

McGill University
Department of Economics

ECON406: Topics in Economic Policy Winter 2022

Instructor Contact Information:

Prof. Sonia Laszlo
LEA526, Telephone: 398-2102
e-mail: sonia.laszlo@mcgill.ca (Please see my e-mail policy below)
Office hours: Wednesdays 10:00am-12:00pm on Zoom starting January 12, or by appointment

Regular Classes: Tuesdays and Thursdays: 2:35 pm to 3:55 am (Montreal time) in BURN1B36 (but on Zoom via MyCourses until at least January 23)

Teaching Assistant (TA): Ana Paula Cuevas Urbina (ana.cuevaurbina@mcgill.ca)
Virtual Office Hours: TBD

Instructor and TA e-mail policy: Short e-mails that can be answered by a yes or a no are more likely to be answered quickly. Long e-mails or e-mails requiring long responses may or may not be answered. If your question is long or requires a complex answer, please go to see the TA or the professor during office hours.

Prerequisites: ECON 230 or ECON 250 and one of ECON 227, ECON 257.

Course Description: Selected policy issues are investigated using economic theory. By applying intermediate microeconomics principles to selected current policy priorities, students will develop a critical appreciation of the objectives of policy making, understand the economics behind the policies and learn to evaluate the evidence on the impacts. This course will largely consist of several empirical case studies, drawn from Canadian and International policies. After a few lectures on the basics of policy evaluation where we review issues around taxation and targeting, this year's course will cover the economics of the Universal Basic Income and cash transfers, workfare programs, family policies, among others.

Instructional Methods:

- Class lectures will be held synchronously, and a recording will be posted in MyCourses.
- We will meet in person as soon as we are able to do so. According to information as of January 5th, we will be meeting online via zoom until January 23rd. Please check MyCourses regularly for updates.
- At the end of the semester, you will post your policy pitch (as video or poster) on MyCourses – instead of lectures, you will use the time to view and comment on classmates' submissions (details below).
- This course is designed in such a way that it is imperative had read the assigned readings on schedule.
- This course draws on empirical literature published in top peer reviewed journals. We will build on the pre-requisites for the course, including intro to statistical methods (ECON227 or ECON257) and during the first few lectures of the class, we will review some of the key empirical concepts linked to causal inference and experimental research design.

Learning Outcomes: By the end of this semester, you will be able to:

- Understand the logic behind different economic policies
- Critically evaluate empirical analysis of the effects of economic policies
- Appreciate the potential unintended consequences of economic policies
- Sharpen skills in knowledge translation from research to policy/practice

Course Evaluations:

- (20%) 2 Policy Briefs worth 10% each: Submit any 2 of 6 (based on your interest in the paper and on the due date), but you must do so according to the deadline set for each paper.
 - *Pro-tip*: decide early on so you can optimize your workload over the semester, start them early.
- (45%) Policy Project:
 - Project proposal (2%) due January 27th
 - Outline and preliminary bibliography (3%) due February 17th
 - Policy pitch – either video presentation or poster (10%) due March 29th
 - Final paper (30%) due April 18th
- (5%) Participation: For providing feedback on students' policy pitches (comments due April 8^h)
- (30%) Mid-term exam: Scheduled to be in-person on March 29th during class time
- There will be a supplemental exam which will be worth 100% of your final grade.

Grading:

