

McGill University  
Department of Economics

## ECON313-002: Economic Development Fall 2020

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### **Instructor Contact Information:**

Prof. Matthieu Chemin  
Leacock Building, Room 419 (LEA 419)  
Office hours: Monday and Wednesday 1:30pm-2:30pm  
Telephone: 514-398-5077  
e-mail: [matthieu.chemin@mcgill.ca](mailto:matthieu.chemin@mcgill.ca)

### **Regular Classes:**

- **Times:** Monday and Wednesday 8:35-9:55am
- **Room:** LEA26 (online teaching due to COVID)

### **Prerequisites:**

- ECON 208 and either ECON 209 or one development course
- “Prior knowledge of high school algebra, as well as of other parts of high school mathematics, is a pre-requisite for all courses in economics” (from department of Economics).

### **Course Description:**

- Theories of economic development: classical models of growth, institutions, structural change. Empirical evidence on education, access to credit, property rights, legal institutions, corruption, political institutions, international trade.
- **This is a three (3) credit course.**

### **Learning Outcomes:**

- By the end of this semester, you will be able to:
  - Evaluate and compare major competing theories of economic development.
  - Evaluate the role of a range of factors (institutions, education, credit, property rights, legal institutions, corruption, political institutions) in economic development.
  - Get and manipulate data on key economic development variables, and interpret data trends
  - Access, read, and understand applied papers on development economics
  - Gain the foundation for the next course in economic development (ECON314).

**Attendance:**

- Continuous attendance is **mandatory**, any points raised in the lectures can end up in the examinations. In addition, you may miss important administrative information discussed during class.
- Any scheduling conflicts should be resolved before the course drop-date, as no exceptions will be made for lost grades due to absences caused by such conflicts.
- **If you miss a lecture, it is your responsibility to arrange with a classmate to borrow his/her notes.**

**Course Evaluation:**

- **Quizzes (50% of final grade):**
  - The quizzes will be organized at the beginning of regular lecture times
  - They will take 10-15 minutes each (provisional dates are written in the syllabus, but these dates might change, I will announce any changes in the lectures).
  - Quizzes will consist of multiple choice or short answer questions related to the material covered during the lectures.
  - During the quizzes, students may not consult any documents, newspapers, or the Internet. Any student not complying with these regulations will be assigned a grade of zero.
  - If you miss a quiz for medical reasons, you must provide a valid and relevant medical note to the TA grading the quiz, and your grade will then be adjusted accordingly (i.e., the weight will be shifted on the other quizzes).
  - Quizzes can be on ALL the material covered in the lectures.
  - Calculator allowed, but no smart phone

**Post-COVID:**

- Because of remote teaching, quizzes will be done online, during regular lecture times
- This means that I will make available the quiz on MyCourses in the tab “Assignment” at the specific time scheduled for the quiz
- If you cannot be available at the time of the quizzes, please contact me as soon as possible; however, I expect you to be available during regular lecture times. For example, a conflict with another course is not a valid excuse since you should not enroll in my course if you have a conflict with another course. Once again, I expect you to be available during regular lecture times
- You will then take a piece of paper and write legibly your name and student id. You will also write: “I will be fair and honest. I will neither give nor receive unauthorized aid on the exam”.
- Instead of pen and paper, you are authorized to write on your computer (e.g., in a Word document) if you prefer, however, there may be some Maths in the quizzes, which are difficult to do on Word. This is why I recommend the simple pen and paper method.

