade. If *relative* factor endowments differ (say one country has abundant land, while another has a large workforce), countries tend to export goods that use their abundant factor intensively, and trade raises the real return to the abundant factor while lowering it for the scarce one. The theory required substantial adjustment before it fit the data, and it fails to account for the rise in skill premia observed in both rich and developing countries.

Key concepts: Factor abundance, factor intensity, factor price equalization, Stolper-Samuelson, factor content of trade.

Required Readings

- KMO Chapter 5.

Optional Readings

- Wolfgang F. Stolper and Paul A. Samuelson (1941). "Protection and Real Wages". In: *Review of Economic Studies* 9.1, pp. 58–73
- Wassily Leontief (1953). "Domestic Production and Foreign Trade: The American Capital Position Re-Examined". In: *Proceedings of the American Philosophical Society* 97.4, pp. 332–349
- Edward E. Leamer (1980). "The Leontief Paradox, Reconsidered". In: *Journal of Political Economy* 88.3, pp. 495–503
- Daniel Trefler (1995). "The Case of the Missing Trade and Other Mysteries". In: *American Economic Review* 85.5, pp. 1029–1046
- John Romalis (Mar. 2004). "Factor Proportions and the Structure of Commodity Trade". In: *American Economic Review* 94.1, pp. 67–97

- Pinelopi Koujianou Goldberg and Nina Pavcnik (Mar. 2007). "Distributional Effects of Globalization in Developing Countries". In: *Journal of Economic Literature* 45.1, pp. 39–82
- Guy Michaels (2008). "The Effect of Trade on the Demand for Skill: Evidence from the Interstate Highway System". In: *The Review of Economics and Statistics* 90.4, pp. 683–701
- Gordon H. Hanson (May 2012). "The Rise of Middle Kingdoms: Emerging Economies in Global Trade". In: *Journal of Economic Perspectives* 26.2, pp. 41–64

Week 6: Trade with External Economies of Scale

The world economy operates more efficiently if sectors in which there are agglomeration effects (e.g., Silicon Valley) are concentrated in one country.

Key concepts: External economies of scale, agglomeration, knowledge spillovers.

Required Readings

- KMO Chapter 7.

Optional Readings

- David G. Atkin, M. Keith Chen, and Anton Popov (June 2022). *The Returns to Face-to-Face Interactions: Knowledge Spillovers in Silicon Valley*. NBER Working Paper w30147. National Bureau of Economic Research
- Michael Greenstone, Richard A. Hornbeck, and Enrico Moretti (June 2010). "Identifying Agglomeration Spillovers: Evidence from Winners and Losers of Large Plant Openings". In: *Journal of Political Economy* 118.3, pp. 536–598

Week 7: Intra-Industry Trade

Trade can arise among perfectly identical countries if firms' technologies are subject to increasing returns to scale and consumers value variety.

Key concepts: Internal economies of scale, monopolistic competition, love for variety.

Required Readings

- KMO Chapter 8.

Optional Readings

- Paul R. Krugman (1979). "Increasing Returns, Monopolistic Competition, and International Trade". In: *Journal of International Economics* 9.4, pp. 469–479
- Paul R. Krugman (1980). "Scale Economies, Product Differentiation, and the Pattern of Trade". In: *American Economic Review* 70.5, pp. 950–959

Week 8: Firms in the Global Economy

A regularity that holds true in many countries and across sectors is that only a few firms export, and these are typically the most productive firms. We develop a model in which firms need to pay a fixed cost of exporting to rationalize this fact. The model also shows that trade leads to a selection effect: when exporting firms grow, they drive low-productivity firms out of the market.

Key concepts: Firm heterogeneity, fixed costs of exporting, selection.

