

# ECO369 Health Economics — Course Syllabus

University of Toronto, Fall 2021

This course will introduce you to the core concepts of health economics and explore areas where health economics affects public policy and everyday life. As a society, we spend more than 10% of our resources on health care, and that share is growing over time. In your day-to-day life, you face decisions about your health behaviours and your medical care. As an employee, you will face job offers that involve supplemental health and sickness insurance benefits. And as a voter, you will be presented with alternative visions for the future of hospital care, pharmacare, disability insurance and long-term care insurance.

In health economics, many assumptions taught in introductory micro classes about how free markets create efficient outcomes break down. Health economics involves imperfect information, market power, externalities, and other market failures, alongside deep concerns about equity. Put together, these factors create challenging and interesting problems for economists and policymakers alike.

## Logistics

**Instructor:** Prof. Michael Steiner, Office 277 in the economics department (Max Gluskin House)

**Teaching Assistant:** Boriana Miloucheva

**Lecture hours:** Tuesdays 10am-noon in [Wilson Hall \(WI\) 1016](#)

- Lectures during the first two weeks of classes will be taught in-person, with recordings posted online. Subsequent lectures will not be recorded.

**Office hours:** Tuesdays noon-1pm, Wednesdays 11am-noon

- You can schedule a 15 minute appointment online via Calendly ([link posted on Quercus](#)). You can choose to meet in-person or via Zoom.
- Appointments must be scheduled at least 3 hours before the start time. Drop-ins are not available.

## Contact Information

- Questions about course logistics or assignment details should be posted on the [Quercus discussion board](#).
- Questions about the readings or material taught in class will only be answered during lectures, office hours or review sessions.

- For private matters that would not be relevant to your classmates (such as personal accommodations), email [eco369.stepner@utoronto.ca](mailto:eco369.stepner@utoronto.ca) from your @mail.utoronto.ca email address or contact your TA on Quercus. Note that it is not appropriate to request grades by email.
  - If you directly contact the professor or TA at their personal email addresses, your email will be jumbled in with many others and replies will be slower, not faster.

## Course Materials

- There is no textbook for this course. There will be two required readings associated with each lecture.
  - The typical reading is an academic paper. During some weeks you may read a popular article or listen to a podcast instead.
  - Strategies for reading academic papers will be discussed during the first lecture.
  - Readings may be added or substituted throughout the semester.
- Content that appears in the required readings will be tested regularly during the semester in online *Reading Quizzes*.
  - These quizzes are low-stakes! There are 6 quizzes during the course, and each quiz has 6 questions. Collectively, they are worth 3% of your grade: your five highest quiz grades will count, and your lowest quiz grade will be dropped. So, each question on your five best quizzes is worth 0.1% of your grade.
  - The quizzes serve two broad purposes. For you, they should help keep your reading on track and highlight topics that I consider important in each reading. For me, they will help me detect which concepts were well-understood and which were confusing, which will guide my emphasis during class discussions and during exam review sessions.
- Slides for each lecture will typically be posted before class begins.
  - These slides are an incomplete set of notes. They contain blank spaces that you can fill in while attending class.
  - If you miss a class for any reason, the professor and teaching assistant will not be able to provide completed notes or recordings.

## Assessment

Weight	Assessment	Details
<b>5%</b>	<b>5%</b>	<b>Surveys / Quizzes</b>
		<i>Syllabus Survey</i> 1% for completing the survey
		<i>Mid-Course Survey</i> 1% for completing the survey
		<i>Reading Quizzes</i> 3%: 6 quizzes, 6 questions each. Lowest grade dropped.
<b>10%</b>	<b>10%</b>	<b>Assignment 1 or 2</b> 800-1000 word short response paper, <i>lower grade</i>
<b>20%</b>	<b>20%</b>	<b>Assignment 1 or 2</b> 800-1000 word short response paper, <i>higher grade</i>
<b>30%</b>	<b>15%</b>	<b>Midterm Exam</b> Exam written in-person during lecture hours on Oct 26
<b>35%</b>	<b>50%</b>	<b>Final Exam</b> Exam written in-person during finals period (Dec 10-21)