- 2 Policy Briefs worth 10% each: Your grade will reflect your ability to translate and synthesize in your own words into lay language (for a non-expert audience) TWO of the SIX technical papers assigned in reading list below (indicated with \$). Each policy brief should be 1500-1800 words:
 - Key result highlights: 3 to 4 sentences (10-20 words each) summarizing main findings
 - Abstract: (50 words)
 - What's at stake: why do we care, what problem is the paper studying, why is this important (100-200 words)
 - Research approach: a description of methods and data used by author(s) (300-400 words)
 - Contribution to the literature: (200 words)
 - Key findings: 400-600 words
 - Policy insights: 200 words
- Policy Project (45%)
 - Your project aims to propose a particular policy solution, building on the existing evidence of the effectiveness of a particular economic policy.
 - The main objectives of this assignment are to: (1) develop research skills (2) present research to an audience of peers, and (3) engage with classmates on their work. Assignment and grading rubric distributed to students on Jan 17th.
- Participation (5%)
 - Provide constructive feedback on 5 of your peers' policy pitches, which will be available for viewing on MyCourses during the week of March 31st I will grade your feedback (due April 8th) based on substantive merit. Your feedback will then be submitted to the students whose policy pitches you provide feedback to – this process will be blinded (the presenter of the policy pitch will not know who provided the feedback) – to take into consideration as they finalize their papers.
- Mid-term Exam (30%): Combination of True/False/Uncertain and explain why, as well as short essay questions evaluating your understanding of the assigned readings and course materials.
- All assessments: due at 5pm (Montreal time) on due dates unless otherwise specified.
- Missed mid-term: If you miss the mid-term on account of illness, a make-up exam will take place on April 12th. No medical note will be required, I am working on a honour system here: this is an option for students who really can't write on March 29th for health reasons.

My Re-read policy:

We understand that mistakes occasionally happen. We do our very best to ensure fair grading and to minimize errors. Nevertheless, if you disagree with the grade you have received in your assessment, you may opt to have it re-read. To request a re-read, you must submit to me (the instructor, not the TA) your assessment with a written justification for the re-read. I will then re-read and reassess the grade. Please note your grade may go up, down, or stay the same. This written request for re-read must be submitted **within 7 days of receiving the grade**.

Recording of sessions: Please read the Guidelines on Remote Teaching and Learning [<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/guidelines-remote>] and the course outline for this course in myCourses. You will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

Expectations for Student Participation:

- Though the lectures will be recorded, it is important for you to attend (whether on Zoom while remote or in class when in-person)
- I encourage you to participate during classes and to ask questions.
- During remote delivery (Jan 5-Jan 23), it would be nice if you kept your camera on (but you are not obliged to). You will be muted on entry but please unmute when called upon to speak. I expect you to have your McGill recognized name. I will try the chat feature this term, but if I don't notice, use the "raise hand" feature, or politely interrupt if all else fails.

MyCourses:

- This course utilizes MyCourses for course management and posting of relevant materials. Please check the website on a regular basis for announcements. **It is your responsibility to stay well-informed of course management and announcements on MyCourses.**
- Check *myCourses* regularly in case of announcements or materials, **prior to lectures.**
- A discussion page may be made available for you to communicate with your classmates. The purpose of this page is to let you debate the issues that we discuss in class amongst each other outside of class time and conferences. While we (the instructor and TAs) will be monitoring the discussion from time to time, we will neither be participating, nor responding to questions or comments in this forum.

Important Miscellanea: Please note that this is a large class and thus there are several ground rules to follow to maximize your learning environment and experience.

- 1) **'Hot topics':** Most of the topics, some more controversial than others, that we will cover are associated with many different points of view. Many of these 'hot topics' are ideal for open class-room debate. However, we will not always have the time or the resources to open the debate to the class-room in its fullest extent. We will nonetheless attempt to approach the subjects as objectively and scientifically as possible. That said, there are numerous venues for you to further the debate: you can (and should!) use the instructor and TA office hours, the conferences, and the Discussion Page on *myCOURSES*.
- 2) **Frequently Asked Questions:** during the course of the semester, I will undoubtedly receive Frequently Asked Questions. I may maintain an FAQ page on *myCourses*.
- 3) **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!

PRELIMINARY COURSE CALENDAR AND OUTLINE:

