

ECO121 Principles of Macroeconomics

Section: 1

Term: **Fall 2024**Department: **School of Economics**Credit: **3 Hours**Meeting time for Section 1: **Tues & Thur 11:00am-12:15pm in Williams Hall 120**Learning Modality: **Hybrid and Flipped Class/Active Learning**Professor: **Dr. Thomas F. P. Wiesen (thomas.wiesen@maine.edu)**Professor's Office Hours: **Wednesdays 2:00pm-4:00pm or via appointment in Winslow Hall room 207C**Teaching Assistants (TAs): **Francis Boateng (francis.boateng@maine.edu) and
Chase Trolaro (chase.trolaro@maine.edu)**TA Office Hours: **Francis Boateng – Fridays 2:30pm-3:30pm in Winslow Hall room 205
Chase Trolaro – Tuesdays 9:30am-10:30am Winslow Hall room 205****Class Details****Textbook and Materials**

Strongly Recommended Textbook: *6th edition of Macroeconomics by Paul Krugman and Robin Wells*
(MacMillan Learning / Worth Publishers)

Link to Redshelf: <https://redshelf.com/book/1676199/macroeconomics-1676199-9781319320164-paul-krugman-robin-wells>

Link to Amazon: <https://www.amazon.com/Macroeconomics-Paul-Krugman/dp/1319245269>

The textbook, while not required, is strongly recommended. If you want to excel in the class, then I strongly suggest you purchase access to the book. Recommended readings of the textbook chapters will be assigned throughout the semester (see syllabus course calendar). This semester, we will utilize the sixth edition of the book, which includes extensive coverage of the macroeconomic impacts of and policy responses to the COVID-19 pandemic and 2020 recession. Older editions of the book are acceptable.

Paperback print copies of the textbook are expensive; new copies on Amazon are over \$170. To save money, you can rent access to the eBook. 180-day access to the eBook is approximately \$89 on Redshelf. One beneficial feature of Redshelf is its text-to-speech feature, which can read the text aloud like an audiobook.

Please bring a laptop or tablet to class, as these will be necessary to participate in the group activities. The face-to-face classes will primarily consist of group activities that make heavy use of Google Slides. If you do not own a laptop, then you can still access Google Slides with a cell phone. Although, I recommend against using a cell phone since the small screen reduces the functionality of Google Slides.

On test days, you should come to class with a pencil and a calculator. Pens should not be used on the scantron tests, and you will not be allowed to use your cell phone as a calculator (for obvious reasons).

Course Details according to the UMaine Course Catalog

Principles of macroeconomics and their application to modern economic issues and problems. Analysis of national income and employment; fluctuations in national income; monetary and fiscal policy; control of inflation, unemployment, and growth; and international aspects of macroeconomic performance.

Traditional A-F grading. No prerequisites or corequisites.

Course Content

- Ch1 First Principles:**
--Individual choice.
--Individual interactions.
--Economy-wide interactions.
- Ch2 Economic Models: Trade-offs and Trade:**
--Production possibilities frontier.
--Opportunity cost and comparative advantage.
--The gains from trade.
- Ch3 Supply and Demand:**
--Quantity demanded, the demand curve, and demand shifters.
--Quantity supplied, the supply curve, and supply shifters.
--Market equilibrium.
- Ch5 International Trade:**
--Sources of comparative advantage.
--Consumer surplus, producer surplus, and economic welfare.
--Autarky, free trade, and tariffs.
- Ch6 Macroeconomics: The Big Picture:**
--Macroeconomics versus microeconomics.
--The business cycle.
--Long-run growth, price stability, and trade imbalances.
- Ch7 GDP and the CPI: Tracking the Macroeconomy:**
--The national income and products account.
--Calculating Gross Domestic Product (GDP) and what it represents.
--Real versus nominal GDP.
--The Consumer Price Index (CPI) and measuring inflation.
- Ch8 Unemployment and Inflation:**
--Measuring unemployment and labor underutilization.
--Types of unemployment.
--Inflation and its effects.
- Ch10 Savings, Investment Spending, and the Financial System:**
--The savings-investment spending identity.
--The market for loanable funds.
- Ch12 Aggregate Supply and Aggregate Demand:**
--Aggregate demand and its shifters.
--Short-run aggregate supply and its shifters.
--Long-run aggregate supply.
--Short-run and long-run macroeconomic equilibrium.
- Ch13 Fiscal Policy:**
--Fiscal policy and the AS-AD model.
--The advantages and disadvantages of fiscal policy.
- Ch14 Money, Banking, and the Federal Reserve System:**
--What is money?
--Banking and the money supply.
--The money multiplier process (multiple deposit creation).
--Monetary policy tools of the Federal Reserve.
- Ch15 Monetary Policy:**
--The liquidity preference model of the interest rate.
--Monetary policy and the AS-AD model.