- At the end of the quiz, when I ask you to put your pen down, you will then scan your piece of paper. On the first page, you will add your McGill student card.
  - To scan, you can simply take a picture with your phone. I personally recommend the (free) dropbox app. If you click on the “+ create”, then “scan document”, it takes a very good-quality scan of your piece of paper. You can then click the “+” at the bottom left and add pages together in a single file. Then click “Save”, and this saves a document in your (free) dropbox.
  - You will then upload this single file in MyCourses.
  - Please practice this step multiple times before Quiz 1 to make sure everything works
  - In fact, to make you practice this step, please visit MyCourses now, at the tab Assignment, click on “Mock Quiz” (not graded), and follow the instructions.
  - If there is any technical glitch (e.g., zoom or MyCourses not working), please take a picture or screen capture of the error message to document the glitch, send it to your TA, who will then not count this particular quiz.
- **Teamwork (25% of final grade):**
    - It will consist of quantitative or statistical questions related to problems in development economics.
    - You will be assigned to a group of 4 students to perform this task. Please consult MyCourses to find your group.
    - You will meet your colleagues in Conference 1, and will have two weeks to complete your first assignment, which you will submit on MyCourses before the deadline indicated in the course outline (any teamwork submitted after this deadline will not be accepted).
    - Use emails/facebook/zoom (anything you want) to communicate with your colleagues in your group.
    - Please contribute a fair share to this teamwork. A student who does not contribute will be evicted from the group, and assigned a grade of zero.
    - Do not exchange information across teams. It will be considered as plagiarism, and will be sanctioned by a grade of zero.
  - **Presentation (25% of final grade):**
    - Will consist of a 15-minute group presentation of an applied paper related to a practical issue in development economics, to be presented during a conference (see below). A 3-minute question period will be allowed after each presentation. Time limits will be strictly enforced to be fair with other presenters.
    - You will work with the same team.
    - You will ask questions to the TA in Conference 3, and will present your work during one of the following conferences, depending on the timing of your presentation. You will have a minimum of two weeks to complete this assignment.

- A more detailed explanation about the presentation will be given in the course, and you will be given a short questionnaire to help guide you in this process.
- **Grading for the presentation will consist of the three following criteria:**
  1. Ability to understand, summarize, and critique the paper (60% of the total grade)
  2. Quality of presentation (20%)
  3. Cohesion of team (20%)
- Please contribute a fair share to this teamwork. A student who does not contribute will be evicted from the group, and will receive a grade of zero.
- **Final exam**
  - There will be no final exam

## Grading

If you miss a quiz, you must scan and send a doctor's note to the TA grading the quiz within 7 days of the date of the quiz which explains the medical reason for your absence. Otherwise it will be considered unexcused and you get 0. No valid medical reason also means 0.

Quizzes cannot be rewritten. If you miss a quiz for a valid medical reason the weight will be allocated to the other quizzes. If you walk into the examination room your quiz will count. It is your responsibility to make sure that you are healthy enough to write the quiz. If you discontinue the quiz you cannot come back with a medical reason of why the quiz should not count. There is no personalization for how your grade is calculated. Everybody is subject to the grading scheme outlined here.

### *Regrading policy*

If you believe that the TAs made a mistake in grading your quiz or exam, you must provide the TA who graded the particular question with a written appeal which clearly points out the mistake(s) the TA made. You and the TA have to sign the appeal and date it. The TA will then regrade your entire quiz or exam (you could end up with a lower grade). If after the regrade you are still convinced that the TA is wrong, you have to provide the TA with a second written appeal which has to be signed and dated. At this point make photocopies of both signed and dated appeals and hand them to me. Leave the originals with the TA. Finally, you have to ensure that the appeals are done in a timely manner. Your first appeal has to take place during the first three (3) days following the date of when the quiz or exam was officially handed back.

### *Preparation for assessments*

Quizzes will consist of multiple choice questions, short answer questions, short problems and/or short essay questions, and will cover material from the lectures. You are primarily tested on the material covered during lectures and the assigned exercises. Attending lectures, taking good notes, and doing the exercises are thus excellent methods of preparation. Discussing the material with your peers can be very useful as well. I also encourage you to come by my office hours if you are having difficulties or you just want to exchange thoughts and ideas.

**In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**

### Lectures:

- Will include derivation and description of models as well as some problem solving.
- The analytical level of this course is designed to accommodate both specialists and non-specialists. That said, the course will draw heavily on graphical approaches to economic models. Occasionally, some basic algebra will be employed to illustrate key concepts. Basic high school math knowledge should suffice here.