Topic	Date	Required Readings	Due
Welcome	Jan 6		
Introduction	Jan 11	Deaton (1997)	
1. Basics of program evaluation	Jan 13	Ravallion (2008)	
2. Taxation and redistribution	Jan 18 Jan 20	Carillo et al. (2017), Diamond and Saez (2011), Moffit (2003)	\$ Carillo et al. (2017) – due Jan 19 th
3. Anti-poverty policies and targeting	Jan 25 Jan 27	Besley and Kanbur (1993), Van der Walle (1998)	Paper proposal – due Jan 27 th
4. Universal basic income / unconditional cash transfers	Feb 1 Feb 3	Boadway, Cuff and Koebel (2018), Haushofer and Shapiro (2016), Hoynes and Rothstein (2019)	\$ Haushofer and Shapiro (2016) – due Jan 31 st
5. Conditional cash transfers	Feb 8 Feb 10	Baird et al. (2011), Das et al (2005)	\$ Baird et al. (2011) – due Feb 7 th
6. Unintended effects of cash transfers	Feb 15 Feb 17	Angelucci and de Giorgi (2009), Cunha et al. (2019)	\$ Cunha et al. (2019) – due Feb 14 th Paper outline and preliminary bibliography – due Feb 17 th
7. Family policies	Feb 22 Feb 24	Baker et al. (2008), Brodeur and Connolly (2013), Clark et al. (2019)	\$ Clark et al. (2019) – Due Feb 21 st
MARCH BREAK	Mar 1 Mar 3		
8. Negative income taxation, workfare and wage subsidies	Mar 8 Mar 10 Mar 15	Eissa and Liebman (1996), Kasi (2018), Ravallion (2019)	
9. Social Protection	Mar 17 Mar 22	Balboni et al. (2020), Banerjee et al. (2015)	\$ Banerjee et al. (2015) – Due Mar 17 th
Review	Mar 24		
MIDTERM EXAM	Mar 29		Policy pitch due March 29
Policy pitch Presentations	Mar 31 Apr 5 April 7	Pitches will be available for viewing on MyCourses all week	Feedback due April 8 th
Make-up Midterm Exam*	Apr 12		
	Apr 18		Final paper due April 18 th

Notes: 1. Topics might spill over from one week to the next if necessary.

2. Because of these unusual times, I maintain discretion regarding changes in this outline. Any changes will be discussed in class and/or announced on MyCourses.

\$ Choose any and only 2 among these eligible for policy briefs.

* Only for those who could not write the Midterm on March 29 (health reasons)

Key dates:

- Jan 18th: Add Drop deadline
- March 13th: Change to Eastern Daylight Time.

DETAILED (PRELIMINARY) READING LIST:

There is no required textbook. Where required, the reading is indicated with an asterisk in the list below (***indicating compulsory**). Papers eligible for policy briefs are indicated with a dollar sign (\$). These are all available either through the McGill Library (so you will need Remote Access if off campus) or freely available online. The reading list below will provide hyperlinks to the articles but in the event the link is broken, a quick browser search of the article title and author should yield what you are looking for.

Background resources:

While this course requires you to have completed an intermediate micro-economics and a quantitative/econometrics course, you may find the following resources useful as references.

Micro-economics:

Any intermediate micro-economics textbook.

Empirical methods in economics:

Any introductory econometrics textbook.

Angrist, J. D., and J.-S. Pischke 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*, Princeton University Press (placed on 3 hour reserve at the library)

Duflo, E., Glennerster, R. and Kremer, M. 2008. "[Using Randomization in Development Economics Research: A Toolkit](#)," Handbook of Development Economics, Elsevier

Public finance books (placed on 3 hour reserve at the library):

Gruber, J. 2007. *Public Finance and public policy* 2nd ed., New York, NY : Worth Publishers.

Rosen, H.J.,-F. Wen. T Snoddon. 2016. *Public Finance in Canada*, 5th Canadian edition, McGraw Hill Ryerson.

Stiglitz, J. 1988. *Economics of the Public Sector*, 3rd edition. Norton.

Zucman, G. and E. Saez. 2019. [The triumph of injustice: how the rich dodge taxes and how to make them pay](#). Norton.

IntroductionRequired

* Deaton, A. 1997. Chapter 3 "Welfare, Poverty and Distribution" in Angus Deaton [The Analysis of Household Surveys: A Microeconomic Approach to Development Policy](#) Washington DC: World Bank.

In case you wanted to learn more, I used these references for my lectures:

Prasad, N. 2008. "[Policies for redistribution: The use of taxes and social transfers.](#)" International Labour Organization (International Institute for Labour Studies) Discussion paper DP/194/2008

Chetty, R. 2015. "[Behavioral Economics and Public Policy: A Pragmatic Perspective](#)" *American Economic Review* Vol. 105 (5): 1-33.

