

Applied Economics of Climate Change - APEC 3621

Term: Fall 2027

Credit hours: 3

Prerequisites: APEC 1101 or ECON 1101 or ESPM 3261 (or permission of instructor)

Delivery mode: In person

Meeting time and location

Day Tuesday / Thursday

Time: 11:45 am - 1 pm

Location: Ruttan Hall B36

Instructor

Carlisle Ford Runge

Distinguished McKnight University Professor of Applied Economics and Law

Department of Applied Economics

frunge@umn.edu

<http://www.apec.umn.edu/faculty/frunge/teaching.html>

Office hours: Tuesday/Thursday after class or by appointment, 332K Ruttan Hall

Course description

The economics of climate change will be investigated using basic economic concepts and policy analysis. Conceptual foundations will first be reviewed, focusing on market processes and public economics. Policy challenges to adaptation to and mitigation of climate effects will be analyzed. Costs of damages will be assessed. Institutional innovations will be considered and evaluated.

Course materials

Readings will be drawn from economics and climate literature and made available on course websites and Canvas. Items appearing in the popular press will be added to the material weekly.

Environment Theme

This course is deeply embedded in the principles of liberal education. Liberal education is about broadening students' perspectives, fostering critical thinking, and preparing them to be informed and engaged citizens. This course aligns with these goals - specifically as it relates to the environment - as follows:

- The course raises environmental issues of major significance: This course is about the economics of climate. Climate is an issue of major significance, affecting all forms of life on earth.
- The course gives explicit attention to interrelationships between the natural environment and human society: This course focuses explicitly on the ecology/human economic interface.



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- The course introduces the underlying scientific principles behind the environmental issues being examined: It evaluates the scientific basis for changes in global mean temperature and their implications for damages to the global economy.
- Students explore the limitations of technologies and the constraints of science on the public policy issues being considered: By evaluating these scientific principals, the course allows students to consider various technological and institutional remedies.
- Students learn how to identify and evaluate credible information concerning the environment: Examples of credible and less than credible information concerning these processes are considered.
- Students demonstrate an understanding that solutions to environmental problems will only be sustained if they are consistent with the ethics and values of society: Throughout the course, an emphasis is given to the ethical questions that lie beneath economic analysis of global change.

Student learning outcomes

The University has identified seven student learning outcomes (SLOs) for graduates with a bachelor's degree (www.slo.umn.edu/). This course is principally designed for the following SLOs:

- Can identify, define, and solve problems.
- Can locate and critically evaluate information.
- Can communicate effectively.

Expected student workload

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week over a full semester necessary for an average student to achieve an average grade in the course. A student taking this three-credit course that meets for three hours per week should expect to spend an additional six hours a week on coursework outside the classroom, including reading, assignments and course preparation. Workload for this course is based on the [UMN Policy on Expected Work per Course Credit](#) and its [FAQ](#).

Attendance and expectations

Attendance: Attendance is required and will materially improve the chances of successful performance on exams. Failure to attend class will be noted and grading will be adjusted downward.

Expectations: Students will attend class, do the required readings, prepare for exams and seek help when needed.

Assignments and exams

There will be two in-class exams and a take-home final covering class material. An extra credit project will be available for submission at the end of the semester. This extra credit will require the student to attend (in person) the "Imagine the Future" exhibit at the U of M Bell Museum of Natural History. A 2 page essay must be submitted (checked for authenticity) recording impressions of the exhibit.

Missed exams and late work: missed exams and work can be made up based on an excuse for medical or personal reasons or due to disability.

Key dates

- Oct. 2: First exam (30% of total grade)
- Nov. 18: Second exam (30% of total grade)
- December 13: Take home final exam (40% of total grade)
- December 13: Extra Credit Essay due (5% bonus to total grade)

Course schedule

Outline

Part 1 of the course will review basic economic concepts: externalities and public goods, monopolistic competition, principal-agent problems, discounting, free-rider behavior, collective action and international agreements. Part 2 will relate these concepts to specific cases and examples of policies related to climate change. Part 3 will summarize the lessons learned from past experience and future institutional challenges.