### Conferences:

- The conferences are organized by the TAs to go over practical exercises and help you with the teamworks. The conferences are optional.
- I will assign you to particular conference dates, times and TAs. It is recommended to come to those particular conferences because other members of your team will also be assigned to the same conferences. Thus, it is an excellent opportunity to meet with your team, start the work with them, and coordinate on the progress. Having said this, you can choose to go to any other conferences. If you cannot attend the particular conference date and time I assign to you, you can attend any other conference and make an extra effort to coordinate with your team.
- There will be 8 conferences. Conference 1 will allow you to meet with your statistical work group, and training on the statistical work will be provided by your TA.
- During Conference 2, the TA will review answers to the statistical work.
- In Conference 3 you will meet your presentation group, start working on your presentation, and ask questions to your TA regarding the presentation.
- Conferences 4-8 will consist of group presentations. You will have to present in one of these conferences. You can attend the other conferences.

### Teaching Assistants:

- The Teaching Assistant (TA) will help you with the course material by holding office hours:
  - Thomas Kokossou, [thomas.kokossou@mail.mcgill.ca](mailto:thomas.kokossou@mail.mcgill.ca), Office Hour: TBD, Conference hours: TBD
  - Leslie Le, [to.le@mail.mcgill.ca](mailto:to.le@mail.mcgill.ca), Office Hour: Friday 10am-11am, Conference hours: Thursday 8:35am-10:30am
- You are **strongly encouraged** to visit your TAs in their office hours to ask questions about the course and/or assignments. They are a great source of information about the course.

### MyCourses:

- This course utilizes MyCourses for course management and posting of relevant materials. Students are thus expected to have access to a computer and to the Internet. There are a number of campus computer labs for students who might not have a computer and/or access to the Internet at home.

**General Course Structure:**

- Development economics aims at answering one basic question: why are some countries rich, and others poor?
- Lecture 1 will assess the extent of the development gap across countries, and whether developing countries are catching up. Lecture 2 will present the classical theories of growth attempting to explain the divergent paths taken by different countries.
- Two new research directions have reshaped the way we think about economic development in the last 15 years. First, the role of institutions (lecture 3) is now understood to be a significant driver of economic development. Put simply, in some countries, institutions make it easy to pursue transactions: property rights are secure, contracts are enforced, it is easy to start a business, or get a loan. In other countries, institutions make it hard: property rights are insecure, there is corruption, abuse of power by politicians, laws are flawed, not well enforced. We will review the empirical evidence of the role of institutions (lecture 4). We will also attempt to understand the reasons for the formation of different institutions in different contexts (lecture 5). This understanding of the role of institutions helps us understand the success or failure of other development strategies (lecture 6).
- The other innovation that has reshaped development economics is the use of randomized evaluations. They help us understand what works and what doesn't. Examples from interventions related to education (lecture 7) or access to credit (lecture 8) will be given.
- After understanding these two concepts (the role of institutions and the need for rigorous empirical evidence), we will take a closer look at some of the important institutions: property rights institutions (lecture 9), and if time permits (usually time does not permit): legal institutions (lecture 10), corruption (which can affect the quality of institutions, lecture 11), and political institutions (lecture 12).

Due to time constraints, it is possible that some topics will not be covered or some topics added. The instructor maintains discretion regarding changes in this outline. Any changes will be discussed in class and/or announced on MyCourses.