Topic 1 – Basics of Program EvaluationRequired

* Ravallion. M. 2008. "[Evaluating Anti-Poverty Programs](#)" In *Handbook of Development Economics*, Volume 4, Edited by: Schultz, T. P. and Strauss, John. 3787–3846. Amsterdam: North-Holland.

In case you wanted to learn more, I used these references for my lectures:

Angrist, J., A. Krueger. 2001. "[Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments](#)" *Journal of Economic Perspectives* Vol. 15 (4): 69-85.

Bertrand, M, E. Duflo and S. Mullainathan. 2004. "[How Much Should We Trust Differences-In-Differences Estimates?](#)" *The Quarterly Journal of Economics*, Vol. 119 (1): 249–275

Topic 2 – Taxation and RedistributionRequired:

- *\$ Carillo, P., D. Pomeranz, and M. Singhal. 2017. "[Dodging the Taxman: Firm Misreporting and Limits to Tax Enforcement](#)" *American Economic Journal: Applied Economics* Vol. 9(2): 144-164. (if policy brief, due Jan 14)
- * Diamond, P. and E. Saez. 2011. "[The Case for a Progressive Tax: From Basic Research to Policy Recommendations](#)" *Journal of Economic Perspectives* Vol. 25(4): 165-190.
- * Moffitt, R. 2003. "[The Negative Income Tax and the Evolution of U.S. Welfare Policy](#)" *Journal of Economic Perspectives* Vol. 17(3): 119-140

In case you wanted to learn more, I used these references for my lectures:

- Congdon, W., Kling, J., and Mullainathan, S. 2009. "[Behavioral Economics and Tax Policy](#)." *National Tax Journal*, 62(3): 375-386.
- Heady, C. 1993. "[Optimal Taxation as a Guide to Tax Policy: A Survey](#)" *Fiscal Studies* Vol. 14(1): 15-41.
- Saez, E. 2002. "[Optimal Income Transfer Programs: Intensive versus Extensive Labor Supply Responses](#)" *Quarterly Journal of Economics* Vol. 117 (3): 1039-1073.
- Saez, E. and G. Zucman. 2019. "[Progressive Wealth Taxation](#)" Brookings Papers on Economic Activity.
- Slemrod, J. (1990). "[Optimal Taxation and Optimal Tax Systems](#)." *The Journal of Economic Perspectives*, 4(1), 157-178

Topic 3: Antipoverty Policies and TargetingRequired:

- * Besley, T. and R. Kanbur. 1993. "[The Principles of Targeting](#)" in Lipton, M. and J. van derGaag (eds.) *Including the Poor*, Washington, D.C. The World Bank (linked article is the 1990 working paper)
- * Van Der Walle, D. 1998. "[Targeting Revisited](#)" *World Bank Economic Review* Vol. 13(2): 231-48

In case you wanted to learn more, I used these references for my lectures:

- Nichols, A. and R. Zeckhauser. 1982. "[Targeting Transfers through Restrictions on Recipients](#)" *American Economic Review* Vol. 72(2): 372-277.
- Ravallion, M. 2013. "[The Idea of Anti-Poverty Policy](#)" NBER Working Paper #19210
- Sen, A. 1992. "[The political Economy of targeting](#)"

Topic 4 – Universal Basic Income / Unconditional Cash TransfersRequired

- * Boadway, R., K. Cuff and K. Koebel. 2018. "[Implementing a Basic Income Guarantee in Canada: Prospects and Problems](#)"
- * Haushofer, J., and Shapiro, J. 2016. "[The Short-Term Impact of Unconditional Cash Transfers to the Poor: Experimental Evidence from Kenya](#)." *The Quarterly Journal of Economics* 131(4), 1973–2042.
- * Hoynes, H. and J. Rothstein. 2019. "[Universal Basic Income in the United States and Advanced Countries](#)" *Annual Review of Economics* Vol. 11: 929-958.

