

# EVIDENCE OF TEACHING EFFECTIVENESS

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## 1. Highlights

- I took several opportunities for professional development during my time at CSU, particularly focusing on inclusive teaching and engagement, both for in-person and online courses.
- Evaluations from supervisors highlight my engagement and passion, open dialogue with students, inclusive language, and enthusiastic personality in the classroom.
- Comments from peers recognize my classroom as “great”, and point out how students engage with the material and the instructor frequently.
- Anonymous feedback in class surveys attest to my abiding by CSU Principles of Community (inclusion, integrity, respect, service, and social justice); that the instructor was highly impactful for them, that I promote an inclusive environment, and that students feel supported by the instructor even in larger (40+ students) classrooms.
- Students’ comments include:
  - “Loved the class very much especially with how the professor presented the information in a safe, truthful and passionate way.”
  - “Debora is so passionate about what she teaches! Makes the class enjoyable and engaging.”
  - “Deb was super funny and caring about her students and I’ve never had a better experience even though this wasn’t a class I was interested in at first.”
  - “As a 44 old man, I was hesitant to take this course, I’m glad I did. I learned a lot and Professor Nunes was a big part of that.”
  - “Deb is awesome! Everything was well thought out and very intentional with optimistic support if needed.”
  - “The passion and enthusiasm of this instructor is something that I believe really changed the outcome of my learning. I felt welcomed to engage in class as well as excited to learn what I previously considered to be a tough concept/class. Her willingness to help with understanding of topics also played a huge role in my learning. She also was very understanding of me and my classmates which helped to make this class super fun! Overall, she is an awesome instructor who has an immense passion for teaching, as was shown to me countless times throughout the semester.”

## 2. Recorded lectures

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- ECON440-International Trade and Policy. Fall 2023.

Week 7: Introducing the Hecksher-Ohlin Model.

<https://echo360.org/media/534a95b8-4829-4cbb-ac7a-b761466e7b4c>

- ECON211-Gender in the Economy. Spring 2024.

Week 2 – Class 1: Introduction to Gender, Sexuality, and Economics.

<https://echo360.org/media/db330985-2862-4845-927a-3d280244e2fe/public>

### 3. Professional Development

- Fall 2018. ECON784 – Supervised College Teaching.

In-person, 3 credits, semester-long class covering the topics of: how to navigate in Canvas, AriesWeb and other University systems; preventing and addressing bias in the classroom; how to build a syllabus; presentation of tools for timely and fair grading; how to formulate good questions and graded activities.

- Spring 2020. Best Practices: Engage Students in Your Online Course.

Online, 3 credits course offered by the The Institute of Learning and Teaching at CSU – TILT.

- Spring 2022. Teaching Online: Facilitation and Engagement. Module I: Strategies for a Positive Classroom Climate.

One credit online course offered by the The Institute of Learning and Teaching at CSU – TILT.

- Spring 2022. Teaching Online: Facilitation and Engagement. Module II: Engaging Students.

One credit online course offered by the The Institute of Learning and Teaching at CSU – TILT.

- Spring 2022. Teaching Online: Facilitation and Engagement. Module III: Assessing students and providing feedback.

One credit online course offered by the The Institute of Learning and Teaching at CSU – TILT.

- Fall 2022. Align your vision of student and instructor success with evidence-based teaching practices.

In-person, 3h seminar offered by Jennifer Todd and Tonya Buchan, from the Instructional Innovation and Engagement at CSU – IIE.

- Fall 2022. Building Student Engagement in the Post-Covid Era.

In-person, 2h seminar offered by Matt Stilwell, from the Front Range Community College.

- Spring 2023. International GTA Excellence in Teaching.

In-person, 2 credit course offered by Laurel Bond, from the Programs for Learning Academic and Community English at CSU. The class covered concepts of active learning, formative and summative assessments, how to build an inclusive environment and use our international experiences in our favor, and how to use technology as a motivator and leaning-enhancing tool.

### 4. Evaluations from supervisors

Evaluation from Laurel Bond during Spring 2023, International GTA Excellence in Teaching course.

GTA Name: \_\_\_\_\_ Deb \_\_\_\_\_      GTA Teaching Assessment Rubric      Date: \_\_\_\_\_

Part 1A: Pedagogical Presentation Language (5 minutes) This rubric follows the Common European Framework of Reference for Languages (CEFR) standards used to assess spoken performances. It focuses on qualitative aspects of language use and provides an international standard for describing language ability, so that employers and educational institutions can easily compare qualifications.

LANGUAGE	C2	C1	B2	B1	A2
<b>Sound articulation</b>	Can articulate virtually all the sounds of the target language with clarity and precision.	Can articulate virtually all the sounds of the target language with a high degree of control. They can usually self-correct if they noticeably mispronounce a sound.	Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations.	Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words they are less familiar with	Generally intelligible when in simple everyday situations if the interlocutor makes an effort to understand specific sounds. Systematic mispronunciation of phonemes does not hinder intelligibility, but there is an effort to recognize and adjust to pronunciation.
<b>Prosodic features</b>	Can exploit prosodic features (stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (to differentiate and emphasize).	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place stress correctly in order to express precisely what they mean.	Can employ prosodic features (stress, intonation, rhythm) to support the message they intend to convey, though with some influence from the other languages they speak.	Can convey their message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from the other language(s) they speak.	Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from the other language(s) they speak. Prosodic features (word stress) are adequate for familiar everyday words and simple utterances.
<b>Flexibility / Fluency</b>	Shows great flexibility in reformulating ideas in differing linguistic forms to give emphasis, differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity.	Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order. Can modify their expression to express degrees of commitment or hesitation, confidence or uncertainty.	Can adjust what they say and the means of expressing it to the situation & the recipient & adopt a level of formality appropriate to the circumstances. Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what they want to say. Can reformulate an idea to emphasize or explain a point.	Can adapt their expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what they want.	Can adapt well-rehearsed, memorized, simple phrases to particular circumstances through limited lexical substitution. Can expand learnt phrases through simple recombination of their elements.
<b>Vocabulary Control</b>	Consistently correct and appropriate use of vocabulary	Uses less common vocabulary idiomatically and appropriately. Occasional minor slips, but no significant vocabulary errors.	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication.	Shows good control of elementary vocabulary but major errors still occur in expressing more complex thoughts/unfamiliar topics. Uses a wide range of simple vocabulary well when discussing familiar topics.	Can control a narrow repertoire dealing with concrete, everyday needs.
<b>Accuracy / Grammar</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (in forward planning, in monitoring reactions).	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding and can correct most of his/her mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.

Part 1B: Because we are also interested in your teaching (pedagogical) knowledge, this part of the assessment presents Colorado State University's accepted best practices in teaching effectiveness as produced by CSU's Institute for Learning and Teaching (TILT), where you can earn a certificate for GTA excellence.

PEDAGOGY	Professional	Basic Competence	Emerging
<b>INSTRUCTIONAL STRATEGIES</b>	Uses a variety of strategies to increase student engagement, critical thinking, connections to learning outcomes, and student success; demonstrates creativity and innovation appropriate for the topic & students	Uses one or two strategies to increase student engagement, critical thinking, and student success; demonstrates some creativity and innovation appropriate for the topic & students	Demonstrates little to no attention to implementing creative strategies in addressing the topic and students in engaging ways.
<b>CLASSROOM CLIMATE</b>	Demonstrates awareness of intellectual, social, emotional, and physical environment factors in fostering a healthy learning context	Demonstrates awareness of at least two intellectual, social, emotional, and physical environmental factors in fostering a healthy learning context	Demonstrates little to no awareness of intellectual, social, emotional, and physical environment factors in fostering a healthy learning context
<b>MOTIVATION</b>	Highlights the value or benefit of the academic content or task; uses a variety of motivational techniques.	Attempts to motivate students using strategies and by highlighting the value of the content/task.	Makes no motivational references (value of the task/motivational techniques).
<b>ASSESSMENT</b>	Checks for student understanding using various techniques	May check for understanding but doesn't pause long enough to check actual comprehension or has an activity that checks understanding, but feedback is minimal.	Makes no space for checking understanding via an activity or skillful questions/various techniques.
<b>CONTENT KNOWLEDGE</b>	Addresses common misconceptions; uses the most effective sequencing of concepts; makes important relevant connections; and highlights the most crucial knowledge and skills students should master	Does some of the following but not all or not very successfully: Demonstrates awareness of intellectual, social, emotional, and physical environment factors in fostering a healthy learning context	Does not address misconceptions, sequencing, relevant connections, or crucial information, or only skims over it.
<b>CURRICULUM</b>	Encourages students to think critically about the application of content to both the broader discipline and the world	Makes some references to the broader discipline and world.	Makes no reference to the broader discipline and world.
<b>INCLUSIVE TEACHING</b>	Demonstrates a student-centered teaching approach considering all students' backgrounds, experiences, and learning variabilities in planning and implementing the lesson; addressing equitable access to content, mutual respect, and a robust learning experience for all	Shows some attention to a student-centered teaching approach considering one or two of the following factors: students' backgrounds, experiences, and learning variabilities in planning and implementing the lesson; addressing equitable access to content, mutual respect, and a robust learning experience for all	Shows little to no awareness of the need to address students' backgrounds, experiences, and learning variabilities in planning and implementing the lesson; addressing equitable access to content