What to Expect in Class

As listed on MaineStreet, this course utilizes a hybrid learning modality. This means that part of the learning/instruction will be online, and a part of the learning/instruction will occur in a live face-to-face classroom on campus. Both online and face-to-face components are required.

The online component will consist of mandatory video lessons on Brightspace watched asynchronously and recommended textbook readings. You should watch these video lessons before coming to the face-to-face classes according to the syllabus course calendar. To reiterate, you are required to watch the Brightspace video lessons; if you don't watch the video lessons, then you will likely not pass. If you want to earn an "A" in the class, then you should also do the textbook readings.

The face-to-face component will consist of group activities done in class, which allows you to practice what you learned in the video lessons and textbook readings. The class will be split into two cohorts: a Tuesday cohort and a Thursday cohort. The Tuesday cohort will attend the live class on Tuesdays and the Thursday cohort will attend the live class on Thursdays according to the course calendar (exceptions will be the first week of class and on test days). Note that students in the Thursday cohort will not attend class remotely on Tuesday or vice versa. The group activities done in class will be single day activities. The group activity done on Tuesday will be the same activity done on Thursday. The purpose of this split is a better student/faculty ratio in the classroom.

You will utilize Google Slides to complete the weekly group activities. Google Slides is typically used to make PowerPoint-like presentations; however, we will effectively use it as an interactive whiteboard which you can share with members of your group (similar to Google Docs). This will allow everyone in the group to cooperate and contribute to the same Google Slides. Because we will be using Google Slides in class, you should bring a laptop or tablet.

Grades

You will be graded on nine weekly in-class group activities, twelve weekly online quizzes, three in-class tests, and one cumulative final exam with the following weights:

Weekly Brightspace Quizzes	20%
Weekly In-Class Activities	20%
In-Class Test 1	12%
In-Class Test 2	12%
In-Class Test 3	12%
Cumulative Final Exam	24%

Of the 9 activities, your lowest grade will be dropped. Of the 12 quizzes, your lowest grade will be dropped. However, everyone must do all 3 tests and the final exam (i.e., tests/final exam will NOT be dropped).

The table below gives the grade distributions by overall percentage. These are minimum scores and if need be, I will introduce a "curve." The curve will consist of lowering the minimum score required for a particular letter grade. For instance, a typical curve may consist of making the minimum percentage for an "A-" 89% instead of 90%. You should in no way depend on the curve since the curve is NOT guaranteed, and if I do implement it, it may be very small. I will not curve individual assignments. All questions regarding grades will be directed to this section in the syllabus. There will be no extra credit in this class.

Overall Percentage	Letter Grade	Transcript GPA points
100 - 93.5%	A	4.00
93.4 - 90.0%	A-	3.67
89.9 - 86.5%	B+	3.33
86.4 - 83.0%	B	3.00
82.9 - 79.5%	B-	2.67
79.4 - 76.0%	C+	2.33
75.9 - 72.5%	C	2.00
72.4 - 69.0%	C-	1.67
68.9 - 65.5%	D+	1.33
65.4 - 62.0%	D	1.00
61.9 - 58.5%	D-	0.67
58.4 - 00.0%	F	0.00

Weekly In-Class Group Activities

There will be 9 in-class group activities on the following topics: Economic Core Concepts, Production Possibility Frontiers, Supply & Demand, International Trade, Gross Domestic Product, Unemployment & Inflation, Savings & Investment, Aggregate Supply & Aggregate Demand, and Monetary Policy. Your lowest activity grade will be dropped. Namely, you can miss one activity and it will not impact your grade. **You must come to class to do the activities.** Missing class on an activity day will result in earning a zero for that activity (remember one is dropped) unless you have an illness, personal emergency, or religious holiday. In these cases of legitimate excuses, you can make up the group activity individually outside of class.

You will use Google Slides to do the group activities, so bring a laptop or tablet to class. Google Slides are typically utilized to make presentations; but we will use it as an interactive whiteboard that can be shared with group members, and multiple students can contribute to the same slides simultaneously.

These group activities are “low stakes” assignments. The professor and TA will guide you through the activities and answer all your questions in-class. These group activities will be open-book, open-note, and will typically be graded for completion. Namely, if you make a genuine and complete attempt at answering all questions, then full credit will be awarded. However, incomplete or nonsense answers will not yield credit.