In case you wanted to learn more, I used these references for my lectures:

- D. Green, J. Kesselman, and L. Tedds. 2020. "[Considerations for Basic Income as a COVID-19 Response](#)." *The School of Public Policy Publications*, 13 (11), 1-16.
- Lowry, A. 2017. "[The Future of Not Working](#)" *The New York Times Magazine* Feb 23rd, 2017.
- Ozler, B. 2017. "[Fact checking universal basic income: can we transfer our way out of poverty?](#)" World Bank Development Impact Blog. Feb 27th, 2017.
- Piketty, T. 2016. "[Basic Income or Fair Wage?](#)" Le Monde Blog, 13 December 2016.
- Ravallion, M. 2017. "[Straw Men in the Debate on Basic Income versus Targeting](#)" Economics and Poverty Blog 5 September 2017

Topic 5 – Conditional Cash TransfersRequired

- * Das, J., Q-T. Do, and B. Ozler. 2005. "[Reassessing Conditional Cash Transfer Programs](#)" *World Bank Research Observer* Vol. 20(1): 57-80.
- *\$ Baird, S., C. McIntosh, and B. Ozler. 2011. "[Cash or Condition? Evidence from a Cash Transfer Experiment](#)" *Quarterly Journal of Economics* Vol. 126(4): 1709-1753.

In case you wanted to learn more, I used these references for my lectures:

- Barham, T., K Macours, and J. Maluccio. 2018. "[Are Conditional Cash Transfers Fulfilling Their Promise? Schooling, Learning, and Earnings After 10 Years](#)"
- Molina-Millan, T., T. Barham, K. Macours, J. Maluccio, and M. Stampini. 2016. "[Long-Term Impacts of Conditional Cash Transfers in Latin-America: Review of the Evidence](#)" IDB Working Paper Series IDB-WP-732.
- Parker, S and Todd, P. 2017. "[Conditional Cash Transfers: The Case of Progresa/Oportunidades](#)", *Journal of Economic Literature*, 55(3): 866-915.
- Parker, S. and T. Vogl. 2018. "[The long-term effects of cash transfers: Mexico's Progresa](#)" VoxDev

Topic 6 – Unintended Effects of Cash TransfersRequired

- * Angelucci, M. and G. De Giorgi. 2009. "[Indirect Effects of an Aid Program: How Do Cash Transfers Affect Ineligibles' Consumption?](#)" *American Economic Review* Vol. 99(1): 486-508.
- * \$Cunha, J., G. De Giorgi, and S. Jayachandran. 2019. "[The Price Effects of Cash Versus In-Kind Transfers](#)" *Review of Economic Studies* Vol. 86(1): 241-281

In case you wanted to learn more, I used these references for my lectures:

- Banerjee, A., R. Hanna, G. Kreindler, and B. Olken. 2017. "[Debunking the Stereotype of the Lazy Welfare Recipient: Evidence from Cash Transfer Programs](#)" *World Bank Research Observer* Vol. 32: 155-184
- Bobonis, G. J. 2011. "[The Impact of Conditional Cash Transfers on Marriage and Divorce](#)" *Economic Development and Cultural Change*, 59(2), 281-312.
- Cornelius, C., L. Hansel and C. Roth. Forthcoming. "[Income Shocks and Suicides: Causal Evidence From Indonesia](#)" *Review of Economic Statistics*
- Egger, D., J. Haushofer, E. Miguel, P. Niehaus & M., W. Walker. 2019. "[General Equilibrium Effects of Cash Transfers: Experimental Evidence from Kenya](#)" NBER Working Paper #26600
- Give Well. 2018. "[Spillover Effects of GiveDirectly's Cash Transfers Program](#)" Blog Post
- Handa, S., S. Daidone, A. Peterman, B. Davis, A. Pereira, T. Palermo, J. Yablonski. 2018. "[Myth-Busting? Confronting Six Common Perceptions about Unconditional Cash Transfers as a Poverty Reduction Strategy in Africa](#)" *World Bank Research Observer*, Vol. 33 (2): 259-298
- Ozler, B. 2018. "[Most good you can do. But for whom?](#)" World Bank Development Impact Blog post.