- Your final grade will be calculated using whichever weighting scheme gives you a higher grade.
  - If you perform better on the midterm than the final, your midterm will be weighted 30% and your final will be weighted 35%. If you perform better on the final than the midterm, your midterm will be weighted 15% and your final will be weighted 50%.
  - Between Assignment 1 and Assignment 2, your higher grade will be weighted 20% and your lower grade will be weighted 10%.
  - This is deliberately designed to give you the possibility to recover from a low grade early in the course by demonstrating growth in your knowledge on the later assessments. Alternatively, if you have a bad day for any reason on the day of an assessment, that assessment will be automatically down-weighted.
- If the midterm or the final exam cannot be written in person due to changes in university policy:
  - The exams may be replaced with take-home exams or digitally-invigilated timed exams.
  - If either the midterm or the final take place online, the following weighting scheme will apply:
    - \* **Assignment 1** and **Assignment 2** will each be worth **20%**.
    - \* The **Midterm Exam** will be worth **25%**.
    - \* The **Final Exam** will be worth **30%**.
    - \* The **Surveys / Quizzes** will be worth **5%** total.

### Academic Resources

- An important part of the university experience is learning how and when to ask for help. Everyone can use the [Academic Success Centre](#) and benefit from their resources, workshops and one-on-one assistance.
- For many students in this class, writing an essay in English may feel daunting or simply unfamiliar. Even if you have written essays in the past, you might be out of practice if you have primarily been taking introductory economics and mathematical courses.
  - No matter what experience you bring, if writing an essay sounds challenging I would encourage you to embrace that challenge. Writing clearly and persuasively is an essential skill in any career you pursue after university. This course is an excellent training ground to hone that skill.
  - This course has two short writing assignments (800-1000 words), which will be graded primarily on the strength of the reasoning and critical thought displayed. Minor grammatical issues that do not detract from the conceptual points you make will not harm your grade. These short assignments provide a great setting to practice your writing skills.
  - The [Writing Centres](#) at UofT are a fantastic resource: you can work individually with a trained instructor to develop your ability to plan, organize, write, and revise academic papers in any subject. If writing essays for this course sounds like a challenge, I strongly encourage you to plan ahead and take advantage of the personalized assistance available to you.

- Your fellow students are one of the best resources available to you. I encourage you to connect with the other students in this class to discuss the assignments and prepare for exams together.
  - If you're looking to take your study group to the next level, you might want to form a [Recognized Study Group \(RSG\)](#). These are small, student-led study groups of up to 8 classmates enrolled in the same course, which are formed by a student who volunteers to be an RSG Leader. You will have support and mentorship from the student staff at Sidney Smith Commons.
  - If you're just looking for some company and some informal motivation, [Meet to Complete](#) is an online drop-in “study with me” space for Arts & Science students, hosted by SSC student-staff. At Meet to Complete, you can work on assignments, watch lectures or study with other students wherever you are.
- You may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, lack of motivation, financial concerns, family worries and so forth. These factors can affect your academic performance and may reduce your ability to participate fully in daily activities.
  - Everyone feels stressed now and then — it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources at UofT for every situation and every level of distress. Many helpful resources are available through your [College Registrar](#) or through [Student Life](#).
  - There is support available 24 hours a day, 7 days a week. Two especially useful resources are the [UofT My Student Support Program \(My SSP\)](#) and the [Good2Talk helpline](#).

### Absences and Accommodation

- If you require accommodations, remember to register with both [Accessibility Services](#) and [Accommodated Testing Services](#).
- **Students must officially declare ALL absences** using the [ACORN Absence Declaration site](#). If you find yourself in a particularly challenging situation, you will need to work with your [College Registrar](#). They can provide comprehensive guidance and, when appropriate, contact your professors for you while guarding your privacy. Remember, **for significant challenges, which last more than a week, work with your College Registrar immediately**. Also, there are limits to the situations that we can accommodate: in some cases the only option is to drop the course.

### Late Submissions

Surveys, quizzes and assignments must be submitted online [on Quercus](#). The timestamp from Quercus will apply to determine whether the submission is on-time or late.

- No credit is available for late submissions of *Syllabus Survey* or *Mid-Course Survey*. These are not time consuming, and the only requirement for getting full credit is completing them on time. I recommend submitting your survey responses early if you have any concerns about conflicts in your schedule close to the deadline.
- No credit is available for late submissions of the *Reading Quizzes*. Your lowest grade on the six quizzes is automatically dropped (only the five highest grades are counted), so you may miss one quiz for any reason and the missed quiz will not be counted.