Part 2: Mock Office Hour – Assessment based on CEFR categories as described above. **Student role in one color. GTA (instructor) role in another.**

LANGUAGE	C2	C1	B2	B1	A2
<b>FLUENCY</b>	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.
<b>INTERACTION</b>	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers.	Can initiate discourse, take his/her turn when appropriate & ends conversation when he / she needs to, though may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.
<b>Sociolinguistic Competence</b>	Can mediate effectively and naturally between users of the target language and members of their own community, taking account of sociocultural and sociolinguistic differences. Has awareness of connotative levels of meaning. Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient users of the target language and can react accordingly. Can effectively employ a wide variety of language to command, argue, persuade, dissuade/negotiate/counsel.	Can recognize a wide range of expressions; may, however, need to confirm occasional details. Can understand humor, irony and implicit cultural references and pick up nuances of meaning. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can adjust their level of formality to suit the social context: formal, informal as appropriate. Can frame critical remarks or express strong disagreement diplomatically	Can (with effort) keep up with/contribute to group discussion even when talk is fast and colloquial. Can recognize and interpret sociocultural/sociolinguistic cues and modify their forms of expression to express themselves appropriately in the situation. Can express themselves confidently, clearly and politely in a formal or informal register but may not always do so appropriately. Can sustain relationships without unintentionally amusing or irritating.	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of politeness conventions and acts appropriately. Is aware of, and looks for signs of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the communities.	Can perform and respond to basic language functions, make requests, and express opinions and attitudes in a simple way. Can socialize simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.

Evaluation from Dr. Jo Barbier, during Spring 2022, ECON211-Gender in the Economy.

**GI Classroom Observation**  
**Economics Department, CSU**  
 Observed by: Jo Barbier

Instructor: Deborá Nunes  
 Course: ECON211  
 Enrollment: .....

Date: Feb 23<sup>rd</sup>, 2022  
 Room: Clark C248  
 Attendance: .....

	Excellent	Good	Weak	Poor	Fail
<b>1. Introduction</b>	Presents topic clearly; creatively captures attention of audience; leads smoothly into body of presentation; clearly previews the speech.	Presents topic; captures favorable attention of audience; makes transition into body of presentation; generally previews the speech.	Presents topic, but does not fully capture attention of audience; may make abrupt transition into body of presentation; does not clearly preview the speech.	Introduction is underdeveloped, irrelevant, or omitted.	Inadequate
<b>2. Main points &amp; organization</b>	Very clear, logical, and well developed; very well organized; logical progression of ideas. Ideas are well developed and support specific purpose; purpose is clearly evident; very relevant for audience interest, occasion, and setting.	Generally easy to follow; some points may not be completely clear or logical. Ideas are generally developed and support purpose; purpose is evident; generally relevant for audience interest, occasion, and setting.	Presented, but not sufficiently developed, organized, or delivered in clear or logical way. Ideas require effort to follow; purpose not clear; effort required to make it relevant to audience interest, occasion, and setting.	Difficult to identify points and/or absent; poorly organized; listeners are confused. Ideas lack development and focus; purpose not clear; Not related to audience interest, occasion, and setting.	Inadequate
<b>3. Conclusions</b>	Summarizes main points and specific purpose in a beneficial manner. Ties presentation together. Leaves lasting impression on audience.	Summarizes presentation points and offers final thought.	Generally alludes to presentation points.	Abrupt, limited, and/or undeveloped.	Inadequate
<b>4. Audience engagement &amp; awareness</b>	Keeps audience engaged for duration of presentation. Effectively and consistently modifies message in response to audience.	Audience is engaged for most of presentation. Most of the time, effectively and consistently modifies message in response to audience.	Audience is engaged for some of presentation. Sometimes modifies message in response to audience	Unable to keep the audience engaged. Does not modify message in response to the audience.	Inadequate
<b>5. Delivery and non-verbal communication, effective use of notes</b>	Very natural, confident, and spontaneous; delivery supports speech very well. Very enthusiastic tone; style consistent with message and audience. Subtle or little use of notes for specific details.	Generally natural and confident; delivery supports speech. Generally enthusiastic tone; style generally consistent with message and audience. Uses notes to recall specific points or details.	Not always natural and confident; speaker reads much of the speech. Tone and style sometimes inconsistent with message and audience. Regular use of notes and some reading.	Delivery significantly detracts from the message; speaker reads all of the speech. Tone and style inconsistent with message and audience. Over dependence on notes; significant reading from notes.	Inadequate

## 5. Comments from peer teaching instructors

Comments from peer Emily Hrovat during Fall 2022, ECON211-Gender in the Economy.

### **Section 2: Peer Observation**

*To be filled out by the Observer*

#### **Beginning of Class/Module**

Describe how the instructor **begins** the class session/module. Does the instructor follow-up from a previous class or homework? Does it appear that they are using a specific feedback or assessment strategy? Please describe.

- Announcements, friendly greeting, addresses technical issues and provides a solution, answers general course questions, provides outline (written on board)/overview of what will be covered today.
- Reminds students of Monday's lecture on social reproduction, reviews/redefines labor theory of value.
- Asks students if they remember, students nod

#### **Teaching the Class**

1. Describe and comment on ways throughout the class session/module in which the instructor checks for student understanding.
  - Asks for nods/check for understanding ("with me so far?" "make sense?" etc)
  - Asks guiding questions ("how do we provide services?" [silence] "well we've decreased two of them, so...?")
  - Lots of connection to real life/current events, asks for examples from students
  
2. Describe how the instructor responds to/addresses an instance of student question, confusion and/or feedback (if applicable).
  - Moves toward the student, maintains eye contact, answers loudly so that everyone can hear
  - I'd suggest repeating questions if the context of your reply isn't clear. I had a hard time hearing some students' questions and I think the context is usually pretty apparent, but just something to keep in mind
  
3. Describe the teaching techniques that are similar or different from your own and the effectiveness of such techniques.
  - Uses whiteboard – writes key concepts on board (I use slides) – I think you do it well and it feels natural the way you do it, relying more on speaking than reading. I also do a lot of talking/embellishing on the slides I use but I feel like writing (and erasing) takes too long and I lose my train of thought, but you don't seem to struggle with that
  - I like when you project graphs/data onto the board and point specifically to spots. I do this too because I think those visuals are super effective
  - Repeats what student said so everyone else can hear
  
4. Do you have any TILT courses you would like to recommend to the instructor (from the courses/seminars you have taken)?
  - I've only taken two and I don't remember anything from them, so not really, no



5. Comment on the instructor's specific goals/concerns (that were specified in the pre-observation form) you observed in class.
  - I didn't see any issues with pacing! I thought your speech was a good speed and I didn't think you moved too fast through any portion of the class.
  
6. Please comment on the overall experience of the observation and clarify any points above if needed.
  - This might be a little nitpicky, but you say at the beginning of class that you're going to have a debate on reproductive rights. After having been in classes with you for so long I know that when you say "debate" you mean "discuss," but the connotation of "debate" might make students nervous, particularly when it's over a hot button topic that students may have really strong beliefs over. Like when someone says "we're going to debate reproductive rights" I think they're going to divide the class into two groups and one group is arguing for and the other group is arguing against. Again, I know perfectly well what you mean, but just something to consider

Comments from peer Sanchari Choudhury during Fall 2023, ECON211-Gender in the Economy.

### **Section 2: Peer Observation**

*To be filled out by the Observer*

#### **Beginning of Class/Module**

Describe how the instructor **begins** the class session/module. Does the instructor follow-up from a previous class or homework? Does it appear that they are using a specific feedback or assessment strategy? Please describe.

The instructor does refer to previous classes and future classes during the topic of discussions. The class started with referring to the topic and review what they already started discussing on Monday.

The feedback strategy mostly used in this class is based on clarificatory questions asked to students, checking in with students and asking them to come up with examples/explanations.

The topics discussed were under the module "Historical Perspectives":

- demographic transition, decline in size of household and household production
- divorce sex from reproduction of society, questions and answer responses from students
- consumerism
- professionalism – use of examples
- Engel's (1884) perspective on economics and family
- Family and mode of production: attempt to prevent inbreeding
- different historical eras and how they are divided based on development in human society (ages of fire, stone instruments, agriculture, iron and consequent productivity increase)

#### **Teaching the Class**

1. Describe and comment on ways throughout the class session/module in which the instructor checks for student understanding.

The class I attended was mostly lecture-based, use of whiteboard teaching, few discussions, examples and Q&A based student interactions. The instructor checked for students' understanding through questions directed to students and examples/answers from students.

2. Describe how the instructor responds to/address an instance of student question, confusion and/or feedback (if applicable).

The instructor responds to student questions clearly, clarifies the specific areas of doubts, and asks reverse questions to check for their understanding of the topics being discussed. The instructor's discussions on complicated topics such as modes of production, use and exchange values in simpler terms was easy enough for students to engage and understand. I expected more in-depth discussions on some of these topics.

3. Describe the teaching techniques that are similar or different from your own and the effectiveness of such techniques.