Required Readings

- KMO Chapter 8.
- Andrew B. Bernard and J. Bradford Jensen (1999). "Exceptional exporter performance: cause, effect, or both?" In: *Journal of International Economics* 47.1, pp. 1–25

Optional Readings

- Marc J. Melitz (2003). "The Impact of Trade on Intra-Industry Reallocations and Aggregate Industry Productivity". In: *Econometrica* 71.6, pp. 1695–1725
- Andrew B. Bernard, J. Bradford Jensen, et al. (2007). "Firms in International Trade". In: *Journal of Economic Perspectives* 21.3, pp. 105–130

Weeks 8 & 9: Exporting, Import Competition, and Firm Performance

Selection is not the only channel linking trade to productivity. Exporting can raise a firm's productivity directly, while import competition can either spur innovation or discourage it, depending on whether the market-size effect or the competition effect dominates.

Key concepts: learning-by-exporting, the market-size effect, the competition effect, the inverted-U.

Required Readings

- Paula Bustos (Feb. 2011). "Trade Liberalization, Exports, and Technology Upgrading: Evidence on the Impact of MERCOSUR on Argentinian Firms". In: *American Economic Review* 101.1, pp. 304–40

Optional Readings

- Jan De Loecker (Sept. 2007). "Do Exports Generate Higher Productivity? Evidence from Slovenia". In: *Journal of International Economics* 73.1, pp. 69–98
- Daniel Trefler (2004). "The Long and Short of the Canada-U.S. Free Trade Agreement". In: *American Economic Review* 94.4, pp. 870–895
- David Atkin, Amit K. Khandelwal, and Adam Osman (Feb. 2017). "Exporting and Firm Performance: Evidence from a Randomized Experiment*". In: *The Quarterly Journal of Economics* 132.2, pp. 551–615
- Nicholas Bloom, Mirko Draca, and John Van Reenen (2016). "Trade Induced Technical Change? The Impact of Chinese Imports on Innovation, IT and Productivity". In: *The Review of Economic Studies* 83.1, pp. 87–117
- David Autor et al. (Sept. 2020). "Foreign Competition and Domestic Innovation: Evidence from US Patents". In: *American Economic Review: Insights* 2.3, pp. 357–374

Week 9: Multinationals

A large share of world trade happens between establishments of multinational firms. When deciding to become a multinational and set up foreign subsidiaries (instead of servicing foreign demand through exporting), headquarters trade off proximity (saving on trade costs) with concentration of production in the same location, which tends to be more efficient.

Key concepts: Proximity-concentration tradeoff, horizontal and vertical FDI.

Required Readings

- KMO Chapter 8.

Optional Readings

- Elhanan Helpman, Marc J. Melitz, and Stephen R. Yeaple (2004). "Export versus FDI with Heterogeneous Firms". In: *The American Economic Review* 94.1, pp. 300–316

Week 10: Trade Policy: Instruments

Tariffs, quotas, export subsidies and voluntary export restraints have similar effects on prices and quantities, but differ in who captures the resulting rents. The comparison changes once the protected industry is dominated by a large firm that operates as a monopolist.

Key concepts: consumer and producer surplus, deadweight loss, effective rate of protection, quota rents.

Required Readings

- KMO Chapter 9.

Week 11: Tariffs in Practice

The 2018 trade war passed through almost fully to US import prices, so the burden fell on domestic buyers rather than foreign exporters. Pass-through to retail prices was smaller and slower.

Key concepts: tariff pass-through, incidence at the border versus at the store.