- 5% will be deducted from the grade for each day a written assignment (*Assignment 1* or *Assignment 2*) is submitted late, up to a 35% deduction for an assignment submitted seven days late. Note that 5% will be deducted whether it is 1 minute late or 23 hours and 59 minutes late. ***No assignments will be accepted more than seven days late*** in order to provide enough time to grade the assignments and return them to students at a timely pace.
- **Exceptions:**
  - In *Assignment 1* and *Assignment 2*, for each day within the seven day period leading up to the deadline (including the date of the deadline) that a student is officially absent according to the [ACORN Absence Declaration site](#), the 5% penalty will be waived for one day of late submission. For example, if a student is absent for 3 days during the 7 days leading up to the deadline, the 5% penalty will be waived for the first 3 days of late submission.
  - ***Further exceptions*** to the policies on late submission detailed above are only available for students who are facing significant challenges which last more than one week and ***must be coordinated with your College Registrar***. See the section above on absences and accommodations for more guidance.
    - \* Many of you will face a wide-variety of non-trivial challenges at some point during the semester. The course design anticipates these challenges by automatically dropping your lowest quiz grade, allowing you to submit late assignments with an extension due to absence (or a small deduction in grade), and automatically reweighting the exams in order to maximize your final grade.
    - \* Out of fairness to all students, I cannot offer individualized opportunities to raise your grade (such as changes in the marking scheme or bonus assignments). While some might perceive this as “strict”, my goal is to be fair and kind by default to all students. It is not fair to make exceptions only for those students who contact me: many are not comfortable asking.

### Missed Exams

- If you miss the midterm exam for any reason, you must officially declare your absence using the [ACORN Absence Declaration site](#). A cumulative make-up exam will be held at the end of the term, which will cover all weeks of material taught at that point, not just those that were covered on the original midterm.
  - The flexible weighting scheme will not apply to the make-up exam. If the make-up and final are written in-person, the make-up exam will be weighted **30%** and the final exam will be worth **35%**. If either are written online due to a change in university policy, the make-up exam will be worth **25%** and the final exam will be worth **30%**.
  - If you miss the make-up exam, you will get a grade of zero without the possibility for a make-up unless an alternative accommodation has been coordinated with your [College Registrar](#).
- The rules and accommodations for a missed final exam are governed by the Faculty of Arts and Science. Professors have no discretion to excuse a student from writing a final exam, nor can they offer an alternative date or form of examination. In accordance with the Faculty's rules, if you cannot write your final exam, you must arrange an alternative through your [College Registrar](#), or work through [Accessibility Services](#) if it is a matter of accommodation.

## Grading Appeals

- If you believe there is an error in the grading of your written work on *Assignment 1* or *Assignment 2* or on either the *Midterm Exam* or *Final Exam*, you can appeal the grade:
  - You must submit a written request by email to [eco369.stepner@utoronto.ca](mailto:eco369.stepner@utoronto.ca) from your @mail.utoronto.ca email address. Your request must be submitted within two weeks of the grades being posted. Late requests will not be considered.
  - In your email, you must explain why your grade should have been higher.
  - Your entire assignment or exam may be re-graded, not only the portion of the grade that you are appealing. Your request will be given a fair look: we are not seeking to penalize anyone for raising a genuine marking concern. **After re-grading, your mark may remain unchanged, go up or go down.**
  - Any further appeals are subject to the [Faculty of Arts and Science regulations for grading appeals](#), and are not handled by the professor and TA for this course.
- If you believe there is an error in the grading of a *Reading Quiz* question, you should post your concern on the [Quercus discussion board](#).
  - We will not be re-grading individual quiz answers, which are worth at most 0.1% of your cumulative grade. If there is a problem with how a question was graded, we will adjust how that question is scored for all students.
  - No further appeals are available.