The lecture method, use of whiteboard and noting down points on the board is similar to my teaching style. I also rely on student questions and answer interactions for checking understanding of students.

5. Comment on the instructor's specific goals/concerns (that were specified in the pre-observation form) you observed in class.

- The students seemed to be able to read your handwriting on the board despite the class being larger than anticipated. Some of them sitting in the corners of the classroom might be struggling to see the board. You might consider posting your lecture notes after class for students who might be struggling to take notes from the board.
- The student engagement in the class is adequate and consistent throughout the session. Interesting topic and discussions.
- As for my experience in teaching bigger classes, I mostly use lecture slides to teach so that the students are able to see the notes and can take sidenotes from class discussions and lectures. I try to engage a lot more in student discussions, ask more brainstorming and direct sort of questions for students to answer and engage with. I also write down the answers students come up with in class discussions for them to take the discussions seriously and come up with more engaging interactions.

6. Please comment on the overall experience of the observation and clarify any points above if needed.

- I really enjoyed attending the class and learning about Engel's perspectives on family, inbreeding and economics in detail. I expected a bit more detailing in certain areas but I understand this being an introductory class, going in-depth on each of these complicated concepts might be difficult. Great class!

## 6. Summary of class surveys

Teaching Gender in the Economy at CSU from a feminist perspective is an incredible opportunity, but it is challenging to build a safe classroom environment when heated discussions—such as abortion rights, gender violence, and social stereotypes—are frequent. Throughout the seven sections of Gender in the Economy that I taught at CSU, my students’ anonymous surveys show that the instructor was highly impactful for them, that I follow the university’s principles of community (inclusion, integrity, respect, service, and social justice), that I promote an inclusive environment, and students feel supported by the instructor even in larger (40+ students) classrooms.

International Trade and Policy is a 400-level course, in which students first learn abstract trade models and then move on to political economy discussion and real-world applications. Therefore, it requires both mathematical and critical thinking skills. Despite the challenges, students also attest to the instructor’s impact in their learning, and praise how passionate and knowledgeable the instructor is about the material.

### ECON211: Gender in the Economy – Spring 2022 – Section 1

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	3	100% (3)	0% (0)	0% (0)			
			Impact	No Impact				
13	Instructor	3	100% (3)	0% (0)				
			Strength	Not Strength				
19	Inclusive environment	3	100% (3)	0% (0)				
25	Support from Instructor	3	100% (3)	0% (0)				

### ECON211: Gender in the Economy – Spring 2022 – Section 2

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	9	100% (9)	0% (0)	0% (0)			
			Impact	No Impact				
13	Instructor	9	89% (8)	11% (1)				
			Strength	Not Strength				
19	Inclusive environment	9	78% (7)	22% (2)				
25	Support from Instructor	9	100% (9)	0% (0)				

### ECON211: Gender in the Economy – Fall 2022 – Section 1

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	32	97% (31)	0% (0)	3% (1)			
			Impact	No Impact				
13	Instructor	31	94% (29)	6% (2)				
			Strength	Not Strength				
19	Inclusive environment	31	94% (29)	6% (2)				
25	Support from Instructor	31	90% (28)	10% (3)				

### ECON211: Gender in the Economy – Fall 2022 – Section 2

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	34	100% (34)	0% (0)	0% (0)			
			Impact	No Impact				
13	Instructor	34	91% (31)	9% (3)				
			Strength	Not Strength				
19	Inclusive environment	33	85% (28)	15% (5)				
25	Support from Instructor	33	88% (29)	12% (4)				

ECON211: Gender in the Economy – Spring 2023 – Section 1

	Question Text	N	Agree	Not Agree	IDK				
1	Abide by the CSU Principles of Community	49	100% (49)	0% (0)	0% (0)				
			<b>Impact</b>	<b>No Impact</b>					
13	Instructor	49	96% (47)	4% (2)					
			<b>Strength</b>	<b>Not Strength</b>					
19	Inclusive environment	48	96% (46)	4% (2)					
25	Support from Instructor	48	98% (47)	2% (1)					

ECON211: Gender in the Economy – Spring 2023 – Section 2

	Question Text	N	Agree	Not Agree	IDK				
1	Abide by the CSU Principles of Community	31	100% (31)	0% (0)	0% (0)				
			<b>Impact</b>	<b>No Impact</b>					
13	Instructor	31	100% (31)	0% (0)					
			<b>Strength</b>	<b>Not Strength</b>					
19	Inclusive environment	31	100% (31)	0% (0)					
25	Support from Instructor	31	94% (29)	6% (2)					

ECON211: Gender in the Economy – Fall 2023

	Question Text	N	Agree	Not Agree	IDK				
1	Abide by the CSU Principles of Community	12	100% (12)	0% (0)	0% (0)				
			<b>Impact</b>	<b>No Impact</b>					
13	Instructor	12	83% (10)	17% (2)					
			<b>Strength</b>	<b>Not Strength</b>					
19	Inclusive environment	12	83% (10)	17% (2)					
25	Support from Instructor	12	83% (10)	17% (2)					

ECON440: International Trade and Policy – Fall 2023

	Question Text	N	Agree	Not Agree	IDK				
1	Abide by the CSU Principles of Community	4	100% (4)	0% (0)	0% (0)				
			<b>Impact</b>	<b>No Impact</b>					
13	Instructor	4	75% (3)	25% (1)					
			<b>Strength</b>	<b>Not Strength</b>					
19	Inclusive environment	4	100% (4)	0% (0)					
25	Support from Instructor	4	75% (3)	25% (1)					

Most updated class surveys and full reports are available at [www.debnunes.com](http://www.debnunes.com)

### 7. Selected comments from students

These are a few comments submitted anonymously by students during the period of Spring 2022 and Fall 2023.

If you have any other comments about the learning environment or course, please provide them here	This was such an inclusive and accepting environment
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	She truly wants us to understand the topics and ideas she presents to us. She created a great learning environment
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	She really makes sure we know the content and checks for questions often. The essays and reflections are never on content that I don't feel knowledgeable about.
If you have any other comments about the Instructor, please provide them here	Loved the class very much especially with how the professor presented the information in a safe, truthful and passionate way.
If you have any other comments about the Instructor, please provide them here	Very passionate about the subject and encourages an inclusive environment!
If you have any other comments about the Instructor, please provide them here	Your class has been one of my favorite classes I've taken here. The teaching style was perfect for me and the class was amazing. Deb was super funny and caring about her students and I've never had a better experience even though this wasn't a class I was interested in at first.
If you have any other comments about the Instructor, please provide them here	Debora is so passionate about what she teaches! Makes the class enjoyable and engaging
If you have any other comments about the Instructor, please provide them here	I thoroughly enjoyed this class. I loved hearing about the little stories that were told and economy was really fun with you. I could tell you love the subject and it made it much more interesting.
If you have any other comments about the Instructor, please provide them here	thank you for having such an accepting and enjoyable environment, you were one of my favorite professors this semester
If you have any other comments about the learning environment or course, please provide them here	I really enjoyed the course! Professor Nunes is a wonderful teacher, she does a really incredible job of communicating the material, as well as making everyone feel included and valued. She is only one person, and has a ton to grade which is probably why essay and exam grades take a little while to get back. It isn't a long wait however, she does a wonderful job of getting it back to you on time.
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	She wants us to understand what she is saying and makes sure multiple times throughout class.
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	She expects us to be involved and participating along with knowing what we are doing in class.
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	Professor Nunes expects you to come to class prepared for learning and discussion and having done the reading. It is quite straight forward and not at all too much to ask.
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	The expectations were clear and the course material and projects were organized. It helped to have an outline of the semester in the syllabus and have assignments explained during class.
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	I have been very happy with feedback, I think it's really nice to get comments back on papers and exams instead of just a numerical grade.
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	Deb did good when it came to feedback!
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	She gives a good amount of feedback, including positives and negatives regarding the assignment. She sometimes asks rhetorical questions that make you think more about what you wrote.
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	she gives me feedback every assignment which helps me find what I am missing and to improve my next assignment.
If you have any other comments about the Instructor, please provide them here	I really enjoyed this class and how it was setup. Thank you for being a great instructor!
If you have any other comments about the Instructor, please provide them here	Deb was so great and passionate for economics, making it easy to engage in the conversation.

