

# International Economics

## Course Details

**Course Designator & Number: SDNY 3022**

**Number of Credits: 3**

**Language of Instruction: English**

## Course Description

The International Economics module provides an understanding of the key economic issues in the global business environment. The course provides an understanding of how global businesses are impacted by real world developments in economics, politics and finance. The business environment is dynamic in nature. The course coverage is therefore updated periodically to include current real world evidence as well as recent academic and empirical findings. The five broad topics covered in the course are: Globalisation, Country Differences, Cross-Border Trade & Investment, the Global Monetary System, and Competing in a Global Market Place. An overview of these five topics is provided below.

**Globalisation:** Understanding the historical context of globalisation is the starting point for developing insights into the state of globalisation today. This topic discusses the drivers and importance of globalisation, the emergence of the Bretton Woods global institutions in the post-War period, the state of the globalisation debate and the impact of globalisation on developed and developing countries.

**Country Differences:** This topic provides an introduction to political and economic systems and the determinants of economic development. It looks at the transition from socialist to capitalist economies after the collapse of the Soviet Union and the challenges faced by countries in managing this economic transition. It examines the key issues in economic development and the rise of developing economies in Asia, Latin America, Eastern Europe and Africa.

**Cross-Border Trade & Investment:** The third topic reviews international trade and investment flows – portfolio and foreign direct investment – in the globalised context. It examines the theoretical underpinnings of capital and trade movements, providing country case studies to illustrate the supply-demand factors affecting these flows. The topic also places these

cross-border flows in the context of economic integration – for example, the European Union, NAFTA, Mercosur, World Trade Organisation, and the recent developments towards free trade pacts between Asia-Pacific, Europe and the Americas.

Global Monetary System: Starting with the Bretton Woods institutions like the International Monetary Fund, the World Bank and other multilateral institutions, the topic provides an understanding of the global foreign exchange markets and the international monetary system. These institutions provide the backbone and the regulatory framework for international economics; the topic develops an understanding of their operations, management and challenges. Competing in a Global Market Place: The final topic builds upon the understanding gained thus far by reviewing the economic and political risks and opportunities of participating in the global market place. The discussions include import/export and investment strategies, offshoring production, and management of human resources to compete effectively.

The course helps students examine the current economic landscape through topical discussions of current economic and political development and their impact on international economics.

The 21st Century has been described in global economic terms as the 'Asian Century.' This is reflected in the global forecasts for the country/region share of the global GDP, economic growth rates, share of global trade and FDI flows. Understanding the economic dynamics of this region and trade relationships (current and emerging/under negotiation) is therefore critical for international business managers. Australia's economic future is largely tied to the region and to China in particular. This in part helped Australia weather the Global Financial Crisis relatively unscathed. As a comparatively small economy Australia is heavily dependent on foreign direct investment, with China being one of the largest investors in the country. Equally, Australia's outward FDI is predominantly into the region. By studying this course in Sydney, students are exposed to the region and its influence on and importance to the global economy, and the structural challenges and opportunities facing developed economies like Australia in the face of Asia's growing dominance. The research paper project provides the students an opportunity to explore this localised context and to demonstrate their learning outcomes from this unique opportunity provided studying International Economics at the CAPA Sydney Centre.

## Course Objectives

Students will develop the following skills during this course:

- Problem analysis
- Developing good reading habits
- Critical thinking
- Working independently and as part of a team
- Personal reflection

After taking this course, students should be able to:

- Demonstrate a broad understanding of the key issues in international economics.
- Characterize the political and economic context within which international economics operates.

- Apply the various theoretical aspects of the principles of finance and economics in an international context.
- Recognize the main economic development issues faced by developing countries.
- Gain a good working knowledge of the international economic environment and recognize the linkages between political, economic and financial developments and their impact on international business.
- Demonstrate a good working knowledge of the operations and key issues surrounding international capital and trade flows, foreign direct investment, international capital markets and institutions, including regional structures and frameworks within the Asia Pacific.
- Devise different strategies to enter and compete successfully in the global marketplace.

## Learning Outcomes

After taking this course, students should be able to:

- Gain a broad understanding of the key issues in international economics.
- Develop an understanding of the political and economic context within which international economics operates.
- Apply the various theoretical aspects of the principles of finance and economics in an international context.
- Recognise the main economic development issues faced by developing countries.
- Gain a good working knowledge of the international economic environment and recognise the linkages between political, economic and financial developments and their impact on international business.
- Gain a good working knowledge of the operations and key issues surrounding international capital and trade flows, foreign direct investment, international capital markets and institutions.