## Key Dates

---

<b>Week 1</b>	<b>What is Health?</b>	Tues Sept 14, 10am-12pm
<b>Week 2</b>	<b>Valuing Health</b> <i>Syllabus Survey</i>	Tues Sept 21, 10am-12pm <i>due Fri Sept 24, 5pm</i>
<b>Week 3</b>	<i>Reading Quiz 1</i> <b>Health Insurance, Theory</b>	<i>due Tues Sept 28, 10am</i> Tues Sept 28, 10am-12pm
<b>Week 4</b>	<i>Reading Quiz 2</i> <b>Health Insurance, Empirics</b>	<i>due Tues Oct 5, 10am</i> Tues Oct 5, 10am-12pm
<b>Week 5</b>	<b>Health Care Systems, Canada</b> <i>Assignment 1</i>	Tues Oct 12, 10am-12pm <i>due Fri Oct 15, by midnight</i>
<b>Week 6</b>	<i>Reading Quiz 3</i> <b>Health Care Systems, OECD</b> Midterm Review Session	<i>due Tues Oct 19, 10am</i> Tues Oct 19, 10am-12pm Tues Oct 19, 12pm-1pm
<b>Week 7</b>	<i>Midterm</i>	Tues Oct 26, 10am-12pm
<b>Week 8</b>	<i>Mid-Course Survey</i> <b>Drug, Dental and Long Term Care</b>	<i>due Tues Nov 2, 10am</i> Tues Nov 2, 10am-12pm
<b>Week 9</b>	Reading Week	Nov 8 to Nov 12
<b>Week 10</b>	<i>Reading Quiz 4</i> <b>Disability Insurance</b>	<i>due Tues Nov 16, 10am</i> Tues Nov 16, 10am-12pm
<b>Week 11</b>	<i>Reading Quiz 5</i> <b>Health Inequality</b>	<i>due Tues Nov 23, 10am</i> Tues Nov 23, 10am-12pm
<b>Week 12</b>	<b>Health in Developing Countries</b> <i>Assignment 2</i>	Tues Nov 30, 10am-12pm <i>due Fri Dec 3, by midnight</i>
<b>Week 13</b>	<i>Reading Quiz 6</i> <b>COVID-19</b> Exam Review Session	<i>due Tues Dec 7, 10am</i> Tues Dec 7, 10am-12pm Tues Dec 7, 12pm-1pm
<b>Finals Period</b>	<i>Final Exam</i>	Dec 10 to Dec 21, date and time TBD

---

The topics for the final two lectures (Weeks 12 and 13) will be chosen by the students in the class based on your answers to the *Syllabus Survey*. The topics and readings will be announced in the middle of the semester. Possible topics include: COVID-19 / indigenous health / medical innovation / physician decision-making / American health care systems / health in developing countries.

## Required Readings

### Lecture 1: What is Health?

- Cutler, D., Deaton, A., & Lleras-Muney, A. (2006). The Determinants of Mortality. *Journal of Economic Perspectives*, 20(3), 97–120. <https://doi.org/10.1257/jep.20.3.97>
- Gawande, A. (2007, April 23). The Way We Age Now. *The New Yorker*. <http://www.newyorker.com/magazine/2007/04/30/the-way-we-age-now>

### Lecture 2: Valuing Health

- Lives vs. The Economy. (2020, April 15). [Podcast]. *Planet Money* on NPR. <https://www.npr.org/2020/04/15/835571843/episode-991-lives-vs-the-economy>
- Murray, C. J. (1994). Quantifying the burden of disease: The technical basis for disability-adjusted life years. *Bulletin of the World Health Organization*, 72(3), 429–445. <https://apps.who.int/iris/handle/10665/264057>

### Lecture 3: Health Insurance, Theory

- Einav, L., & Finkelstein, A. (2011). Selection in Insurance Markets: Theory and Empirics in Pictures. *Journal of Economic Perspectives*, 25(1), 115–138. <https://doi.org/10.1257/jep.25.1.115>
- Hendren, N. (2021). Measuring Ex Ante Welfare in Insurance Markets. *The Review of Economic Studies*, 88(3), 1193–1223. <https://scholar.harvard.edu/hendren/publications/measuring-ex-ante-welfare-insurance-markets>