If you have any other comments about the Instructor, please provide them here	Great class and instructor. Very eye-opening topics that will stick with me.
If you have any other comments about the Instructor, please provide them here	none she was good
If you have any other comments about the Instructor, please provide them here	I think Deb is very intelligent and everyday in class she was able to connect so many ideas together that were so interesting. She explained things very clearly and made an effort to make sure we understood the material.
If you have any other comments about the Instructor, please provide them here	Débora Nunes has been my favorite teacher this semester, she is so lively in class and teaches the content very well
If you have any other comments about the Instructor, please provide them here	She is engaging and helpful, and the workload is manageable.
If you have any other comments about the Instructor, please provide them here	Thank you for a great semester!!
If you have any other comments about the Instructor, please provide them here	You are the best professor that I had this semester, thank you for being there.
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	Stimulating and challenging course. The lessons, theories and workload were eye opening and extremely thought provoking. The final was rough, I excelled throughout the course, but I bombed the final. This is on me, but I don't think the final was good representation of my understanding the curriculum. As a 44 old man, I was hesitant to take this course, I'm glad I did. I learned a lot and Professor Nunes was a big part of that.
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	All exams, assignments and essays were clearly explained. There were zero surprises. All the feedback that professor Nunes gave was timely and useful.
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	Comments were always helpful and in depth which I appreciated so that I always knew what it was that I got marked off for.
If you have any other comments about the Instructor, please provide them here	I loved Professor Nunes's class a lot. The conversations and debates that we would discuss in class were always so interesting and never bored me the slightest. I could also tell how driven and motivated she was when teaching our class. The workload, as in exams, writing assignments, and reflection exercises, were slightly intense but I thought it was a great way to keep me on my toes and continuously thinking about the topics discussed in class! Loved her class a lot.
If you have any other comments about the Instructor, please provide them here	Great Instructor!
If you have any other comments about the learning environment or course, please provide them here	Deb is awesome! Everything was well thought out and very intentional with optimistic support if needed.
If you have any other comments about the learning environment or course, please provide them here	I've never had a class format like this before in which readings were given ahead of time and then during class there is no powerpoint. I thought this was super interesting and I think while at first it seemed challenging, it really helped me to grasp the material better.
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	The amount of feedback does not need improving in my opinion. Each assignment has a significant amount of feedback on it and any point that is lost on any assignment has an in depth explanation as to why on the rubric.
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	I think the feedback given was great. If I had further questions I felt comfortable to ask them
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	She goes into depth with her feed back and the whys and why nots. Her comments on the essays were short and sweet and usually fully meaningful. The feedback provided back genuinely matches the level of work we are given.
If you have any other comments about the Instructor, please provide them here	Thank you for a fun semester!
If you have any other comments about the Instructor, please provide them here	This class was very enjoyable, and the information being presented was done so in a way that made it entertaining. I was happy to come in every class that I could make it to. The attitude and passion of the professor was great.
If you have any other comments about the Instructor, please provide them here	we always had feedback on an assignment before we were expected to do another similar assignment.
If you have any other comments about the Instructor, please provide them here	This class is very unique to most of the classes I usually take, and I really loved it overall. Economics is usually difficult for me but within the context of gender it made it very easy for me to understand and it made me really excited about class.

If you have any other comments about the Instructor, please provide them here	She is extremely passionate about her job and her morals and it shows in her teaching. She amazing at her job and by far one of my favorite teachers just because of how intellectual she is and how much personality she brings to the classroom. I wish the students engaged with her as much as she attempts to engage with the students :(
If you have any other comments about the Instructor, please provide them here	Deb is awesome! Highly recommend taking her class. I had to take this class as a diversity credit for my zoology major, and it ended up being one of my most favorites. Super interesting and easy to follow along and remember important details.
Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment	The workload for this class was overall extremely reasonable. The assignments were challenging but they never were an overwhelming amount of work and could typically be completed based on content in class (as opposed to having to do our own research). I feel like the course load was designed to aid our learning experience entirely-- there was no busy work. SO constructive, great curriculum.
Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment	Lots of ways to show that we know the information with great feedback.
Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment	The workload is challenging but reasonable. All of the material was engaging and exigent - which made it easy to complete because none of it felt unimportant or like busy work. The readings were well chosen are intriguing.
If you have any other comments about the learning environment or course, please provide them here	The learning environment in this course was positive and inclusive- I personally enjoyed and benefitted from the environment of the class and its inclusive nature. The instructor's clarity in grading, expectations for assignments, and feedback are a strength. For every assignment, we had comprehensive and helpful instructions- nothing was hidden and the instructor made it easy for the students to do well on every assignment.
If you have any other comments about the learning environment or course, please provide them here	The way Debora provides information is perfect. She sets up the material for easy notes.
If you have any other comments about the learning environment or course, please provide them here	I think this class did an amazing job hitting all of these marks. The instructor is very clear about grading and policies from the beginning of the semester which helps with consistency.
If you have any other comments about the learning environment or course, please provide them here	It was good and was very helpful when trying to learn things
If you have any other comments about the learning environment or course, please provide them here	This class always has a good learning environment and makes me want to go to class and learn.
If you have any other comments about the learning environment or course, please provide them here	I really liked this course and it showed me things I never realized in the economy .
If you have any other comments about the learning environment or course, please provide them here	great class, really learned, debora cares about our learning more than anything else.
If you have any other comments about the learning environment or course, please provide them here	The environment in this class has been the best out of all of my classes. I feel super included and seen in this class. The instructor makes her views very clear and also accepts others views.
How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment	Deboras feedback is great! The timing is average but her comments are amazing. She gives good comments on pieces.
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	My instructor's expectations were fairly similar to those of my classmates'. She expected me to be respectful of her time as well as the time of my fellow peer. I was expected to read the readings before class to enable me to participate in in-class activities and discussions. I was also expected to turn my assignments in on time and if there were any questions to reach out to her. I also felt the especially due to the sensitive nature of this course's content I had to be inclusive and understanding of opinions different from my own.
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	Professor Nunes has reasonable expectations for for our development as students. She understands that overwhelming us isn't conducive to learning but she seems to understand the importance of reflecting on what we've learned throughout the course through assignments to aide our learning experience. She provided supplemental readings and covered them in detail in class because she understood that we won't always be caught up on reading. Overall I really appreciated the way this course was taught.
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	While the expectations to learn were high, they were not unreasonable and lead to further comprehension and engagement in the course. The instructor expected the students to attend class, be prepared, read the required readings, and engage in conversation. In this particular course, I am glad that the professor had high expectations for us, as all the material was crucial and exigent. I personally am really glad that the instructor held us to higher standards than I was used to in other 200-level courses- she expected us to learn this important material!
Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	Deb expects a lot out of her students but because she knows they can exceed and meet those expectations. They are not unreasonable and they make one feel like they have things to offer, rather than not being able to meet a simple task.
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	Amount of feedback was ample! I submitted every assignment and it was always reaffirming to get my grade back showing me I was on the right track. Feedback was genuine and thoughtful, showing me Nunes actually took the time to read through the our assignments.
If you have any other comments about the Instructor, please provide them here	The passion and enthusiasm of this instructor is something that I believe really changed the outcome of my learning. I felt welcomed to engage in class as well as was excited to learn what I previously considered to be a tough concept/class. Her willingness to help with understanding of topics also played a huge role in my learning. She also was very understanding of me and my classmates which helped to make this class super fun! Overall, she is an awesome instructor who has an immense passion for teaching, as was shown to me countless times throughout the semester.



If you have any other comments about the Instructor, please provide them here	I loved this class! It was truly so fascinating. I only wish it was later in the day so I didn't sleep through it as often as I did. You are a very engaging professor, and I'm inspired by you on various levels. Thank you for the passion you put into what you teach, you represent a perfect example of an educational activist. Keep doing what you're doing! Hope to read some of your research in the future.
If you have any other comments about the Instructor, please provide them here	The instructor's enthusiasm and passion for the course aided in creating an exciting, inclusive, and engaging learning environment. I have recommended to everyone I know to take ECON 211 with Nunes. This course has been my favorite course, as well as the most important course I have taken in college.
If you have any other comments about the Instructor, please provide them here	I loved Deb and having her as an instructor. She truly cares about her students and them doing well. Her material is straight forward and incredibly interesting to learn. I think the way she teaches also is beneficial for students.
If you have any other comments about the Instructor, please provide them here	Amazing class! I feel like I truly learned a lot of useful information.
If you have any other comments about the Instructor, please provide them here	great class, would take again, wonderful teaching methods and great teacher
If you have any other comments about the Instructor, please provide them here	She takes a lot of time and thought into grading assignments. She thoroughly explains what needs improving in every assignment I submit. The best communication than every other class I have
If you have any other comments about the Instructor, please provide them here	I appreciate you Deb!

Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment	Stimulating and challenging course. The lessons, theories and workload were eye opening and extremely thought provoking. The final was rough, I excelled throughout the course, but I bombed the final. This is on me, but I don't think the final was good representation of my understanding the coriculum. As a 44 old man, I was hesitant to take this course, I'm glad I did. I learned a lot and Professor Nunes was a big part of that.
How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	All exams, assignments and essays were clearly explained. There were zero surprises. All the feedback that professor Nunes gave was timely and useful.