## Methodology

This unit is taught in blended mode using both classroom seminars and online learning activities. Seminars involve student presentations, lectures, class discussion and debate, and group project work. Each seminar will introduce key concepts, illustrate with reference to case studies, historical context and emerging issues, and reinforce through discussion of relevant analysis in the academic and institutional literature. Students are expected to read in advance of classes and be fully prepared to discuss assigned readings and actively participate in discussions and class exercises. Class activities will provide students with a general overview of the concepts and issues contained in the textbook however they are not a substitute for reading the textbook and supplementary required readings. The teaching strategies are designed to encourage active learning by all students.

Students will be expected to devote an hour per day keeping up with the current issues in international business and economics. Expected reading sources should include The Economist, the Asian Wall Street Journal, the Australian Financial Review, and Financial Times.

## My Education Requirement

Students are encouraged to participate in events/activities from the CAPA Sydney MyEDUCATION calendar to broaden understanding of this subject in the context of Sydney and Australia. Students will be asked to draw on these experiences in one or more learning activities within this course. In addition the course includes one field class, which also counts towards MyED – a tour of the Museum of Australian Currency at the Reserve Bank of Australia, and a talk on Islamic Finance by a local Islamic investment firm. Guest lecturers from the business community will also join the class to bring to life the reality of doing business in Asia and operating as a multi-national firm in the region while headquartered in Australia.

## Course Prerequisites

There are no prerequisites. Students from a variety of backgrounds and interests are encouraged to take this class. Students will find the course provides a good foundation for internships and further studies in business, economics, or global studies.

## Required Reading / Materials

*Global Business Today*, Hill, Charles W.L., Hernandez-Requejo, William (McGraw Hill, 7th Global edition, 2011). It is fine to use previous editions or online versions of the textbook. You could obtain used copies of the book at substantial discounts through the online marketplace. The book is also available for electronic download through the publisher and will be placed in the CAPA library for reference purposes.

In addition to the textbook, other weekly reading assignments will be posted on Leo (ACU's virtual learning environment) in full or via a link to the ACU Library electronic holding. Some readings are listed in the Session outline however wherever possible articles on current events will be used.

## Recommended Readings

- Daniels, J.D., Radebaugh, L. H., Sullivan, D.P., (2009) *International business: environments and operations*, 12th edn., Upper Saddle River, NJ: Pearson/Prentice Hall
- Hill, C.W.L., (2011) *International business: competing in the global marketplace*, 8th edn., Boston: McGraw-Hill/Irwin
- Hill, C.W.L., (2011) *Global Business Today*, 7th edn., McGraw-Hill
- Hill, C.W.L., Hernandez-Requejo, W. (2011). *Global Business Today*. Global Edition. McGraw-Hill
- Morrison, J., (2009) *International business: challenges in a changing world*, New York: Palgrave Macmillan
- Peng, M W (2009) *Global Strategy*, 2nd edn., Mason, Ohio: South-Western/Cengage Learning
- Rodrik. D. (2011) *The Globalization Paradox – Democracy and the Future of the World Economy*. W.W. Norton & Co., New York

- Rugman, A., Brewer, T.L., (2001) *The Oxford handbook of international business*, Oxford, New York: Oxford University Press
- Stiglitz J.E. (2002) *Globalization and Its Discontents*. W.W. Norton & Co., New York Wild, J.J.,
- Wild, K. L., Han, J.C.Y., (2010) *International business: the challenges of globalization*, 5th edn, Upper Saddle River, NJ: Prentice Hall.

### Recommended Academic Journals

There is a range of journals in the fields of international business and management. The titles below are indicative only of such publications. Most are available on the ACU library databases:

- Academy of Management Review
- Asia Pacific Journal of Management
- Cross Cultural Management
- International Business Review
- Journal of Asia Business
- Journal of International Business Studies
- Journal of International Management
- Journal of World Business
- Management International Review
- Thunderbird International Business Review

### Recommended Periodicals and Newspapers

There is a range of periodicals in the fields of international business and management. The titles below are indicative only of such publications:

- Business Week (Asian edition)
- Harvard Business Review
- The Wall Street Journal
- The Economist
- Australian Financial Review
- Alternative' views:
  - Green Left Weekly - <http://www.greenleft.org.au>
  - New Internationalist - <http://www.newint.org>

### Useful Websites

- Australian Bureau of Statistics: <http://www.abs.gov.au/>
- Department of Foreign Affairs and Trade: <http://www.dfat.gov.au/>
- World Trade Organization: <http://www.wto.org/>
- International Monetary Fund: <http://www.imf.org/>
- The World Bank: <http://www.worldbank.org/> (The World Bank e-Library is accessible through the ACU Library)
- UNCTAD-United Nations Conference on Trade and Development: <http://www.unctad.org>