### Lecture 4: Health Insurance, Empirics

- Finkelstein, A., Taubman, S., Wright, B., Bernstein, M., Gruber, J., Newhouse, J. P., Allen, H., Baicker, K., & Oregon Health Study Group. (2012). The Oregon Health Insurance Experiment: Evidence from the First Year. *The Quarterly Journal of Economics*, 127(3), 1057–1106. <https://doi.org/10.1093/qje/qjs020>
  - **Summary and Discussion:** Baicker, K., & Finkelstein, A. (2011). The Effects of Medicaid Coverage—Learning from the Oregon Experiment. *New England Journal of Medicine*, 365(8), 683–685. <https://doi.org/10.1056/NEJMp1108222>
- Miller, S., Johnson, N., & Wherry, L. R. (2021). Medicaid and Mortality: New Evidence From Linked Survey and Administrative Data. *The Quarterly Journal of Economics*\*, 136(3), 1783–1829. <https://doi.org/10.1093/qje/qjab004>

### Lecture 5: Health Care Systems, Canada

- Picard, A. (2013). Chapter 2. Health Care for the Masses, Medicare is Born. In *The Path to Health Care Reform: Policy and Politics*. The Conference Board of Canada. <http://www.conferenceboard.ca/e-library/abstract.aspx?did=5863>
- Romanow, R. J. (2002). Chapter 1. Sustaining Medicare. In *Building on Values: The future of health care in Canada* (pp. 1–44). Privy Council Office of Canada. <https://publications.gc.ca/site/eng/237274/publication.html>



## Lecture 6: Health Care Systems, OECD

- Papanicolas, I., Woskie, L. R., & Jha, A. K. (2018). Health Care Spending in the United States and Other High-Income Countries. *JAMA*, 319(10), 1024–1039. <https://doi.org/10.1001/jama.2018.1150>
- Carroll, A. E., & Frakt, A. (2017, September 18). The Best Health Care System in the World: Which One Would You Pick? *The New York Times*. <https://www.nytimes.com/interactive/2017/09/18/upshot/best-health-care-system-country-bracket.html>

◆◆◆◆◆ MIDTERM EXAM ◆◆◆◆◆

## Lecture 7: Drug, Dental and Long Term Care

- Busby, C. (2019, July 3). The past, present and future of pharmacare (No. 84). In *Policy Options Podcast*. <https://policyoptions.irpp.org/magazines/july-2019/past-present-future-pharmacare/>
- Khazan, O. (2014, September 25). Why Don't We Treat Teeth Like the Rest of Our Bodies? *The Atlantic*. <https://www.theatlantic.com/health/archive/2014/09/why-dont-we-treat-teeth-like-the-rest-of-our-bodies/380703/>
- Picard, A. (2021, May 3). Opinion: Fixing long-term care in Ontario is looking increasingly hopeless. *The Globe and Mail*. <https://www.theglobeandmail.com/opinion/article-fixing-long-term-care-in-ontario-is-looking-increasingly-hopeless/>

## Lecture 8: Disability Insurance

- Milligan, K., & Schirle, T. (2019). Push and Pull: Disability Insurance, Regional Labor Markets, and Benefit Generosity in Canada and the United States. *Journal of Labor Economics*, 37(S2), S289–S323. <https://doi.org/10.1086/703255>
- Meredith, T., & Chia, C. (2015). Leaving Some Behind: What Happens When Workers Get Sick. Institute for Research on Public Policy (IRPP). <https://irpp.org/research-studies/leaving-some-behind-what-happens-when-workers-get-sick/>

## Lecture 9: Health Inequality

- Chetty, R., Stepner, M., Abraham, S., Lin, S., Scuderi, B., Turner, N., Bergeron, A., & Cutler, D. (2016). The Association Between Income and Life Expectancy in the United States, 2001-2014. *JAMA*, 315(16), 1750–1766. <https://doi.org/10.1001/jama.2016.4226>
- Truth and Reconciliation Commission of Canada. (2015). Chapter 4. An attack on Aboriginal health: The marks and the memories. In *Canada's Residential Schools: The Legacy: The Final Report of the Truth and Reconciliation Commission of Canada, Volume 5 (Vol. 5)*. McGill-Queen's University Press. <https://doi.org/10.2307/j.ctt19rmbqj>