How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	Comments were always helpful and in depth which I appreciated so that I always knew what it was that I got marked off for.
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If you have any other comments about the Instructor, please provide them here	I loved Professor Nunes's class a lot. The conversations and debates that we would discuss in class were always so interesting and never bored me the slightest. I could also tell how driven and motivated she was when teaching our class. The workload, as in exams, writing assignments, and reflection exercises, were slightly intense but I thought it was a great way to keep me on my toes and continuously thinking about the topics discussed in class! Loved her class a lot.
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If you have any other comments about the Instructor, please provide them here	Great Instructor!
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If you have any other comments about the learning environment or course, please provide them here	Deb is awesome! Everything was well thought out and very intentional with optimistic support if needed.
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If you have any other comments about the learning environment or course, please provide them here	I've never had a class format like this before in which readings were given ahead of time and then during class there is no powerpoint. I thought this was super interesting and I think while at first it seemed challenging, it really helped me to grasp the material better.
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How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	The amount of feedback does not need improving in my opinion. Each assignment has a significant amount of feedback on it and any point that is lost on any assignment has an in depth explanation as to why on the rubric.
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How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	I think the feedback given was great. If I had further questions I felt comfortable to ask them
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How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment	She goes into depth with her feed back and the whys and why nots. Her comments on the essays were short and sweet and usually fully meaningful. The feedback provided back genuinely matches the level of work we are given.
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If you have any other comments about the Instructor, please provide them here	Thank you for a fun semester!
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If you have any other comments about the Instructor, please provide them here	This class was very enjoyable, and the information being presented was done so in a way that made it entertaining. I was happy to come in every class that I could make it to. The attitude and passion of the professor was great.
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If you have any other comments about the Instructor, please provide them here	we always had feedback on an assignment before we were expected to do another similar assignment.
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<p>If you have any other comments about the Instructor, please provide them here</p>	<p>This class is very unique to most of the classes I usually take, and I really loved it overall. Economics is usually difficult for me but within the context of gender it made it very easy for me to understand and it made me really excited about class.</p>
<p>If you have any other comments about the Instructor, please provide them here</p>	<p>She is extremely passionate about her job and her morals and it shows in her teaching. She amazing at her job and by far one of my favorite teachers just because of how intellectual she is and how much personality she brings to the classroom. I wish the students engaged with her as much as she attempts to engage with the students :(</p>
<p>If you have any other comments about the Instructor, please provide them here</p>	<p>Deb is awesome! Highly recommend taking her class. I had to take this class as a diversity credit for my zoology major, and it ended up being one of my most favorites. Super interesting and easy to follow along and remember important details.</p>
<p>Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment</p>	<p>The workload for this class was overall extremely reasonable. The assignments were challenging but they never were an overwhelming amount of work and could typically be completed based on content in class (as opposed to having to do our own research). I feel like the course load was designed to aid our learning experience entirely-- there was no busy work. SO constructive, great curriculum.</p>
<p>Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment</p>	<p>Lots of ways to show that we know the information with great feedback.</p>
<p>Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment</p>	<p>The workload is challenging but reasonable. All of the material was engaging and exigent - which made it easy to complete because none of it felt unimportant or like busy work. The readings were well chosen are intriguing.</p>
<p>If you have any other comments about the learning environment or course, please provide them here</p>	<p>The learning environment in this course was positive and inclusive- I personally enjoyed and benefitted from the environment of the class and its inclusive nature. The instructor's clarity in grading, expectations for assignments, and feedback are a strength. For every assignment, we had comprehensive and helpful instructions- nothing was hidden and the instructor made it easy for the students to do well on every assignment.</p>
<p>If you have any other comments about the learning environment or course, please provide them here</p>	<p>The way Debora provides information is perfect. She sets up the material for easy notes.</p>
<p>If you have any other comments about the learning environment or course, please provide them here</p>	<p>I think this class did an amazing job hitting all of these marks. The instructor is very clear about grading and policies from the beginning of the semester which helps with consistency.</p>
<p>If you have any other comments about the learning environment or course, please provide them here</p>	<p>It was good and was very helpful when trying to learn things</p>
<p>If you have any other comments about the learning environment or course, please provide them here</p>	<p>This class always has a good learning environment and makes me want to go to class and learn.</p>
<p>If you have any other comments about the learning environment or course, please provide them here</p>	<p>I really liked this course and it showed me things I never realized in the economy .</p>
<p>If you have any other comments about the learning environment or course, please provide them here</p>	<p>great class, really learned, debora cares about our learning more than anything else.</p>
<p>If you have any other comments about the learning environment or course, please provide them here</p>	<p>The environment in this class has been the best out of all of my classes. I feel super included and seen in this class. The instructor makes her views very clear and also accepts others views.</p>
<p>How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment</p>	<p>Deboras feedback is great! The timing is average but her comments are amazing. She gives good comments on pieces.</p>
<p>Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment</p>	<p>My instructor's expectations were fairly similar to those of my classmates'. She expected me to be respectful of her time as well as the time of my fellow peer. I was expected to read the readings before class to enable me to participate in in-class activities and discussions. I was also expected to turn my assignments in on time and if there were any questions to reach out to her. I also felt the especially due to the sensitive nature of this course's content I had to be inclusive and understanding of opinions different from my own.</p>
<p>Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment</p>	<p>Professor Nunes has reasonable expectations for for our development as students. She understands that overwhelming us isn't conducive to learning but she seems to understand the importance of reflecting on what we've learned throughout the course through assignments to aide our learning experience. She provided supplemental readings and covered them in detail in class because she understood that we won't always be caught up on reading. Overall I really appreciated the way this course was taught.</p>
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<p>Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment</p>	<p>Deb expects a lot out of her students but because she knows they can exceed and meet those expectations. They are not unreasonable and they make one feel like they have things to offer, rather than not being able to meet a simple task.</p>
<p>How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment</p>	<p>Amount of feedback was ample! I submitted every assignment and it was always reaffirming to get my grade back showing me I was on the right track. Feedback was genuine and thoughtful, showing me Nunes actually took the time to read through the our assignments.</p>

If you have any other comments about the Instructor, please provide them here	The passion and enthusiasm of this instructor is something that I believe really changed the outcome of my learning. I felt welcomed to engage in class as well as was excited to learn what I previously considered to be a tough concept/class. Her willingness to help with understanding of topics also played a huge role in my learning. She also was very understanding of me and my classmates which helped to make this class super fun! Overall, she is an awesome instructor who has an immense passion for teaching, as was shown to me countless times throughout the semester.
If you have any other comments about the Instructor, please provide them here	I loved this class! It was truly so fascinating. I only wish it was later in the day so I didn't sleep through it as often as I did. You are a very engaging professor, and I'm inspired by you on various levels. Thank you for the passion you put into what you teach, you represent a perfect example of an educational activist. Keep doing what you're doing! Hope to read some of your research in the future.
If you have any other comments about the Instructor, please provide them here	The instructor's enthusiasm and passion for the course aided in creating an exciting, inclusive, and engaging learning environment. I have recommended to everyone I know to take ECON 211 with Nunes. This course has been my favorite course, as well as the most important course I have taken in college.
If you have any other comments about the Instructor, please provide them here	I loved Deb and having her as an instructor. She truly cares about her students and them doing well. Her material is straight forward and incredibly interesting to learn. I think the way she teaches also is beneficial for students.
If you have any other comments about the Instructor, please provide them here	Amazing class! I feel like I truly learned a lot of useful information.

## 8. Syllabi samples

### 7a. ECON211-Gender in the Economy

# ECON 211: Gender in the Economy

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## ***Course Information:***

<b>Instructor:</b>	<b>Débora Nunes</b>
<b>Pronouns:</b>	she/her
<b>Email:</b>	<a href="mailto:debora.nunes@colostate.edu">debora.nunes@colostate.edu</a>
<b>Office:</b>	Clark C311-A
<b>Office hours:</b>	MWF 9:30am-10:30pm, or by appointment
<b>Meeting times:</b>	MWF 11:00am-11:50am
<b>Location:</b>	Plant Science W9

## ***Course Description:***

*Gender in the Economy* is an introductory course that takes an interdisciplinary approach to examining ways in which gender, as a culturally defined concept, affects and is affected by the economy.

## ***Course Objectives:***

The objectives of this course are: (1) To show that gender as a social category (like race, ethnicity, and class) is relevant to the study of the economy; (2) To gain an understanding of some of the ways in which the economy is gendered; (3) To examine gender in a global economic context; and (4) To use gender as tool for thinking critically about economic analysis.

## ***Prerequisites:***

There are no prerequisites for this course.

## ***Course Materials:***

There is not a required textbook for this course. All materials will be made available online via Canvas and/or presented in class.

## **Course Website**

Canvas is our class website: <http://info.canvas.colostate.edu>.

- Login using your Colorado State University eID and password
- Under Course List, click on the relevant course
- Note: all email correspondence will be through your **CSU rams email address**.
- Grades, presentations and additional reading will be posted on Canvas.

## **Instructional Methodology and Delivery**

Class is presented in lecture style, using the board and multimedia complements (videos, pictures, graphs, tables, and charts). There are multiple group discussions and extra credit opportunities in class during the semester, as well as writing assignments, in-class reflection exercises, and exams. You are expected to read the relevant assigned readings and participate in the classroom, both through asking/answering questions and in group discussions.

***Coursework and Grading Schedule:***

There are 1000 pts possible in this class, distributed in the following manner:

<b><i>Assignment:</i></b>	<b><i>Frequency/points:</i></b>	<b><i>Total Points:</i></b>	<b><i>Percentage:</i></b>
<i>Exams</i>	Three @ 200 pts.	600	60%
<i>Writing Assignments</i>	Two @ 150 pts.	300	30%
<i>In-class exercises</i>	Five @ 10 pts.	50	5%
<i>Quizzes</i>	Five @ 10 pts.	50	5%
<b>Class total:</b>		<b>1,000</b>	<b>100%</b>

*Exams:* Three exams will be given throughout the semester: two midterms and one final exam, according to the schedule below. The midterms are individual, take-home exams, and you will have one week to complete each of them. The final exam is an individual, in-person, closed books/notes exam, and you will have two hours to complete it.