Required Readings

- Mary Amiti, Stephen J. Redding, and David E. Weinstein (2019). "The Impact of the 2018 Trade War on U.S. Prices and Welfare". In: *Journal of Economic Perspectives* 33.4, pp. 187–210
- Alberto Cavallo, Gita Gopinath, et al. (Mar. 2021). "Tariff Pass-Through at the Border and at the Store: Evidence from US Trade Policy". In: *American Economic Review: Insights* 3.1, pp. 19–34

Optional Readings

- Alberto Cavallo, Paola Llamas, and Franco Vázquez (May 2025). *Tracking the Short-Run Price Impact of U.S. Tariffs*. Working Paper —. Working Paper. 19 pages. Available at HBS Pricing Lab and SSRN. Harvard Business School Pricing Lab

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Weeks 11 & 12: The Global Trading System

Large countries can use import tariffs to depress the world price of what they buy—exploiting market power and improving their terms of trade. This terms-of-trade externality leads to retaliation and convergence towards a high-tariff Nash outcome. Multilateral rules (GATT/WTO) help avoid the bad Nash equilibrium. We also study political economy reasons why tariffs may be hard to repeal once they are imposed.

Key concepts: terms-of-trade effects, retaliation, reciprocity, median voter, collective action, trade creation and diversion.

Required Readings

- KMO Chapter 10.
- "The WTO is in Trouble. Econ 101 to the rescue?" **Trade Talks**, episode 180, March 12 2023 (available on Spotify).

Optional Readings

- Jagdish Bhagwati (1992). "Regionalism versus Multilateralism". In: *The World Economy* 15.5, pp. 535–556
- Kyle Bagwell and Robert W. Staiger (Mar. 1999). "An Economic Theory of GATT". in: *American Economic Review* 89.1, pp. 215–248
- Richard Baldwin (Feb. 2016). "The World Trade Organization and the Future of Multilateralism". In: *Journal of Economic Perspectives* 30.1, pp. 95–116

Week 12: Trade Policy in Developing Countries

We have shown why tariffs may foster industrialization when we covered external economies of scale. These kinds of arguments — infant industry or big push — justified decades of import substitution in Latin America and South East Asia. We cover the evidence on whether they worked in the long run, and contrast these policies with export-led growth in East Asia.

Key concepts: infant industry, big push, import-substituting industrialization, export-led growth.

Required Readings

- KMO Chapter 11.

Optional Readings

- Kevin M. Murphy, Andrei Shleifer, and Robert W. Vishny (1989). "Industrialization and the Big Push". In: *Journal of Political Economy* 97.5, pp. 1003–1026
- Kiminori Matsuyama (1992). "Agricultural Productivity, Comparative Advantage, and Economic Growth". In: *Journal of Economic Theory* 58.2, pp. 317–334

Week 13: Trade and Growth

Countries that trade more are richer, though the direction of causality is not obvious. The Solow model of growth captures how openness raises income through capital accumulation, but leaves out learning-by-doing: when a sector generates knowledge externalities and trade contracts it, the static and dynamic gains from trade diverge.

Key concepts: convergence, growth accounting, dynamic gains from trade, learning-by-doing.

Required Readings

- KMO Chapter 11.

Optional Readings

- Nina Pavcnik (2002). "Trade Liberalization, Exit, and Productivity Improvements: Evidence from Chilean Plants". In: *The Review of Economic Studies* 69.1, pp. 245–276
- David Atkin (2016). "Endogenous Skill Acquisition and Export Manufacturing in Mexico". In: *American Economic Review* 106.8, pp. 2046–2085

Week 15: Trade and the Environment

Carbon taxes help fight climate change, but if one country taxes carbon emissions unilaterally production may move abroad without the environment improving. The dirtiest industries are disproportionately traded, and tighter environmental regulation has measurably pushed production abroad. Border adjustments and climate clubs can limit this leakage.

Key concepts: pollution havens, leakage, embodied emissions, border carbon adjustment.

Required Readings

- Arik Levinson (Sept. 2023). "Are Developed Countries Outsourcing Pollution?" In: *Journal of Economic Perspectives* 37.3, pp. 87–110

Optional Readings

- Brian R. Copeland and M. Scott Taylor (Mar. 2004). "Trade, Growth, and the Environment". In: *Journal of Economic Literature* 42.1, pp. 7–71
- William Nordhaus (Apr. 2015). "Climate Clubs: Overcoming Free-Riding in International Climate Policy". In: *American Economic Review* 105.4, pp. 1339–70

Week 16: The Future of Globalization

Trade-to-GDP ratios stopped rising after the Great Recession. The slowdown reflects the exhaustion of one-off drivers rather than a reversal: sunk costs hold global value chains in place, and the forces behind them have not disappeared.