- International Trade Centre: <http://www.intracen.org/>

# Grading

## CAPA Program and Instructor Policy

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

## Class Participation and Attendance

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

## Grading Rubric

| Letter Grade | Score or Percentage | Description  |
|--------------|---------------------|--|
| A            | 93-100              | Achievement that is outstanding relative to the level necessary to meet course requirements. |

| Letter Grade | Score or Percentage | Description  |
|--------------|---------------------|--|
| A-           | 90–92               | Achievement that is significantly above the level necessary to meet course requirements.   |
| B+           | 87–89               |  |
| B            | 83–86               |  |
| B-           | 80–82               | Achievement that meets the course requirements in every respect.   |
| C+           | 77–79               |  |
| C            | 73–76               |  |
| C-           | 70–72               | Achievement that is worthy of credit even though it fails to fully meet the course requirements.   |
| D+           | 67–69               |  |
| D            | 60–66               |  |
| F            | 0–59                | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. |

## Summary of How Grades Are Weighted

| Assignments  | Percentage of Grade |
|--|---------------------|
| Class Participation and group tutorial presentation  | 20%                 |
| Research Paper and group presentation                | 40%                 |
| Mid-term Test covering Seminars 1-5                  | 20%                 |
| Final Examination covering Seminars 7, 8, 10, and 11 | 20%                 |
| Overall grade  | 100%                |

## Assessment Details

### Assessment 1: Class Participation and Group Tutorial Presentation (20%)

In class: Each week, your Lecturer will look for lively discussion and debate. You are expected to read the appropriate material listed in the class schedule before each class. This is a mark for participation, NOT attendance (which is compulsory).

Online: The online component of each seminar will involve individual analysis of a case study based on your reading of the set textbook chapter(s). You will be asked to relate this content to a current (within the preceding 2-3 weeks), relevant article from the Australian Financial Review, which is available in the CAPA office, or one of the other media sources listed previously. You must find a relevant article through your own research. In your online posting, you should cover the issues raised in the article, the background to the issues (this will require some additional research), their relevance for international business and the topic of the corresponding seminar, any implications for business strategy and/or Australian government policy. Simply repeating the information in the article is not acceptable. You must include complete and accurate bibliographic information for the article.



Class presentations are an established component of assessment for students in this subject. The purpose of the group tutorial presentation is to encourage active and deep learning of the core subject matter of the course. Presentations will be based on and be delivered in Seminars 3, 4, 5, 6, 7, 8, 10, and 11. Students will be assigned to small groups of 2-3 during the first class. Each presentation will be based on the textbook and other materials and will be in two parts:

a) The group will first present the key concepts and ideas covered in the textbook for the relevant Session topic. You can obtain additional textbook materials from your Lecturer to assist you and can email any questions to your Lecturer to help you prepare. (15 mins.)

b) The group will then facilitate a learning activity with the class to reinforce the concepts that have been presented. Your Lecturer can help you with ideas for this activity. Quiz games help to reinforce the basic concepts and encourage students to focus on your presentation. (15 mins)

Assessment will be based on the demonstrated level of understanding of key concepts, the overall professionalism of the presentation, and the effectiveness of the class learning activity.

### **Assessment 2: Research Paper (40%) - Due Seminar 10**

Option A: 3000 word individual research paper. Select any one of the topics that we will be covering in this course. Bear in mind that these topics/chapters are rather broad and you will need to narrow down your research topic significantly. You should identify a small aspect of the theoretical discussion that interests you and focus sharply on it. In other words, you should not be providing a general overview of the chapter(s).

The next step is to identify a case study or identify sufficient data that fits your selected topic. You may choose current or recent economic/financial events or alternatively examine an event/s from a historical perspective. The course outline provides you ample guidance on sources of such data. (Please do not start with a case study and then try to find the theoretical basis for it. This will not be efficient.)

The final step will be to provide a thorough analysis. How does the case study or evidence fit into the theoretical discussion? Are the facts consistent with the theory? Explain why (or why not). What lessons did you learn from this? An outline of the paper will be presented by the group in Week 7 to a panel of experts (guests) who will provide feedback to be incorporated into the final paper.

Option B: This option requires you to apply all topics covered in the course to a hypothetical business proposal and decision. In groups of 2-3, students will research the topic below and then individually prepare a 3000 word written report in the form of a Board paper. An outline of the paper will be presented by the group in Week 7 to a panel of experts (guests) who will provide feedback to be incorporated into the final paper. The research is a group exercise however the final paper including analysis and recommendations is an individual task.