*Writing Assignments:* Two writing assignments will be given through the semester. You will have two weeks to complete each of them. The due dates can be found on the course schedule below.

*In-class exercises:* There will be seven (7) in-class reflection exercises, one for each topic of the course (see schedule below), and each is worth 10 points. At the end of the semester I will drop your two lowest scores, so only 5 will count towards your final grade. These will be typed responses submitted on Canvas, so be sure to bring a laptop, tablet, or other device that allows for a connection to Canvas and that you're able to type on (phones not allowed). Students are able to borrow tablets and laptops for free from CSU's Morgan Library.

*Quizzes:* There will be seven (7) quizzes, one for each topic of the course (see schedule below), and each is worth 10 points. At the end of the semester I will drop your two lowest scores, so only 5 will count towards your final grade. They will be released in Canvas and these are take-home, open books/notes activities, that can be done either individually or in groups.

*Extra Credit:* Extra credit opportunities will be offered sporadically across the semester. All extra credit opportunities are in-class, and no extra-credit opportunity will be provided during or after finals week.

***Total Course Time Estimates:***

Attend Lecture	3h
Quizzes	2h
Personal Reading/Studying	5h
<b>Total Hours per Week</b>	<b>10h</b>

***Letter Grades:***

Each number below represents the minimum point threshold necessary to achieve the following letter grade, *note that this class uses +/- grading.*

966.7 pts. – 1000 pts.	A+
933.3 pts. – 966.6 pts.	A
900 pts. – 933.2 pts.	A-
866.7 pts. – 899.9 pts.	B+
833.3 pts. – 866.6 pts.	B
800 pts. – 833.2 pts.	B-
766.7 pts. – 799.9 pts.	C+
700 pts. – 766.6 pts.	C
600 pts. – 699.9 pts.	D
000 pts. – 599.9 pts.	F

***Make-ups, Missing Assignments, and Regrades:***

This class does not accept late assignments. The only exceptions are in cases of documented medical emergencies, conflicts with University sanctioned activities, or extensions previously approved by the Student Disability Center at CSU. Exclusively for in-class reflection exercises, there will be make-up possibilities if previously arranged with the instructor, but no one is allowed to take the exercise after grades and comments were released. Any regrade requests must be made within one week of receiving the grade. I reserve the right to regrade the entire assignment when requests are made.

***Early Performance Feedback Program:***

This course participates in the Early Performance Feedback (EPF) program. New students often aren't used to the university environment and expectations. They may misinterpret or miss important, even basic, cues about their performance early in their campus and classroom experience with the result that they may fall irrevocably behind in their classes. We know that feedback is an essential mechanism in the adjustment process. The Early Performance Feedback (EPF) program aims to:

- Increase the level of feedback on academic performance for (particularly) first-year students.
- Powerfully communicate to students that early effort and performance matter.
- Connect students proactively to relevant academic support resources.
- Identify students early who may be encountering severe difficulties that require more intensive intervention.

Students who are not meeting expectations by week 5 of the semester will be contacted by the EPF team and invited to take advantage of resources on campus to help them turn things around, for example through a program called U-Turn. For more information, see: <http://earlyperformance.colostate.edu/>

***GT Pathways Requirements:***

This course meets the [All-University Core Curriculum \(AUCC\)](#) requirements for Social/Behavioral Sciences (Category 3C) and is approved under [GT Pathways](#) in the content area of Economic or Political Systems (GT-SS1).

The Colorado Commission on Higher Education has approved E 276 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category.

### **Course Criteria**

Pursuant to this certification, students will respond analytically and critically to literary or media work, by addressing all of the following:

- a. Specific era(s)
- b. Specific culture(s)
- c. Themes or major concepts
- d. Attitude and values

Further, students in this class have the following Critical Thinking, Diversity & Global Learning, and Written/Oral Communication student learning outcomes:

### **GTPathways Core Student Learning Outcomes**

Literature & Humanities (GT-AH2):

Critical Thinking – Students should be able to:

1) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one’s own and others’ assumptions.

2) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

3) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

4) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

5) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

6) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

7) Use language appropriate to the audience.

***Inclusive Classroom:***

I aim to provide an *inclusive and safe environment* that is conducive to learning. Students are required to act respectfully in the classroom at all times. Any disruptive behavior that inhibits fellow-student learning will not be permitted. Since I value inclusion so much and so do you (since you took the time to read this), please send me a picture of a capybara (it's my spiritual animal) through email and I'll give you one extra point.

***Course Withdrawal Policy:***

Any student who wishes to withdraw from the course must submit a request directly to Division of Continuing Education. For complete information, please visit their website at <http://www.learn.colostate.edu/help/creditstudents/registration/drop-policy.dot>

***Academic Integrity:***

We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

“Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding credit be given where credit is due.”

—Writing Guides: Understanding and Avoiding Plagiarism.

<http://writing.colostate.edu/guides/researchsources/understandingplagiarism>

Academic Dishonesty could result in expulsion from the university. This course will adhere to the CSU Academic Integrity Policies and Guiding Principles as found in the General Catalog and the Student Conduct Code. As per university policy: “Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action.” (General Catalog 2011-2012, 1.6, p.8).

Any academic dishonesty in this course may result in a grade of “F” for the course and may be reported to the Office of Conflict Resolution and Student Conduct Services. Please be aware that the General Catalog specifically identifies the following examples of academic dishonesty: cheating in the classroom, plagiarism, unauthorized possession or disposition of academic materials, falsification, and facilitation of cases of academic dishonesty. Plagiarism is defined as follows: “Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source.” (General Catalog 2011-2012, 1.6, p.8). Of course, academic integrity means more than just avoiding plagiarism and cheating. It also involves doing your own reading and studying. It includes class attendance, careful consideration of all class materials, and engagement with the class and your fellow students.

***CSU Honor Pledge:***

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. While you will not be required to affirm the honor pledge, you will be required to affirm the following statement:



"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU's Student Resolution Center information on Academic Integrity: <https://resolutioncenter.colostate.edu/academic-integrity/>

### ***Department Statement of Copyright:***

Please do not share materials from this course in online, print or other media. Materials authorized by third parties and used in the course are subject to copyright protection. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face disciplinary or legal action.

### ***Accommodations and Tutoring Options:***

- **Tell Someone: If you are concerned about safety or mental health – your own or someone else's, please call (970) 491-1350 or complete the online referral form at: <https://supportandsafety.colostate.edu/tell-someone/>.** Rams take care of Rams. Helping others, speaking up when something doesn't feel right or when you're worried about someone else, and reaching out are foundational values at Colorado State University. **Tell Someone** is a Colorado State University service where anyone can report concerns about a student or employee who may be struggling with issues such as mental health, stress management, and safety, as well as share concerns about threats of violence (against themselves or others). Through **Tell Someone**, you can report anything that threatens your safety or the safety of others in the university community. **Tell Someone** is available to seek help for or report a concern about any CSU community member, including employees who work off campus. **Tell Someone** is not designed to get people in trouble; it is designed to help students and employees who may be struggling, as well as help enhance university safety. **Tell Someone** is your resource if you're worried about a friend's well-being. If a student or employee is disruptive, **Tell Someone** is the right place to turn for intervention as well as university support to help put consequences and boundaries in place. **Tell Someone** is run by the Office of Support and Safety Assessment. The office is comprised of trained specialists who can identify concerns, pathways to resolution, and university resources. **Tell Someone** online and phone reports are only reviewed during regular business hours. If you believe someone is at risk of immediate harm, call 911.
- **The Process on Virtual Access Accommodations:** Virtual access is an accommodation that allows a student to pursue coursework remotely, and not in the traditional in-person class setting. This is not a substitute for online programs already designed to meet the needs for this type of coursework. The need for this accommodation must be related to a documented disability. Students who are approved for virtual access accommodations should expect this accommodation to be reviewed and determined on a semester-by-semester basis. This accommodation will be evaluated for each class and may be determined that it would not be applicable to a class based on the needs and course objectives. **The Virtual Access Procedures have been posted at <https://disabilitycenter.colostate.edu/policies-and-procedures/virtual-access/>.**
- **Student Disability Center:** Students with disabilities may be eligible for accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the student's responsibility to disclose any

learning disabilities. Please contact the instructor if a special accommodation is required. To request accommodations, students should contact Student Disability Center at (970) 491-6385 or go to <https://disabilitycenter.colostate.edu/>. Documentation of disability is required and the RDS office will assist in this process.

- **TILT Tutoring:** Academic support is available through The Institute for Learning and Teaching (TILT). For more information - <https://tilt.colostate.edu/Undergrad>
- **Writing Center:** Help with written assignments can be found at the Writing Center <https://writingcenter.colostate.edu/>
- **Canvas technical support:** <http://info.canvas.colostate.edu/student-resources.aspx>

### ***Title IX:***

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety. Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources: Emergency Response 911, Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350, Colorado State University Police Department (non-emergency) (970) 491-6425. For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. The Sexual Assault Victim Assistance Team through the Women and Gender Advocacy Center is a confidential student resource that does not have a reporting requirement <https://wgac.colostate.edu/>

### ***Technological Requirements:***

All courses will require that students have online access and a computer. Students can check out an iPad from the library ([Library site](#)) or use a computer in a computer lab.