**PRELIMINARY COURSE OUTLINE:**


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<b>Week</b>	<b>Date:</b>	<b>Event:</b>
4	Sep 23	<b>Quiz 1</b> , group for teamwork assignment, Methodology session for teamwork
4	TBD	Conference 1: start of teamwork
<b>6</b>	<b>Oct 7 6pm</b>	<b>Deadline for teamwork</b>
6	TBD	Conference 2: review of teamwork
7	Oct. 12	<b>Quiz 2</b> + guidelines on presentation teamwork
7	TBD	Conference 3: start of presentation work
8	Oct. 21	<b>Quiz 3</b>
8,9,10, 11, 12, 13, 14	TBD	<b>Conferences 4, 5, 6, 7, 8,9,10: presentation</b>
10	Nov. 4	<b>Quiz 4</b>
12	Nov. 16	<b>Quiz 5</b>
14	Dec. 3	<b>Quiz 6</b>

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**Textbooks:**

There is no mandatory textbook.

Optional textbooks are:

- Roland, G., Development Economics
- Todaro, M. and S. Smith. Economic Development, Twelfth Edition

Several copies of both textbooks are at the reserve desk in Redpath library. The Roland Textbook is available as an e-book on the McGill library website.

**Reading List:**

To access these papers, you have to use a campus computer since McGill paid the subscription to have access to these journals. You can access these articles on your home computer with the appropriate VPN (please contact McGill IT services for more details).

It is suggested to read the textbook chapters before coming to class. The articles or books marked with an \* are also suggested readings before class. The other articles not marked with a \* are other sources I use in the lectures, and available for reading if you want to dig more in the topic.

- Lecture 1: Poverty
  - **Roland, chapters 1 and 2**
  - **Todaro, chapters 1 and 2**
  - \*Sen (1999), “Development as Freedom”, e-book at the McGill library: Introduction, chapters 1 and 2
  - Deaton (2005), [“MEASURING POVERTY IN A GROWING WORLD \(OR MEASURING GROWTH IN A POOR WORLD\)”](#), The Review of Economics and Statistics VOL. LXXXVII
- Lecture 2: Growth models
  - **Roland: chapter 4**
  - **Todaro: chapter 3**
  - Hall and Jones (1999), [“Why do Some Countries Produce So Much More Output Per Worker than Others?”](#), The Quarterly Journal of Economics (1999) 114 (1): 83-116.
  - Sala-i-Martin, Xavier. 1997. [“I Just Ran Two Million Regressions.”](#) American Economic Review 87 (2): 178–83.
  - Yusuf, Shahid; Deaton, Angus; Dervis, Kemal; Easterly, William; Ito, Takatoshi; Stiglitz, Joseph E.. 2009. [“Development Economics through the Decades : A Critical Look at 30 Years of the World Development Report.”](#) Washington, DC: World Bank.

- Lecture 3: Institutions
  - **Roland: chapters 7 and 4**
  - **Todaro: section 2.7**
  - Cantoni. 2014. "[THE ECONOMIC EFFECTS OF THE PROTESTANT REFORMATION: TESTING THE WEBER HYPOTHESIS IN THE GERMAN LANDS](#)", *Journal of the European Economic Association*
  
- Lecture 4: Empirical Evidence of the Role of Institutions
  - \*Acemoglu, Daron; Simon Johnson; James A. Robinson (2001), "[The Colonial Origins of Comparative Development: An Empirical Investigation](#)", *American Economic Review*
  - \*Acemoglu, Daron; Simon Johnson; James A. Robinson (2001), "[Reversal of Fortunes: Geography and Institutions in the Making of the Modern World Income Distribution](#)", *Quarterly Journal of Economics*.
  
- Lecture 5: A Theory of the Formation of Institutions
  - Anderson, Siwan, Patrick Francois, and Ashok Kotwal. 2015. "[Clientelism in Indian Villages.](#)" *American Economic Review*, 105 (6): 1780-1816.
  - \*Daron Acemoglu & Simon Johnson & James Robinson, 2005. "[The Rise of Europe: Atlantic Trade, Institutional Change, and Economic Growth.](#)" *American Economic Review*, *American Economic Association*, vol. 95(3), pages 546-579, June.
  - Acemoglu, Cantoni, Johnson, Robinson (2011), "[The Consequences of Radical Reform: The French Revolution](#)", *American Economic Review* 101 (December 2011): 3286–3307.
  - Albouy (2012), "[The Colonial Origins of Comparative Development: An Empirical Investigation: Comment](#)", *American Economic Review* 2012, 102(6): 3059–3076
  