Part 1: Economic Concepts

Week 1 (Sept. 2 & 4)

- Sept. 2: Introduction to the economics of climate: overview of the issues
 - This lecture and discussion will review course material and the overall approach of the course. It will emphasize the main ideas that come together in the semester: economics tools, empirical evidence, and institutional change.
 - Review course outline, lecture summaries, and readings
 - [10 climate lessons we've learned in 10 years of Climate Cast \(MPR Archive\)](#)
- Sept. 4 The analytical description of the climate challenge
 - The analytical underpinning of this course is based on key economic concepts that are the basic tools used to evaluate climate change. This lecture reviews these tools as they will be taught in the next semester discussing what we know about climate change. Among the tools are externalities, public goods, monopolistic competition, discounting (in time and space), collective action, treaty negotiations, damage functions, social costs, and income distribution. We will also review 10 key ideas that define the climate change challenge.
 - The Hamilton Project (2019). "[Ten facts about the economics of climate change and climate policy](#)." Stanford Institute for Economic Policy Research (SIEPR)

Week 2 (Sept 9 & 11)

- Sept. 9: Externalities: positive, negative, one-way, reciprocal
 - This lecture reviews the analysis of economic interdependence. Agents (people, firms, countries) impinge on one another in ways not well-managed by markets. We can observe

both positive and negative impacts that can lead to improvements or reductions in human and ecological well-being.

- Meade, J.E. (1952) "[External Economies and Diseconomies in a Competitive Situation](#)," [Economic Journal](#) 62(245): 54-69.
- Sept. 11: Public goods and the free-rider problem
 - Public goods (and bads) are larger scale problems built on the same logic as externalities. The market does not readily supply these goods or remedy these bads, so that they require some type of intervention by government or organizations to supply them. In their absence, public goods (and bads) invite "free rider" behavior.
 - Samuelson, P.A. (1955). "[Diagrammatic Exposition of a Theory of Public Expenditure](#)," [Review of Economics and Statistics](#) 37(4): 350-356.
 - Runge, C.F. (1984) "[Institutions and the Free Rider: The Assurance Problem in Collective Action](#)," [Journal of Politics](#) 46(1): 154-181.

Week 3 (Sept. 16 & 18)

- Sept. 16: Monopolistic competition – Zero sum versus positive sum
 - While economics often assumes perfect competition, in reality most markets exhibit monopolistic behavior as well as competition. This requires a hybrid model in which firms and nations use their monopoly power but also engage in competition over resources. This sets up a model in which agents are "gaming" with each other for control of markets.
 - Krugman, P. et al. (2012) Chapter 8, pp. 155-171 [International Economics](#) 9th Edition
- Sept. 18: Discounting in time and space – temporal and spatial gradients
 - Economic decisions are made over time and space. Discounting allows us to see how past, present, and future interact. This leads to incentives to weigh present choices more than past or future ones. Space exercises a similar dynamic: things far away are less central to our choices than things closer at hand. These "weighted choices" influence key decisions about climate actions that play out over both time and space.
 - Goulder, L.H. and Stavins, R.N. (2012) "[An Eye on the Future](#)" Chapter 12 in R.N. Stavins (ed.) [Economics of the Environment](#). New York: WW Norton: pp. 225-229.
 - Perrings and Hannon (2001) "[An Introduction to Spatial Discounting](#)," [Journal of Regional Science](#) 41(7): 23-38.

Week 4 (Sept. 23 & 25)

- Sept. 23: Collective Action – Commons dilemmas and the principal agent problem
 - When individuals, firms, or nations do not decide alone but together they are engaged in "collective action." Economists have been pessimistic about collective action because of a tradition of possessive individualism and because of the resulting free rider problem. However, there are reasons to doubt whether such actions (including climate decisions related to the "climate commons") must necessarily lead to a "Tragedy of the Commons."

- Ostrom, E, et. al. (1994) [Rules, Games, and Common-Pool Resources](#). Ann Arbor, U of Michigan Press. Chapter 2. pp. 23-50.
- Sept. 25: International Agreements – Guest speaker Ellen J. Kennedy, Ph.D., Executive Director, World Without Genocide - in Special Consultative Status to the United Nations: “Ecocide: Denial and Impunity in the United States”
 - In this guest lecture, Professor Ellen Kennedy will discuss the role of corporate opposition in making the collective choices necessary to combat climate change. These illustrate that economic tools must account for the exercise of both market and political power.
 - Li, Yang, et. al. (2021) [“The Climate Commons Dilemma: How can humanity solve the commons dilemma for the global climate commons?”](#) *Climate Change* 164(1-2): 4.