The technology requirements for this course are listed below:

#### **Hardware (see [recommendations from CSU](#))**

- A Windows or Macintosh computer with at least 2 GB of RAM and a fast, reliable broadband Internet connection (e.g., cable, DSL).
- Recommended computer monitors and laptop screen size be 13-inches or larger for optimum visibility of course material.
- Computer speakers or headphones to listen to recorded content.
  - A [webcam](#) or other camera may also be necessary if proctoring services are used in this course.
- Enough space on your computer for

- install the required and recommended software and,
- save your course assignments.

**Software (see [recommendations from CSU](#))**

- Web browsers
  - Firefox generally works well with CSU websites - [free download](#)
  - Chrome: [free download](#)
- Adobe Acrobat Reader ([free download](#))
- Flash Player ([free download](#))
- Microsoft Office ([free download](#) through CSU)

***Undocumented Student Support:***

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support.

Additionally, only if you feel comfortable, please notify your instructor so they may pass along any additional resources they may possess.

***Schedule:***

This is a tentative schedule, its contents are subject to change at the instructor's discretion. The associated readings can be found on Canvas.

There will be additional optional readings and videos/movies in Canvas as well, depending on the interests of the students and the debates that arise in class.

The schedule below only features the required readings for each week. Students should have all required readings prepared for Monday of each week

	<b>Required Readings</b>	<b>Important dates</b>
<b><i>Topic 1: Introduction to Gender, Sexuality and Economics</i></b>		
<i>Week 1</i> (Aug 21 – 27)	McCloskey, Deirdre (2009). Yes, Ma'am. Wolfers, Justin. (2018). Why Women's Voices are Scarce in Economics.	
<i>Week 2</i> (Aug 28 – Sep 3)	Julie Nelson. (1995). Feminism and Economics.	Sep 1: In-class reflection exercise 1 Sep 3: Quiz 1 due
<b><i>Topic 2: Historical Perspectives on Gender Oppression</i></b>		
<i>Week 3</i> (Sep 4 – Sep 10)	Invited lecturer (no required reading). History of childbirth in the United States.	Sep 4: Labor Day (no class)
<i>Week 4</i> (Sep 11 – Sep 17)	Ananthaswamy, Anil, and Kate Douglas. (2018). The Origins of Sexism: How Men Came to Rule 12,000 Years Ago. Laslett, Barbara, and Johanna Brenner. (1989). Gender and social reproduction: Historical perspectives.	Sep 15: In class reflection exercise 2 Sep 17: Quiz 2 due
<i>Week 5</i> (Sep 18 – Sep 24)	Engles, Fredrich. (1884). The Origin of Family, Private Property and the State (pg. 21-44 only).	Sep 22: Exam 1 released
<b><i>Topic 3: Social Reproduction and Care Work</i></b>		
<i>Week 6</i> (Sep 25 – Oct 1)	Bhattacharya, Tithi. (2013). What is social reproduction theory?	Sep 29: Exam 1 due
<i>Week 7</i> (Oct 2 – Oct 8)	Folbre, Nancy. (2001). The invisible heart: Economics and family values (Chapter 3 only).	Oct 6: Writing assignment 1 released
<i>Week 8</i> (Oct 9 – Oct 15)	Fraser, Nancy. (2017). Crisis of care? On the social-reproductive contradictions of contemporary capitalism.	Oct 13: In-class reflection exercise 3 Oct 15: Quiz 3 due
<b><i>Topic 4: Family Economics and Marriage</i></b>		
<i>Week 9</i> (Oct 16 – Oct 22)	Bergmann, Barbara (1981). The economic risks of being a housewife.	Oct 20: Writing assignment 1 due Oct 20: In-class reflection exercise 4 Oct 22: Quiz 4 due
<b><i>Topic 5: Labor Markets, Gender and Sexuality</i></b>		
<i>Week 10</i> (Oct 23 – Oct 29)	Shulman. (2003). The political economy of labor market discrimination: A classroom friendly presentation of the theory.	
<i>Week 11</i> (Oct 30 – Nov 5)	American Association of University Women – AAUW (2018). The Simple Truth About the Gender Pay Gap (Fall 2018 Edition).	Nov 3: Exam 2 released
<i>Week 12</i> (Nov 6 – Nov 12)	Krause, Eleanor, and Isabel Sawhill. (2017). What we know and don't know about declining labor force participation: A review.	Nov 10: Exam 2 due Nov 10: In-class reflection exercise 5 Nov 12: Quiz 5 due
<b><i>Topic 6: Public Policy and Gender Norms</i></b>		

<p><i>Week 13</i> (<i>Nov 13 – Nov 19</i>)</p>	<p>Casey, Judi, and Karen Corday. (2008). Parental leave policies in 21 countries: Assessing generosity and gender equality.</p>	<p>Nov 15: Writing assignment 2 released Nov 17: In-class reflection exercise 6 Nov 19: Quiz 6 due</p>
<p><b><i>FALL BREAK (Nov 20 – Nov 26)</i></b></p>		
<p><b><i>Topic 7: Gender, Development and Globalization</i></b></p>		
<p><i>Week 14</i> (<i>Nov 27 – Dec 3</i>)</p>	<p>Barker, Drucilla, and Susan Feiner. (2004). Globalization is a Feminist Issue.</p>	<p>Nov 29: Writing Assignment 2 due</p>
<p><i>Week 15</i> (<i>Dec 4 – Dec 10</i>)</p>		<p>Dec 6: In-class reflection exercise 7 Dec 8: Final exam review Dec 10: Quiz 7 due</p>
<p><b><i>Week 16 (Dec 11 - 15): Finals Week</i></b> <b>Dec 12 (Tuesday), 7:30AM-9:30AM @ Plant Science W9</b></p>		

7b. ECON440-International Trade and Policy

## ECONOMICS OF INTERNATIONAL TRADE AND POLICY, FALL 2023

### ECON 440, SECTION 1

***Course Information:***

<b>Instructor:</b>	<b>Débora Nunes (Deb)</b>
<b>Pronouns:</b>	she/her
<b>Email:</b>	<a href="mailto:debora.nunes@colostate.edu">debora.nunes@colostate.edu</a>
<b>Office:</b>	Clark C311-A
<b>Office hours:</b>	MWF 9:30am-10:30pm, or by appointment
<b>Meeting times:</b>	Tuesdays and Thursdays, 11:00am-12:15pm
<b>Location:</b>	Education 2

***Course Objectives:***

This course is an introduction to the “real” (as opposed to financial) side of international economics: international trade. The objectives of this course are to: (1) survey core theories of international trade and (2) provide an overview of key trade-related policy debates taking place among economists, governments, and civil society today. The course will seek a balance between providing a critical foundation in methodology and developing a practical understanding of real-world international commerce.

***Course Prerequisites:***

ECON 306 (Intermediate Microeconomics)

***Intended Learning Outcomes:***

After completing this course, a successful student should be able to:

- i. Give an accounting of the historical evolution of international trade and trade theory.
- ii. Compare and contrast standard trade theories, including Ricardian, specific factors, Heckscher-Ohlin, and models of imperfect competition.
- iii. Critically evaluate the arguments for and against “free trade”.
- iv. Identify key trade issues facing both developed and developing countries today.
- v. Identify and critically discuss broad global patterns of trade.
- vi. Characterize major global trade agreements and institutions.

***Course Material:***

There is no required book for this course. All readings will be posted on Canvas.

***Course Website:***

Canvas is our class website: <http://info.canvas.colostate.edu>.

- i. Login using your Colorado State University eID and password;
- ii. Under Course List, click on the relevant course;
- iii. Note: all email correspondence will be through your **CSU rams email address**;

- iv. Grades, study aids, and additional readings will be posted on Canvas;
- v. Canvas is most easily viewable using Chrome or Firefox Internet browsers.

### ***Instructional Methodology and Delivery:***

Class is presented in lecture style, using the board and multimedia complements (videos, pictures, graphs, tables, and charts). There are multiple group discussions and extra credit opportunities in class during the semester, as well as writing assignments, quizzes, and exams. You are expected to read the relevant assigned readings and participate in the classroom, both through asking/answering questions and in group discussions.

### ***Coursework and Grading Schedule:***

There are 1000 pts possible in this class, distributed in the following manner:

<b><i>Assignment:</i></b>	<b><i>Frequency/points:</i></b>	<b><i>Total Points:</i></b>	<b><i>Percentage:</i></b>
<i>Exams</i>	Two @ 200 pts.	400	40%
<i>Writing Assignment</i>	One @ 150 pts.	150	15%
<i>Homework</i>	Six @ 50 pts.	300	30%
<i>Quizzes</i>	Five @ 30 pts.	150	15%
<b>Class total:</b>		<b>1,000</b>	<b>100%</b>

*Exams:* Two exams will be given throughout the semester: one midterm and one final exam, according to the schedule below. Both exams are individual, closed books, closed notes, taken in class. The midterm covers the materials from Topics 1-4, and the final exam covers the material from Topics 5-6.