- Lecture 6: Institutions theory and other development theories
  - **Roland: chapter 5**
  - **Todaro: chapter 3**
  - Sachs, Jeffrey, 2005, "[The end of poverty : economic possibilities for our time](#)"
  - Clemens and Demombynes (2010), "[When Does Rigorous Impact Evaluation Make a Difference? The Case of the Millennium Villages](#)"
  
- Lecture 7: Education
  - **Roland, chapter 17**
  - **Todaro, chapter 8**
  - Kremer, Michael, (2003), "[Randomized Evaluations of Educational Programs in Developing Countries: Some Lessons](#)", *The American Economic Review*, Vol. 93, No. 2, Papers and Proceedings of the One Hundred Fifteenth Annual Meeting of the American Economic Association, Washington, DC, January 3-5, 2003. (May, 2003), pp. 102-106.

- Duflo, Esther, (2001), "[Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment](#)", *The American Economic Review*, Vol. 91, No. 4. (Sep., 2001), pp. 795-813.
- Duflo, Esther and Michael Kremer, (2003), "[Use of Randomization in the Evaluation of Development Effectiveness](#)"
- \*Duflo, Esther and Rema Hanna (2006), "[Monitoring Works: Getting Teachers to Come to School](#)"
- Psacharopoulos, George (1994), "[Returns to investment in education: A global update](#)". *World Development*, 22(9), 1325-1343.
- Lecture 8: Credit
  - **Roland, chapter 15**
  - **Todaro, chapter 15**
  - Karlan Dean and Jonathan Zinman, (2006), "[Observing Unobservables: Identifying Information Asymmetries with a Consumer Credit Field Experiment](#)".
  - Pitt, Khandker , (1998), "[The Impact of Group-Based Credit Programs on Poor Households in Bangladesh: Does the Gender of Participants Matter?](#)", *Journal of Political Economy*, 106(5), 958-996.
  - \*Banerjee, Duflo, Glennerster, Kinnan, 2009, « [The miracle of Microfinance? Evidence from a randomized evaluation](#)».
- Lecture 9: Property rights
  - **Roland: chapter 12**
  - **Todaro: chapter 9**
  - Goldstein and Udry (2008), "[The Profits of Power: Land Rights and Agricultural Investment in Ghana](#)", *Journal of Political Economy* 116.6 (2008): 981-1022.
  - \*Banerjee, Gertler and Ghatak (2002). "[Empowerment and Efficiency: Tenancy Reform in West Bengal.](#)" *Journal of Political Economy* 110.2 (2002): 239-80. Web.

**Only if time permits (usually time does not permit):**

- Lecture 10: Legal institutions
  - **Roland: chapter 10**
  - Chemin (2009). "[The impact of the judiciary on entrepreneurship: Evaluation of Pakistan's "Access to Justice Programme"](#)", *Journal of Public Economics*, Volume 93, Issues 1–2, February 2009, Pages 114–125.
  - Glaeser, Shleifer (2002), "[Legal Origins](#)", *The Quarterly Journal of Economics* (2002) 117 (4): 1193-1229.
  - Djankov, La Porta, Lopez-de-Silanes and Shleifer (2003), "[Courts](#)", *The Quarterly Journal of Economics* (2003) 118 (2): 453-517.
  - Acemoglu and Johnson (2005), "[Unbundling Institutions](#)", *Journal of Political Economy*, Vol. 113, No. 5 (October 2005), pp. 949-995

- Lecture 11: Corruption
  - **Roland, chapter 19**
  - Olken, Ben, (2007), "[Monitoring Corruption: Evidence from a Field Experiment in Indonesia](#)", *Journal of Political Economy* 115 (2), pp. 200-249, April 2007.
  - Fisman, Raymond and Edward Miguel, "[Corruption, Norms, and Legal Enforcement: Evidence from Diplomatic Parking Tickets](#)", *Journal of Political Economy*, 2007, vol. 115, no. 6.
  