Assume that you are responsible for a large Australian manufacturing firm that is keen to internationalize through foreign direct investment (FDI). You have been asked by the Board to

investigate and recommend whether or not to proceed with investment in the Asia Pacific region. You must first choose a country in the region as the target for the investment, develop a strategy for entering the market and investing, and then evaluate it as a suitable candidate for the proposed investment. Consider the issues that would help you make such a business decision drawing on all topics covered in the course. While writing your report, you should incorporate relevant theories and concepts to justify your arguments.

For example:

- What are the economic, political, legal and cultural factors in the country relevant to the decision to invest? How does the legal system affect business? What political, cultural, legal and economic risks apply?
- What ethical issues might arise?
- How receptive is the Government of the candidate country to foreign direct investment? What incentives are available?
- What capabilities (e.g. human capital, other inputs) are required for the investment to be successful and are these available in sufficient quantity?

The paper should be a balanced consideration of the overall prospects for successful investment in the candidate country. Your final recommendation to the Board must be supported and justified.

All members of the group are expected to contribute actively and substantially to the research and analysis of the material however the final report is an individual assessment task and conclusions and recommendations may vary within the group.

Common Guidelines: Remember to acknowledge your sources throughout the paper using the Harvard, APA, or MLA referencing system (in-text referencing). Examples of how to lay out your Bibliography are included in your Student Handbook.

The report is to be typed and 1.5 spaced (a standard 12 point font should be used). It should be checked for spelling, consistency and clarity of expression. The report will be submitted and graded online.

Your report should incorporate at least 10 different references all of which must be cited in the body of your report. Remember that each member of the group is expected to contribute to the literature research. These references can be sourced from the following:

- Peer-reviewed academic journal articles: at least four references should be of this type.
- Relevant books
- Institutional analyses (multi-lateral/global, domestic): at least two references should be of this type and can be drawn from the OECD, IMF, World Bank, UNDP.
- Periodicals
- Think tank analysis and reports
- Newspapers

The reports are due in Seminar 9 and will be submitted and graded online.

### **Assessment 3: Mid-Term Test (20%)**

The mid-term test will be in short essay format covering the material from the first five seminar topics and will take place online in week 6. This test is intended to help you keep up with the core content of the course as covered in the textbook to avoid falling behind and to provide a guide for yourself and your teacher as to whether the level of your understanding of the material is adequate for the course objectives and learning outcome achievement.

### **Assessment 4: Final Exam (20%)**

The final exam will cover material in seminars 7, 8, 10, and 11 and will take place in the final week of the semester. This will also be in short essay format and conducted online. The questions are designed to test the depth of your understanding of the course content and ability to discuss and articulate an argument in both academic and professional contexts.

## **Course Content**

### **Unit 1**

#### **Seminar 1: Introduction and Globalization**

- Introduction to the course and review of assessment tasks. Formation of groups for group assignments.
- What is meant by globalization, emergence of global institutions, key drivers and debates.
- Required Reading:
  - Hill, Chapter 1 – Globalization Mansbach, R.W. (2013). “The Many Meanings of Globalization”. In Mansbach, R. W & Rhodes, E. (eds) 2013. *Introducing Globalization – Analysis and Readings*. CQ Press, Sage. Thousand Oaks, CA. pp.1-11

### **Unit 2**

#### **Seminar 2 – International trade and investment theory**

- The conceptual basis and theoretical benefits of trade and investment and the significance of global value chains (GVC).
- Required Reading:
  - Hill, Chapter 6 - International Trade Theory

- West J. (2011). 'International Trade Policy'. In Argyros G., Stilwell F. (eds) (2011) Readings in Political Economy, 3rd edn. Tilde University Press, Prahran, pp.311-319
- Supplementary:
  - Kelly G., La Cava G. (2013). Value-added Trade and the Australian Economy. Reserve Bank Bulletin, March Quarter 2013, p.29-38

## Unit 3

### Seminar 3 – Political, economic, legal aspects of international business

- Political, economic and legal systems, related risk and impact on the international firm
- Required Reading:
  - Hill, Chapter 2 – National Differences in Political Economy together with
    - Kay J. (2013). Capitalism, Markets and Politics. The Political Quarterly, Vol. 84, No.4:436-441
    - Chang H. (2010). 23 Things They Don't Tell You About Capitalism. Bloomsbury, New York, pp.199-209
  - Hill, Chapter 3 – Political Economy and Economic Development together with Harding R., Wantchekon L. (2010). The Political Economy of Human Development. United Nations Development Program (UNDP) Human Development Research Paper 2010/29.  
[http://hdr.undp.org/es/informes/mundial/idh2010/trabajos/HDRP\\_2010\\_29.pdf](http://hdr.undp.org/es/informes/mundial/idh2010/trabajos/HDRP_2010_29.pdf)