Weekly Online Quizzes

There will be 12 Brightspace quizzes, one for each chapter covered. Your lowest quiz grade will be dropped. Namely, you can miss one quiz, and it will not impact your grade. **No late quizzes will be accepted** unless there is an illness, personal emergency, or religious holiday. Being busy or simply forgetting to do the quiz is not a legitimate excuse. These online quizzes are “medium stakes” assignments. Like the activities, the quizzes will be open-book and open-note. But unlike the activities, the quizzes should be done individually, and you’ll be graded on the fraction of questions answered correctly.

Tests and Final Exam

There will be three tests (worth 12% each) and a cumulative final exam at the end of the semester (worth 24%). The tests will be proctored in class and the final exam will be proctored during the designated final exam period (see syllabus course calendar below). There will NOT be an online option for the tests/final exam. All three

tests and the final exam are required for everyone. I do NOT drop any tests. The tests and final exam will be multiple-choice scantron tests, so please bring a pencil during the test days. Test 1 will cover Ch1, Ch2, Ch3, and Ch5. Test 2 will cover Ch6, Ch7, and Ch8. Test 3 will cover Ch10, Ch12, and Ch13. The cumulative final exam will cover Ch14 and Ch15 in addition to all the previously mentioned chapters. The tests and final exam should be thought of as “high stakes” assignments; they are timed, closed-book, and closed-note.

The “Flipped Class” Active Learning Course Design

In a traditional lecture-based course, your first exposure to the content is in class as the professor lectures. Then, you practice the content outside of class via homework. However, if you’ve ever been working on a homework assignment and said to yourself “this made sense in class, but I’m confused now,” then you know questions often arise while practicing the content. Wouldn’t it be nice to have the professor or TA by your side while doing the homework to have your questions answered in real time?

The “flipped class” active learning course design addresses that issue. As the name suggests, the out-of-class aspect of homework and the in-class aspect of lectures are reversed. In this flipped class, your first exposure to the content is outside of class via the required video lessons on Brightspace and the recommended textbook readings. Then, you practice the content in class via the group activities.

The peer-reviewed literature on active learning strongly indicates that it is a superior form of course design compared to traditional lecture-based courses where students passively listen to their professor. In a meta-analysis of 225 separate scientific studies of STEM courses, Freeman et al. (2014)¹ found that active learning classes increase average test scores by 6% and decrease the average failure rate by 12 percentage points compared to traditional lecture-based classes. Despite improved outcomes, some students may *perceive* that they learn less in active learning settings and consequently give lower teacher evaluations. This may be because active learning requires more cognitive effort in class compared to passive listening to a lecture, and students may mistake the increased cognitive effort as poorer learning (Deslauriers et al., 2019)². Nevertheless, most scientific studies agree that active learning is better for content retention and understanding.

Class Policies

Late Policy

Late activities and quizzes are usually not accepted. However, if you have an illness, personal emergency, or religious holiday and that causes you to miss an assignment, please let me know as soon as possible and no later than one week after the missed due date. If more than one week passes after the missed due date, a zero grade will be given for the missed assignment. Assignments originally due at the beginning (or middle) of the semester will not be allowed to be made up at the end of the semester. It is your responsibility to stay on top of due dates.

Attendance

You are expected to attend class according to the syllabus course calendar and according to your assigned cohort. The Tuesday cohort will only attend class on Tuesdays, and the Thursday cohort will only attend class on Thursdays. Exceptions are during the first week of the semester and when we have a test; everyone will take the test on the same day.

¹ Freeman, S., Eddy S., McDonough, M., Smith, M., Okoroafor, N., Jordt, H., & Wenderoth, M. (2014). [Active learning increases student performance in science, engineering, and mathematics](#). *Proceedings of the National Academy of Sciences*, 111 (23) 8410-8415.

² Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). [Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom](#). *Proceedings of the National Academy of Sciences*, 116 (39), 19251-19257.

Although you are generally expected to attend class, you should stay home if you are sick. One of the societal changes due to the COVID-19 pandemic is to alter expectations of working or attending school when ill. If you have a bad cough, have a fever, are nauseous, or are feeling under the weather, please stay home. For public health reasons, we do not want sick students in our face-to-face classes. Your classmates don't want to catch whatever is making you ill. Remember that your lowest activity grade is dropped. If you are sick during a test, let me know as soon as possible and no later than one week, and we will schedule a make up test.

Classroom conduct

You are expected to act professionally. This expectation includes, but is not limited to: being quiet when others are speaking, silencing your cell phone, respecting other students, respecting the professor, respecting the TAs, and asking questions by raising one's hand. If you are acting disorderly and impeding other students' ability to learn, I reserve the right to ask you to leave the classroom.