- Lecture 12: Political institutions
  - **Roland: chapter 9**

**Academic Policies:**

- **Academic Integrity:** *McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr](http://www.mcgill.ca/students/srr) for more information).*  
**En français:** *L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr](http://www.mcgill.ca/students/srr)).*
- **A Note about the final exam:** *According to Senate regulations, instructors are not permitted to make special arrangements for final exams. Please consult the Calendar, section 4.7.2.1, General University Information and Regulations at [www.mcgill.ca](http://www.mcgill.ca).*
- In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.
- If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities before you do this.
- Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (online at <http://www2.mcgill.ca/students-handbook/chapter1.html>)

**My E-mail Policy:**

- **Please check the syllabus, lectures, ask your teammates and colleagues, before you e-mail, to see if your question or concern is answered there.**
- I will try to reply to your e-mail within 48 hours. However, given the large number of students in my classes, this will not always be possible. Also, please keep the e-mails short and simple:
  - **Short e-mails to which I can answer 'yes' or 'no' will be answered more quickly.**
  - **Long e-mails that require long answers may or may not be answered, and are likely to take longer to answer.** If your query is that involved, please stop by during office hours.

**My Office Hours:**

- **Note:** There will be days where I will not be in because of travel to conferences and seminars. My office hours and sometimes lectures will be cancelled and rescheduled in these cases. I will try to announce these in advance.

**Important Miscellanea:**

- Please note that this is a very large class and thus there are several ground rules to follow to maximize your learning environment and experience.
- 1) **Class participation:** Class participation is encouraged. Please raise your hand if you wish to speak. Because of the class size, it will not always be possible to take up all of your questions. (My office hours are a great venue for your unasked question to be heard)
  - 2) **Please be considerate and cooperative with your classmates:** please arrive to class on time (preferably a few minutes before), turn off your cell phones, iPhones, and any new electronic technology that might appear over the course of the semester and keep any shuffling of papers and so on to a strict minimum.
  - 3) **Laptops in class:** Please only use your laptop for class-related activities. There is increasing evidence that laptops reduce your grade and your neighbours' grades:
 

Sana, Weston, Cepeda, 2013, "[Laptop multitasking hinders classroom learning for both users and nearby peers](#)", Computers & Education 62 (2013) 24–31

Mueller, Oppenheimer, 2014, "[The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking](#)", Psychological Science.
  - 4) **Institute for the Study of International Development (ISID):** McGill University's Institute for the Study of International Development hosts a seminar which features high-profile guest speakers from different disciplines and different universities discussing development issues. I encourage you to attend these as your schedule permits. See the ISID website for details: <http://www.mcgill.ca/isid/> The seminar room has limited seating, however.
  - 5) **Have any more questions, now or during the semester?** There are a number of places for you to go to have them answered. Use the instructor's and the TAs office hours – they are there for you!

**Important Miscellanea: (Post-COVID)****Extraordinary Circumstances Statement:**

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

**Copyright of lectures Statement:**

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for purposes of your own learning (and research, with proper referencing/citation). You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

**Lecture/Conference/Seminar Recording Statement:**

By enrolling in a remote course, you accept that fixed sessions will be recorded. You must consent to being recorded if you attend a lecture or participate in a component of a course that is being recorded. You will be notified through a “pop-up” box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the video recording in MyCourses.

For pedagogical reasons and for the enrichment of the experience of all students, attendance may be monitored and/or active participation may be expected or required during fixed (synchronous) class time. As such, you may be asked to turn on your camera and audio. If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so, inform your instructor at the beginning of term so appropriate accommodations can be made.

In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during the lecture. As such, this personal information will be disclosed to classmates, whether during the lecture or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the lecture or when viewing the recording.

**Etiquette Statement:**

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak. You should follow instructors' directions about the use of the “chat” function on remote learning platforms.