Week 5 (Sept. 30 & Oct. 2)

- Sept. 30: Combining economics and climate change: economics meets ecology
 - This lecture will sum up the key economic ideas covered in the course in preparation for the FIRST EXAM. These ideas and concepts are reviewed: externalities, public goods, monopolistic competition, discounting in time and space, collective action, the “climate commons,” and the exercise of influence and political power.
 - Heal, G. (2017) [“The Economics of the Climate.”](#) *Journal of Economic Literature* 55(3): 1046-1063.
- Oct. 2: FIRST EXAM
 - The first exam will cover the course material up to and including September 30. It will be an in-class exam composed of three parts: (1) definitions, (2) multiple choice questions, and (3) short answers based on analytical exercises. It will account for 30% of the total grade.

Part 2: Cases, Examples and Evidence

Week 6 (Oct. 7 & 9)

- Oct. 7: Estimating climate-caused damages: “damage functions”
 - The measurement of environmental damages resulting from climate change is based on calculations of economic damage. This lecture will explain the way in which these damages are calculated and some of the challenges of capturing them in economic models.
 - Hsiang, G. et. al. (2017) [“Estimating Economic Damage from Climate Change in the United States.”](#) *Science* 356: 1362-1369.
- Oct. 9: The Social Cost of Carbon (SCC)
 - At the center of economic models of climate change impacts is the Social Cost of Carbon (SCC). This lecture considers how this key estimate is calculated and why it is uncertain due to assumptions about discount rates and other issues.
 - Asdourian, E. and D. Wessel (2023). [“What is the Social Cost of Carbon?”](#) Brookings Institution. Washington, D.C. March 14.

Week 7 (Oct. 14 & 16)

- Oct. 14: Poverty and climate: being poor in a hotter world
 - o The impacts of climate change will not be felt evenly within or across countries. Those at the bottom of the distribution of income and wealth will bear a disproportionate share of the economic burden. This lecture explores this unequal impact.
 - o World Economic Forum (2023) "[The Climate Crisis disproportionately hits the poor. How can we protect them?](#)" Jan. 13, 2023.
- Oct. 16: Latitude, location and household income
 - o The burden of climate change is not only related to poverty but is linked in turn to the spatial distribution of population. Coastlines, tropical latitudes, large urban locations, and floodplains are all disproportionately vulnerable to damages made worse by climate change.
 - o World Food Programme (2023). "[The 8 countries most affected by climate change.](#)" April 21.
 - o Yale Environment 36 (2018): "[Redrawing the Map: How the World's Climate Zones are Shifting.](#)"

Week 8 (Oct. 21 & 23)

- Oct. 21: Spillovers and responsibilities: Torts and liability
 - o In countries such as the U.S. the resolution of climate-induced damages from externalities often result in legal actions. This lecture explores the role of the law of damages and the courts in determining who is responsible and how much they may be liable for these impacts.
 - o Center for Climate Engagement (2025) "[Tort Law and Climate Change.](#)"
 - o [Washington Post](#) (07/23/25). "[UN Court rules countries have duty to limit greenhouse emissions.](#)"
- Oct. 23: Institutions and economics: "Who shall guard the guardians?"
 - o In the U.S., in addition to the courts, other branches of government (Congress and the Executive) have roles and responsibilities for policies affecting and affected by climate change. This lecture considers the history of actions taken by Congress and the executive. It examines the difficulties of dealing with issues that are not restricted to single states or nations and are by nature "extrajurisdictional." The analytical problem is a vertical aspect of collective action: "who shall guard the guardians?"
 - o [New York Times](#) (07/23/25) "[EPA is said to draft a plan to end its ability to fight climate change.](#)"

Week 9 (Oct. 28 & 30)

- Oct. 28: Who is most vulnerable to climate damages?
 - o This lecture brings together the elements discussed so far to identify those who are most vulnerable to climate damages. This includes the dimensions of time (present and future

generations), space (location, latitude, and elevation), income (poverty and resources), and power (influence and size).