Because group activities are a major component of this course, you should respect the opinions of others and treat your classmates as you would like to be treated. In order for successful peer-to-peer learning to take place, there needs to be an atmosphere of respect and inclusivity. Even if your groupmate suggests a "wrong" answer, you should still respect their intellect and input.

When we discuss the answer to the in-class activities, I will call on groups to share their answers. Please do not talk over other groups while they are sharing their answers. This is not only very rude, but this makes it extremely difficult for other students to hear what their classmates have to say.

Office Hours

My office is located on the second floor of Winslow Hall room 207C. My official office hours are listed on the first page of this syllabus. If those times do not work for you, just send me an email and we can schedule an appointment. Please do not hesitate to ask for a meeting appointment. I am generally available in the afternoons and early evenings. Feel free to use these office hours to come see me and ask questions.

Help from the Teaching Assistant (TA) and the Econ Lab

In addition to contacting the professor, you can also email the TAs for content related questions. See the first page of this syllabus for the TAs' contact info. The Econ Lab, located in Winslow Hall 205, provides students with a place to learn, gain assistance with economics courses, and interact with other students. It is a great place to get free tutoring and help with your assignments. It is staffed by TAs eager to help you learn. While anyone staffing the Econ Lab can answer your questions, I recommend going to the Econ Lab when our TAs are there. No appointment is needed but sending the TA an email to let them know you are coming is a good courtesy. See the Econ Lab's hours and TA's schedule at the following link. <https://umaine.edu/soe/economics-lab/>

Class Communication and Communicating with the Professor

I will heavily use Brightspace to communicate announcements and distribute course materials. I strongly recommend you set up your Brightspace settings to automatically email you when a new announcement is posted. It's a good habit to periodically check Brightspace and your UMaine email. I will periodically give reminders for upcoming due dates. But it is your responsibility to stay on top of the syllabus course calendar.

The best ways to communicate with me are (1) by seeing me after class, (2) coming to my office during office hours, and (3) email. Talking to me after class tends to be the best option as it allows for questions and concerns to be immediately addressed. I am happy to answer your questions over email, however, with about 165 students enrolled, there may be delays in answering emails. It is generally a good idea to check the syllabus and/or recent Brightspace announcements before emailing me since those often contain answers to your questions.

Syllabus

This syllabus should be considered a contract between me (the professor) and you (the student). However, there may come a time when a change to the syllabus becomes necessary. In such an event, the change will be announced in class and posted online.

Syllabus Course Calendar

<u>Monday, September 2</u>	<u>Tuesday, September 3</u> First day of class. Both cohorts meet this day.**	<u>Thursday, September 5</u> No class meeting.* By 4:00pm, do survey for Tuesday/Thursday cohort preference.	<u>Sunday, September 8</u>
<u>Monday, September 9</u> Watch Ch1 video lessons (required) & read Ch1 in book (suggested).	<u>Tuesday, September 10</u> Tuesday cohort meets and does Economic Core Concepts activity.	<u>Thursday, September 12</u> Thursday cohort meets and does Economic Core Concepts activity.	<u>Sunday, September 15</u> Ch1 Quiz due at 11:59pm.
<u>Monday, September 16</u> Watch Ch2 video lessons (required) & read Ch2 in book (suggested).	<u>Tuesday, September 17</u> Tuesday cohort meets and does PPF activity.	<u>Thursday, September 19</u> Thursday cohort meets and does PPF activity.	<u>Sunday, September 22</u> Ch2 Quiz due at 11:59pm.
<u>Monday, September 23</u> Watch Ch3 video lessons (required) & read Ch3 in book (suggested).	<u>Tuesday, September 24</u> Tuesday cohort meets and does Supply & Demand activity.	<u>Thursday, September 26</u> Thursday cohort meets and does Supply & Demand activity.	<u>Sunday, September 29</u> Ch3 Quiz due at 11:59pm.
<u>Monday, September 30</u> Watch Ch5 video lessons (required) & read Ch5 in book (suggested).	<u>Tuesday, October 1</u> Tuesday cohort meets and does International Trade activity.	<u>Thursday, October 3</u> Thursday cohort meets and does International Trade activity.	<u>Sunday, October 6</u> Ch5 Quiz due at 11:59pm.
<u>Monday, October 7</u>	<u>Tuesday, October 8</u> No class meeting.*	<u>Thursday, October 10</u> In-class Test 1. Both cohorts meet this day.**	<u>Sunday, October 13</u>
<u>Monday, October 14</u> Watch Ch6 video lessons (required) & read Ch6 in book (suggested).	<u>Tuesday, October 15</u> No class meeting. University closed for Fall Break.	<u>Thursday, October 17</u> No class meeting.*	<u>Sunday, October 20</u> Ch6 Quiz due at 11:59pm.
<u>Monday, October 21</u> Watch Ch7 video lessons (required) & read Ch7 in book (suggested).	<u>Tuesday, October 22</u> Tuesday cohort meets and does GDP activity.	<u>Thursday, October 24</u> Thursday cohort meets and does GDP activity.	<u>Sunday, October 27</u> Ch7 Quiz due at 11:59pm.