## Unit 4

### Seminar 4 – The Political Economy of International Trade

- Development of the world trading system, institutional framework and governance mechanisms including GATT and WTO. The role of national Government, policy instruments used, and purpose of Government intervention in international trade flows.
- Required Reading:
  - Hill, Chapter 7 – The Political Economy of International Trade
  - World Trade Organization (2013). About the WTO. Viewed 25 April 2013 [http://www.wto.org/english/thewto\\_e/whatis\\_e/tif\\_e/tif\\_e.htm](http://www.wto.org/english/thewto_e/whatis_e/tif_e/tif_e.htm)
  - National Post November 29, 1(999), “Top 10 Reasons to Oppose the WTO”. In Mansbach, R. W & Rhodes, E. (eds) 2013. Introducing Globalization – Analysis and Readings. CQ Press, Sage. Thousand Oaks, CA. pp.67-71

## Unit 5

### Seminar 5 – Multilateralism, Regionalism, and Bi-lateralism in International Trade

- Regional and bi-lateral arrangements between countries (EU, North America, Asia / AsiaPacific), and the implications for business and managers.
- Required Reading:
  - Hill, Chapter 9 – Regional Economic IntegrationDas, S.B. (2013). RCEP and TPP: Comparisons and Concerns. Institute of Southeast Asian Studies – Perspective, #02, 2013. Retrieved 7 May 2013 from [http://www.iseas.edu.sg/documents/publication/ISEAS%20Perspective%202013\\_2.pdf](http://www.iseas.edu.sg/documents/publication/ISEAS%20Perspective%202013_2.pdf)

## Unit 6

### Seminar 6 – Ethics in a business environment and inter-cultural considerations

- The role of ethics in the corporate world. Cultural differences and considerations in international business.
- Required Reading:
  - Hill, Chapter 4 – Differences in Culture
  - Hill, Chapter 5 – Ethics in International Business

## Unit 7

### Seminar 7 – The strategy of international business

- International strategy development and firm organization. Examination of the initial paths of internationalization for small-medium sized firms.
- EXPERT PANEL PRESENTATIONS
- Required Reading:
  - Hill, Chapter 12 – The Strategy of International Business
  - Hill, Chapter 13 – Entering Foreign Markets

## Unit 8

### Seminar 8 – Foreign Direct Investment

- Theories of FDI, Government policies and their rationale, benefits and costs of FDI, and firm strategic investment choices in entering foreign markets.
- Required Reading:
  - Hill, Chapter 8 – Foreign Direct Investment
  - Grabel I. (2004). International Private Capital Flows and Developing Countries. In Chang H.J. (ed) (2004). Rethinking Development Economics. Anthem Press London. pp.325-345
- Case Study: ADM takeover of Graincorp, various articles in Australian Financial Review 30 November 2013 – provided in class

## Unit 9

### Seminar 9 - FIELD CLASS – Museum of Australian Currency ; Islamic Finance

## Unit 10

### Seminar 10 – The Foreign Exchange Market

- Foreign exchange market, exchange rate systems (fixed, floating, hybrid), 'currency wars', currency exchange rates and how they are determined, and implications for business in managing foreign exchange risk.
- RESEARCH PAPER SUBMISSION
- Required Reading:
  - Hill, Chapter 10 – The Foreign Exchange Market
  - Stevens, G. (2013). The Australian Dollar: Thirty Years of Floating. Speech to the Australian Business Economists' Annual Dinner, Sydney - 21 November 2013. Retrieved 7 May 2015 from <http://www.rba.gov.au/speeches/2013/sp-gov-211113.html>

## Unit 11

### Seminar 11 – The Balance of Payments and the International Monetary System

- History, institutions and functions of the international monetary system. Role of international, multi-lateral institutions (World Bank and IMF) in relation to balance of

payments, reserve currency and debates, their operation and influence on national and international trade.

- Required Reading:
  - Hill, Chapter 11 – The International Monetary System
  - Stiglitz J.E., Greenwald B. (2010). Towards A New Global Reserve System. Journal of Globalization and Development, Vol. 1, No. 2, Article 10

## Unit 12

### Seminar 12 - Course wrap-up - what have we learned?

- FINAL EXAM

# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### 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.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).