- Time Magazine (2019) "[The Climate Crisis is Global, but these 6 places face the most severe consequences.](#)" Sept. 30.
- Oct. 30: Who is most responsible for climate damages?
 - The responsibility for climate damages is largely a function of the size of the economies of world nations. The two largest economies: the U.S. and China, bear disproportionate responsibility for the activities leading to climate damages. Their actions and ability to coordinate them with each other (or not) will therefore have a major effect on the success of such efforts.
 - Carbon Brief (10/05/21) Simon Evans. "[Which Countries are historically responsible for climate change?](#)"

Week 10 (Nov. 4 & 6)

- Nov. 4: Bargaining across jurisdictions
 - The effort to bargain over the resolution of damages due to climate is made more difficult because of its global scale. There are so many different levels of private and public activity that it is a difficult challenge to coordinate the many jurisdictions. This problem involves a multiplicity of authorities and seems to push in the direction of a centralized effort reflected by current international meetings and the many challenges they face.
 - Hauer, G. and C.F. Runge. (1999) "[Trade-environment linkages in the resolution of transboundary externalities.](#)" *The World Economy* 22(1): 25-39.
- Nov. 6: Local, national and global action
 - The respective roles of local, national, and global action are each important in meeting the climate challenge. Currently, many local and state authorities have already implemented responses, while national policy is more controversial. National policy is also linked to international commitments, which have moved forward and backward over the last two decades.
 - Victor, D.G. and C. Sabel. (2020). "[How to Fix the Climate.](#)" *Boston Review* (Nov. 12).
 - World Resources Institute. (2024) [Denmark's Groundbreaking Agriculture Climate Policy Sets Strong Example for the World.](#)

Week 11 (Nov. 11 & 13)

- Nov. 11: Renewable energy and cost reduction
 - One of the most remarkable technological changes of the last decade is the growth of renewable energy sources, especially wind and solar. While still a relatively small share of energy production compared to fossil fuels, the cost of renewables has fallen farther and faster than anyone predicted before the year 2000. This has made the "energy transition" to renewables possible.

- Ro, Christine. (2022). "[Renewable Energy Costs Have Dropped Much Faster than Expected, But There's a Catch.](#)" *Forbes* (Sept. 14).
- Lazard. (June, 2025) "[Levelized cost of energy.](#)"
- Ember Energy (2025) "[Fossil Fuels Fall below 50% for first month ever.](#)"
- Nov. 13: Government incentives and renewable alternatives
 - Like the informatics revolution powered by the internet and digital data management, renewable technologies for solar and wind energy have been supported by government incentives. These incentives have waxed and waned, depending on the political instead of the geophysical climate.
 - U.S. EPA (2023). "[Summary of Inflation Reduction Act Provisions related to renewable energy.](#)"
 - Green Central Banking: (March, 2025). "[US States Forge Ahead with Climate Rules even as Trump rolls back policies.](#)"

Part 3: Institutions and Actions

Week 12 (Nov. 18 & 20)

- Nov. 18: SECOND EXAM
 - The second exam will cover the course material from October 7 through November 13. This includes measurement of environmental damages, the SCC, poverty, spatial distribution, damages law, U.S. Government policies, vulnerable groups, responsibility, multiple jurisdictions, renewables and government incentives. Like the first exam, it will be in-class, composed of (1) definitions, (2) multiple choice, and (3) short answers based on analytical exercises. It will account for 30 percent of the grade.
- Nov. 20: Adaptation, Mitigation, and Geoengineering
 - The two modal choices facing society and climate change are adaptation and mitigation. Adaptation is inevitable but can be made more effective with planning and coordination. Mitigation is much more difficult. A controversial response to both is "geoengineering" in which particulates are dropped into the atmosphere, simulating volcanic activity.
 - World Health Organization (WHO) (2021) "[Zero Regrets: Scaling up Action on Climate Change Mitigation and Adaptation for Health in the WHO European Region.](#)"
 - Weitzman, M.L. (2015). "[A Voting Architecture for the Governance of Free-Driver Externities.](#)" *Scandinavian Journal of Economics* 117145: 1049-1068.
 - *New York Times* (Sept. 4, 2019). "[Martin Weitzman: obituary.](#)"

Week 13 (Nov. 25)

- Nov. 25: Summing up: Can we really change anything?
 - This lecture will sum up the major findings of the course and offer an evaluation of the most important challenges facing this and future generations confronting climate changes. It will

offer several ways of thinking about this future, from doing nothing (laissez-faire) to more activist engagement in advancing change.