Topic 7 –Family PoliciesRequired

- * Baker, M., Gruber, J. and K. Milligan. 2008. "[Universal Childcare, Maternal Labor Supply, and Family Well-being](#)", *Journal of Political Economy* Vol. 116(4): 709-745.
- * Brodeur, A. and M Connolly. 2013. "[Do higher child care subsidies improve parental well-being? Evidence from Quebec's family policies](#)" *Journal of Economic Behavior and Organization* Vol. 93: 1-16
- *\$ Clark, S., C. Kabiru, S. Laszlo, and S. Muthuri. 2019. "[The Impact of Childcare on Poor Urban Women's Economic Empowerment in Africa](#)" *Demography* Vol. 56(4), pages 1247-1272

In case you wanted to learn more, I used these references for my lectures:

- Baker, M., Gruber, J. and K. Milligan. 2019. "[The Long-Run Impacts of a Universal Child Care Program](#)" *American Economic Journal: Economic Policy* Vol 11(3):

- Ebenstein, A. 2010. "[The 'Missing Girls' of China and the Unintended Consequences of the One Child Policy](#)" *Journal of Human Resources* Vol. 45 (1): 87-115.
- Milligan, K. 2005. "[Subsidizing the Stork: New Evidence on Tax Incentives and Fertility](#)" *Review of Economics and Statistics* Vol. 87 (3): 539-555.
- Rosenzweig, M. and J. Zhang. 2009. "[Do Population Control Policies Induce More Human Capital Investment? Twins, Birth Weight and China's "One-Child" Policy](#)" *The Review of Economic Studies*, Volume 76, Issue 3, 1 July 2009, Pages 1149–1174,

Topic 8 – Negative Taxation, Workfare and Wage Subsidies

Required:

- * Eissa, N. and J. Liebman. 1996. "[Labor Supply Response to the Earned Income Tax Credit](#)", *Quarterly Journal of Economics*, 111: 605-637.
- * Kasy, M. 2018 "[Why a Universal Basic Income is Better than Subsidies of Low Wage Work](#)"
- * Ravallion, M. 2019. "[Guaranteed employment or guaranteed income?](#)" *World Development* Vol. 115: 209-221.

In case you wanted to learn more, I used these references for my lectures:

- Besley, T. and S. Coate. 1992. "[Workfare versus Welfare: Incentive Arguments for Work Requirements in Poverty-Alleviation Programs](#)" *American Economic Review* Vol. 82(1): 249-261.
- de Mel, S., D. McKenzie, and C. Woodruff. 2010. "[Wage Subsidies for Microenterprises.](#)" *American Economic Review* Vol. 100 (2): 614-18.
- Fortin, B., Truchon, M. and L. Beauséjour. 1993. "[On reforming the welfare system: Workfare meets the negative income tax](#)" *Journal of Public Economics* Vol. 51(2): 119-151.
- Katz, L. 1996. "[Wage Subsidies for the Disadvantaged](#)" NBER Working Paper #5679
- Kleven, H. 2020. "[The EITC and the Extensive Margin: a Reappraisal](#)" NBER Working Paper #26405.
- Hoynes, H. and A. Patel. 2018. "[Effective Policy for Reducing Poverty and Inequality? The Earned Income Tax Credit and the Distribution of Income](#)" *Journal of Human Resources* Vol. 53(4): 859-890
- McCauliffe, C. and S. McElwee. 2018. "[Moving Beyond the Earned Income Tax Credit](#)" *The Nation*, November 15, 2018

Topic 9 – Social Protection

Required:

- * Balboni, C., O. Bandiera, R. Burgess, M. Ghatak, and A. Heil. 2021. "[Why do People Stay Poor?](#)" NBER Working Paper 29340.
- * Banerjee, A., E. Duflo, N. Goldberg, D. Karlan, R. Osei, W. Parienté, J. Shapiro, B. Thuysbaert, C. Udry. 2015. "[A multifaceted program causes lasting progress for the very poor: Evidence from six countries](#)" *Science* Vol. 348, Issue 6236.

Economics Librarian: Should you have any questions about accessing any of these materials, you should contact the Economics Librarian, Dawn McKinnon:

- Email: dawn.mckinnon@mcgill.ca

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](#).” (Approved by Senate on 29 January 2003) (See McGill’s [guide to academic honesty](#) for more information.)
« 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. » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l’honnêteté académique de McGill.)
- **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.
- **Copyright of course materials:** © Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.
- **Language of Instruction:** “In accord with McGill University’s [Charter of Student Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)
« Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)
- As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or the [Office for Students with Disabilities](#).
- Additional policies governing academic issues which affect students can be found in the [McGill Charter of Students’ Rights](#)

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