<u>Monday, October 28</u> Watch Ch8 video lessons (required) & read Ch8 in book (suggested).	<u>Tuesday, October 29</u> Tuesday cohort meets and does Unemployment & Inflation activity.	<u>Thursday, October 31</u> Thursday cohort meets and does Unemployment & Inflation activity.	<u>Sunday, November 3</u> Ch8 Quiz due at 11:59pm
<u>Monday, November 4</u>	<u>Tuesday, November 5</u> No class meeting.*	<u>Thursday, November 7</u> In-class Test 2. Both cohorts meet this day.**	<u>Sunday, November 10</u>
<u>Monday, November 11</u> Watch Ch10 video lessons (required) & read Ch10 in book (suggested).	<u>Tuesday, November 12</u> Tuesday cohort meets and does Savings & Investment activity.	<u>Thursday, November 14</u> Thursday cohort meets and does Savings & Investment activity.	<u>Sunday, November 17</u> Ch10 Quiz due at 11:59pm.
<u>Monday, November 18</u> Watch Ch12 and Ch13 video lessons (required). Read Ch12 and Ch13 in book (suggested).***	<u>Tuesday, November 19</u> Tuesday cohort meets and does AS-AD activity.	<u>Thursday, November 21</u> Thursday cohort meets and does AS-AD activity.	<u>Sunday, November 24</u> Ch12 Quiz due at 11:59pm. Ch13 Quiz due at 11:59pm.***
<u>Monday, November 25</u> Watch Ch14 video lessons (required) & read Ch14 in book (suggested).	<u>Tuesday, November 26</u> No class meeting.*	<u>Thursday, November 28</u> No class meeting. University closed for Thanksgiving Break.	<u>Sunday, December 1</u> Ch14 Quiz due at 11:59pm.
<u>Monday, December 2</u>	<u>Tuesday, December 3</u> No class meeting.*	<u>Thursday, December 5</u> In-class Test 3. Both cohorts meet this day.**	<u>Sunday, December 8</u>
<u>Monday, December 9</u> Watch Ch15 video lessons (required) & read Ch15 in book (suggested).	<u>Tuesday, December 10</u> Tuesday cohort meets and does Monetary Policy activity.	<u>Thursday, December 12</u> Thursday cohort meets and does Monetary Policy activity.	<u>Sunday, December 15</u> Ch15 Quiz due at 11:59pm.
<u>Monday, December 16</u>	<u>Tuesday, December 17</u> In-Person Cumulative Final Exam for both cohorts. 2:45pm-4:45pm in Williams Hall 120.**		

Asterisks regarding syllabus course calendar:

*There are a few days built into the syllabus course calendar when we do not have class. I strongly recommend you use these days to study and catch up on the material. These days typically coincide with weeks when there is a test or a holiday. For example, we will not meet the Tuesday before Thanksgiving as many students leave Orono for the entire Thanksgiving week. However, assignments may still be due during weeks when we do not meet. For example, the Ch6 Quiz is still due on Sunday, October 20th and the Ch14 Quiz is still due on Sunday, December 1st.

**Both cohorts should meet on the same day for the first day of class (September 3rd), the three in-person tests (October 10th, November 7th, & December 5th), and the cumulative final exam (December 17th).

***Notice that we cover two chapters during the week of November 18th. The Ch12 and Ch13 Brightspace Quizzes are both due on Sunday, November 24th.

University Policies

Academic Honesty Statement

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

Students Accessibility Services Statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581-2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at <https://umaine-accommodate.symplicity.com/public/accommodation>. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Thomas Wiesen) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a faculty or staff member who is deemed a "responsible employee" about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, they are required to report

this information to Title IX Student Services or the Office of Equal Opportunity. If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For confidential resources off campus: Rape Response Services: 800-871-7741 or Partners for Peace: 800-863-9909.
- Other resources: The resources listed below can offer support but may have to report the incident to others who can help: For support services on campus: Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1406, University of Maine Police: 207-581-4040 or 911. Visit the Title IX Student Services website at umaine.edu/titleix/ for more information.