- Navan, B. et. al. Climate Policy Initiative (2025). "[Global Landscape of Climate Finance.](#)"

- Nov. 27-28: THANKSGIVING BREAK

Week 14 (Dec. 2 & 4)

- Dec. 2: An example of climate adaptation research: forecasting rice yields using machine learning
 - This lecture will provide an example of climate adaptation through economics research. A PhD in Applied Economics, Shuai An, will discuss the application of machine learning to forecasting and planning for rice yields in Vietnam. The use of these models helps us to understand the potential changes in the production of one of the world's main food grains.
 - An, S. and C.F. Runge (2025)
- Dec. 4: Negotiating over climate targets; Multilateralism from the bottom up
 - The history of climate negotiations will be reviewed taking into account the factors studied in the semester. A proposed "bottom up" approach advocated by several experienced negotiators will be reviewed and assessed.
 - Council on Foreign Relations (CFR) (2025) "[Global Climate Agreements: Successes and Failures.](#)"

Week 15 (Dec. 9)

- Dec. 9: Managing Climate Commons
 - The final lecture of the semester will draw together the lessons of the course in a discussion of how to manage the climate commons. It will discuss proposals for new institutions at a global scale to provide an intelligent design for this formidable challenge to the planet.
 - Runge, C.F. (2009) "[The Climate Commons and a Global Environmental Organization.](#)" Brookings Trade Forum. pp. 139-170.
- Dec. 13: TAKE HOME FINAL Due
 - The final take home exam will be a set of short essays that will cover some of the conceptual, empirical, and policy analysis discussed in the course. It will count for 40 percent of the grade.

Accessibility

Subject to the Americans with Disabilities Act the materials and presentations have been reviewed for their accessibility. If accessibility issues or other questions arise concerning the material in this class, please contact the instructor.

Grading

Letter grades will be determined using the following table for the weighted average total score for the semester; however, the instructor reserves the right to curve final grades.

<u>Weighted Score</u>	<u>Letter Grade</u>
93 – 100	A
90 - 92.9	A-
87 - 89.9	B+
83 - 86.9	B
80 - 82.9	B-
77 - 79.9	C+
73 - 76.9	C
70 - 72.9	C-
67 - 69.9	D+
60 - 66.9	D
0 - 59.9	F

Incompletes are only granted after the student and instructor have agreed upon a timetable for the completion of all coursework. Incompletes must be requested by the student no later than the last day of class.

Grading and Transcripts: For detailed information about the University of Minnesota Grading Scales and Grade Definitions, please refer to Administrative Policy: [Grading and Transcripts](#).

University of Minnesota Policies

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. Similarly, 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 Board of Regents Policy, Student Conduct Code: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/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 setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. 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 reference: <https://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; 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, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. ([Student Conduct Code](#))

If it is determined that you have cheated, you may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<https://policy.umn.edu/education/instructorresp>.

The Office for Community Standards compiled a list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Excused Absences and Makeup Work

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, see: <https://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the 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, see: <https://policy.umn.edu/education/studentresp>.

Diversity, Equity, Inclusion, and Equal Opportunity

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, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [Diversity, Equity, Inclusion, and Equal Opportunity](#).

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 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. For more information, consult Administration Policy: [Discrimination](#).

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 your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>). 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.

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

Disability Accommodations

The University of Minnesota is committed to creating learning environments that are inclusive and accessible to all students. **Here is a link to the University's Disability Resources policy.** 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 accommodations will be implemented in this course. The sooner I know about your disability access-needs, the more equipped I can be to facilitate accommodations. You may reach out to me or your (access consultant/disability specialist) if you have any questions or concerns about your accommodations.
- If you are not registered with the DRC and are experiencing or think you may be experiencing disability related to a 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, [DRC website](#) or write to drc@umn.edu).
- 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.

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 of Minnesota 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: <http://www.mentalhealth.umn.edu>

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 exception 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.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies. Read more about [Academic Freedom and Responsibility](#).

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

This publication/material is available in alternative formats upon request. Please contact Sara Jensen, The Department of Applied Economics, 1994 Buford Ave., St. Paul, MN 55108, 612-625-1222.