Key concepts: slowbalization, global value chains, sunk costs, reshoring.

Optional Readings

- Pol Antràs (Nov. 2020). *De-Globalisation? Global Value Chains in the Post-COVID-19 Age*. Working Paper w28115. National Bureau of Economic Research

Academic Assistance

Students are encouraged to utilize the many resources we have throughout campus to assist with academics and visit the Connie Frank CARE Center. We recommend that you seek them out starting early in the semester, not just in times of academic need, in order to develop good study habits and submit work which represents your full academic potential. Many resources are found on the Economics Website including details about the Economics Tutoring Center, Academic Advising, and other academic support options: https://economics.illinois.edu/academics/undergraduate-program/academic-stu

Academic Integrity

According to the Student Code, "It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions." Please know that it is my responsibility as an instructor to uphold the academic integrity policy of the University, which can be found here: https://studentcode.illinois.edu/article1/part4

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policies. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity. Read the full Student Code at https://studentcode.illinois.edu/.

Students with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to disability@illinois.edu. DRES Website: http://www.disability.illinois.edu/.

Connie Frank CARE Center / Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Connie Frank CARE Center (217-333-0050 or http://odos.illinois.edu/community-of-care/referral/). Based on your report, the staff in the Connie Frank CARE Center reaches out to students to make sure they have the support they need to be healthy and safe. Further, we understand the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone, and we want to make sure you are aware that you can access mental health support at the Counseling Center (https://counselingcenter.illinois.edu/) or McKinley Health Center (https://mckinley.illinois.edu/).

For mental health emergencies, you can call 911 or walk into the Counseling Center, no appointment needed.

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution for disciplinary action.

Emergency Response Recommendations

Emergency response recommendations can be found at the following website: https://police.illinois.edu/em/planning/. I encourage you to review this website and the campus building floor plans website within the first 10 days of class: https://police.illinois.edu/em/building-emergency-action-plans/.

Religious Observances

The Religious Observance Accommodation Request form is available at https://odos.illinois.edu/community-of-care/resources/students/religious-observances/. Submit the form to the instructor and to the Office of the Dean of Students (helpdean@illinois.edu) as soon as possible.

Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See http://registrar.illinois.edu/ferpa for more information on FERPA. Student information and records will not be released to anyone other than the student unless the student has provided written approval or as required by law.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: `http://www.wecare.illinois.edu/resources/students/#confidential`.

Other information about resources and reporting is available here: `http://wecare.illinois.edu/`.

Student Support

The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. Please visit their website to find valuable resources and services: `https://counselingcenter.illinois.edu/`.

Counseling Center Information: 217-333-3704
Location: Room 206, Student Services Building (610 East John Street, Champaign IL)

McKinley Mental Health Information: 217-333-2705
Location: 3rd Floor, McKinley Health Center, 1109 South Lincoln, Urbana, IL

Emergency Dean: The Emergency Dean may be reached at (217) 333-0050 and supports students who are experiencing an emergency situation after 5 pm, in which an immediate University response is needed and which cannot wait until the next business day. The Emergency Dean is not a substitute for trained emergency personnel such as 911, Police or Fire. If you are experiencing a life threatening emergency, call 911. Please review the Emergency Dean procedures: `https://odos.illinois.edu/community-of-care/emergency-dean`.

Academic Dates and Deadlines

Students should make note of important academic deadlines for making changes to their courses (add, drop, credit/no-credit, grade replacement, etc.). `https://registrar.illinois.edu/academic-calendars`
Please check with your academic department regarding specific procedures and policies.