*Writing Assignment:* There will be one writing assignment during the semester. You will have two weeks to complete it, according to the schedule below.

*Homework:* There will be six (6) homework exercises, one for each topic of the course (see schedule below), and each is worth 50 points. This is a group activity.

*Quizzes:* There will be six (6) quizzes, one for each topic of the course (see schedule below), and each is worth 30 points. At the end of the semester I will drop your lowest score, so only 5 will count towards your final grade. They will be released in Canvas and these are take-home, open books/notes activities, that can be done either individually or in groups.

*Extra Credit:* Extra credit opportunities will be offered sporadically across the semester. All extra credit opportunities are in-class, and no extra-credit opportunity will be provided during or after finals week.

### ***Total Course Time Estimates:***

Attend Lecture	3h
Quizzes	2h
Personal Reading/Studying	5h
Total Hours per Week	10h

**Letter Grades:**

Each number below represents the minimum point threshold necessary to achieve the following letter grade, *note that this class uses +/- grading.*

966.7 pts. – 1000 pts.	A+
933.3 pts. – 966.6 pts.	A
900 pts. – 933.2 pts.	A-
866.7 pts. – 899.9 pts.	B+
833.3 pts. – 866.6 pts.	B
800 pts. – 833.2 pts.	B-
766.7 pts. – 799.9 pts.	C+
700 pts. – 766.6 pts.	C
600 pts. – 699.9 pts.	D
000 pts. – 599.9 pts.	F

**Make-ups, Missing Assignments, and Regrades:**

This class does not accept late assignments. The only exceptions are in cases of documented medical emergencies, conflicts with University sanctioned activities, or extensions previously approved by the Student Disability Center at CSU. Any regrade requests must be made within one week of receiving the grade. I reserve the right to regrade the entire assignment when requests are made.

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### ***Department Statement of Copyright:***

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### ***Accommodations and Tutoring Options:***

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Helping others, speaking up when something doesn't feel right or when you're worried about someone else, and reaching out are foundational values at Colorado State University. **Tell Someone** is a Colorado State University service where anyone can report concerns about a student or employee who may be struggling with issues such as mental health, stress management, and safety, as well as share concerns about threats of violence (against themselves or others). Through **Tell Someone**, you can report anything that threatens your safety or the safety of others in the university community. **Tell Someone** is available to seek help for or report a concern about any CSU community member, including employees who work off campus. **Tell Someone** is not designed to get people in trouble; it is designed to help students and employees who may be struggling, as well as help enhance university safety. **Tell Someone** is your resource if you're worried about a friend's well-being. If a student or employee is disruptive, **Tell Someone** is the right place to turn for intervention as well as university support to help put consequences and boundaries in place. **Tell Someone** is run by the Office of Support and Safety Assessment. The office is comprised of trained specialists who can identify concerns, pathways to resolution, and university resources. **Tell Someone** online and phone reports are only reviewed during regular business hours. If you believe someone is at risk of immediate harm, call 911.

- **The Process on Virtual Access Accommodations:** Virtual access is an accommodation that allows a student to pursue coursework remotely, and not in the traditional in-person class setting. This is not a substitute for online programs already designed to meet the needs for this type of coursework. The need for this accommodation must be related to a documented disability. Students who are approved for virtual access accommodations should expect this accommodation to be reviewed and determined on a semester-by-semester basis. This accommodation will be evaluated for each class and may be determined that it would not be applicable to a class based on the needs and course objectives. **The Virtual Access Procedures have been posted at <https://disabilitycenter.colostate.edu/policies-and-procedures/virtual-access/>.**
- **Student Disability Center:** Students with disabilities may be eligible for accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the student's responsibility to disclose any learning disabilities. Please contact the instructor if a special accommodation is required. To request accommodations, students should contact Student Disability Center at (970) 491-6385 or go to <https://disabilitycenter.colostate.edu/>. Documentation of disability is required and the RDS office will assist in this process.
- **TILT Tutoring:** Academic support is available through The Institute for Learning and Teaching (TILT). For more information - <https://tilt.colostate.edu/Undergrad>
- **Writing Center:** Help with written assignments can be found at the Writing Center <https://writingcenter.colostate.edu/>
- **Canvas technical support:** <http://info.canvas.colostate.edu/student-resources.aspx>

***Title IX:***

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety. Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources: Emergency Response 911, Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350, Colorado State University Police Department (non-emergency) (970) 491-6425. For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. The Sexual Assault Victim Assistance Team through the Women and Gender Advocacy Center is a confidential student resource that does not have a reporting requirement <https://wgac.colostate.edu/>

***Technological Requirements:***

All courses will require that students have online access and a computer. Students can check out an iPad from the library ([Library site](#)) or use a computer in a computer lab.

The technology requirements for this course are listed below:

**Hardware (see [recommendations from CSU](#))**

- A Windows or Macintosh computer with at least 2 GB of RAM and a fast, reliable broadband Internet connection (e.g., cable, DSL).
- Recommended computer monitors and laptop screen size be 13-inches or larger for optimum visibility of course material.
- Computer speakers or headphones to listen to recorded content.
  - A [webcam](#) or other camera may also be necessary if proctoring services are used in this course.
- Enough space on your computer for
  - install the required and recommended software and,
  - save your course assignments.

**Software (see [recommendations from CSU](#))**

- Web browsers
  - Firefox generally works well with CSU websites - [free download](#)
  - Chrome: [free download](#)
- Adobe Acrobat Reader ([free download](#))
- Flash Player ([free download](#))

- Microsoft Office ([free download](#) through CSU)

***Undocumented Student Support:***

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support.

Additionally, only if you feel comfortable, please notify your instructor so they may pass along any additional resources they may possess.

***Schedule:***

This is a tentative schedule, its contents are subject to change at the instructor's discretion. The associated readings can be found on Canvas.

There will be additional optional readings and videos/movies in Canvas as well, depending on the interests of the students and the debates that arise in class.

The schedule below only features the required readings for each week. Students should have all required readings prepared for Tuesday of each week.

	Required Readings	Important dates
<b>Topic 1: Historical Perspectives on Trade and Globalization</b>		
Week 1 (Aug 21 – 27)	Chang, Ha-Joon. (2007). Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism. Chapter 1: The Lexus and the Olive Tree Revisited. Myths and Facts About Globalization.	
Week 2 (Aug 28 – Sep 3)		Sep 3: Quiz 1 due
<b>Topic 2: The Ricardian Model</b>		
Week 3 (Sep 4 – Sep 10)	Feenstra, Robert and Alan Taylor. (2016). International Trade. Chapter 2: Trade and Technology: The Ricardian Model.	Sep 5: HW1 due
Week 4 (Sep 11 – Sep 17)		Sep 17: Quiz 2 due
<b>Topic 3: The Specific Factors Model</b>		
Week 5 (Sep 18 – Sep 24)	Feenstra, Robert and Alan Taylor. (2016). International Trade. Chapter 3: Gains and Losses from Trade in the Specific Factors Model.	Sep 19: HW2 due
Week 6 (Sep 25 – Oct 1)		Oct 1: Quiz 3 due
<b>Topic 4: The Heckscher-Ohlin Model</b>		
Week 7 (Oct 2 – Oct 8)	Feenstra, Robert and Alan Taylor. (2016). International Trade. Chapter 4: Trade and Resources: The Heckscher-Ohlin Model.	Oct 3: HW3 due
Week 8 (Oct 9 – Oct 15)		Oct 15: Quiz 4 due
<b>Topic 5: Political Economy of International Trade and Policy</b>		
Week 9 (Oct 16 – Oct 22)	(Midterm week. No required reading.)	Oct 17: HW4 due Oct 19: Midterm exam
Week 10 (Oct 23 – Oct 29)	Rodrik, Dani. (2001). Trading in Illusions.	Oct 24: HW4 due Oct 24: Midterm exam
Week 11 (Oct 30 – Nov 5)	Deraniyagala, Sonali and Ben Fine (2001). New Trade Theory versus Old Trade Policy: A Continuing Enigma.	
Week 12 (Nov 6 – Nov 12)	Dos Santos, Theotônio. (1970). The Structures of Dependence.	Nov 12: Quiz 5 due
<b>Topic 6: Contemporary Issues on International Trade</b>		
Week 13 (Nov 13 – Nov 19)	Barker, Drucilla, and Susan Feiner. (2004). Liberating Economics: Feminist Perspectives on Families, Work, and Globalization. Chapter 6: Globalization is a Feminist Issue.	Nov 14: HW5 due Nov 16: Writing assignment released
<b>FALL BREAK (Nov 20 – Nov 26)</b>		
Week 14 (Nov 27 – Dec 3)	Meagher, Kate. (2019). Working in Chains: African Informal Workers and Global Value Chains.	Nov 30: Writing assignment due
Week 15 (Dec 4 – Dec 10)	McNeely, Jeffrey. (2021). Nature and COVID-19: The Pandemic, the Environment, and the Way Ahead.	Dec 7: HW6 due Dec 10: Quiz 6 due

*Week 16 (Dec 11 - 15): Finals Week*  
**Dec 12 (Tuesday), 9:40AM-11:40AM @ Education 2**