## Lecture 10: Health in Developing Countries (*topic chosen by students*)

- Dupas, P. (2011). Health Behavior in Developing Countries. *Annual Review of Economics*, 3(1), 425–449. <https://doi.org/10.1146/annurev-economics-111809-125029>
- Das, J., & Hammer, J. (2014). Quality of Primary Care in Low-Income Countries: Facts and Economics. *Annual Review of Economics*, 6(1), 525–553. <https://doi.org/10.1146/annurev-economics-080213-041350>
- *Optional listening on colonialism and nutrition:*
  - Gordon, A., & Hobbes, M. (2021, August 31). The Great Protein Fiasco [Podcast]. In Maintenance Phase. <https://maintenancephase.wixsite.com/home/episodes/episode/48ec339d/the-great-protein-fiasco>
  - Note that the hosts swear while discussing academic literature and their opinions.

## Lecture 11: COVID-19 (*topic chosen by students*)

- Alsan, M. (2021, April 6). Inequities and COVID-19 [Video]. <https://www.youtube.com/watch?v=otzP11OWfFc>
  - Only the first 20 minutes are required viewing for this course: you can stop at the slide titled “Advanced Market Commitment.”
- Cutler, D. (2020, November 11). The Economic Cost of COVID-19 [Video]. <https://www.youtube.com/watch?v=hq8gx0hUSE8>
- Bloom, D. E., Cadarette, D., Ferranna, M., Hyer, R. N., & Tortorice, D. L. (2021). How New Models Of Vaccine Development For COVID-19 Have Helped Address An Epic Public Health Crisis. *Health Affairs*, 40(3), 410–418. <https://doi.org/10.1377/hlthaff.2020.02012>

## Rules and Regulations

### Prerequisites

Students must have the following prerequisites, as [listed in the Academic Calendar](#) to take this course.

- Intermediate Microeconomics: (ECO200Y1/ECO204Y1/ECO206Y1);
- Intermediate Statistics: ECO220Y1 / ECO227Y1 / (STA237H1, STA238H1) / (STA247H1, STA248H1) / (STA257H1, STA261H1)

The professor has no ability to waive these prerequisites. The Department of Economics checks prerequisites in all courses, and students who do not have them will be removed from the course.

### Public Health on Campus and in Class

U of T is committed to minimizing the risks of COVID-19 transmission on campus and providing a learning environment that is as productive as possible in the midst of a pandemic. The university has issued regulations governing [face masks](#) and [vaccinations](#) on campus. These regulations apply within our classroom. Exceptions and accommodations are managed by the University [Accessibility Services](#). The regulations are subject to change and to extension at the discretion of the University administration as public health guidance, legal requirements, and understanding about COVID-19 evolve.

Students with exemptions or accommodations (e.g. a health-based accommodation regarding mask use) must obtain a letter of documentation from Accessibility Services. Your professor or TA may ask you to provide a copy of this letter from Accessibility Services. In order to protect the health of all students and ensure consistency, the professor and TA do not have discretion to provide exemptions or accommodations that have not been arranged with University [Accessibility Services](#).

The COVID-19 pandemic is a significant source of anxiety and stress for many students and university staff, and unfortunately there are no in-person interactions that carry zero health risk. If you are feeling distressed, there are resources available to you such as the [U of T My SSP](#) and the [Good2Talk helpline](#). If you have concerns about this course, please [arrange an appointment](#) to meet with the professor during office hours or email [eco369.stepner@utoronto.ca](mailto:eco369.stepner@utoronto.ca).

### Contingencies for Changing Public Health Rules

The present version of the syllabus presents the course plan assuming that public health rules and regulations issued by the university and the government remain unchanged during the semester. The dates, formats and requirements for lectures, assignments and examinations may be modified during the semester in accordance with university guidance if new public health regulations are issued.

### Academic Integrity

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the U of T. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your U of T degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties

that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

- In papers and assignments:
  - Using someone else’s ideas or words without appropriate acknowledgement.
  - Submitting your own work in more than one course without the permission of the instructor.
  - Making up sources or facts.
  - Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).
- On tests and exams:
  - Using or possessing any unauthorized aid, including a cell phone.
  - Looking at someone else’s answers.
  - Letting someone else look at your answers.
  - Misrepresenting your identity.
  - Submitting an altered test for re-grading.
- Misrepresentation:
  - Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.
  - Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

### **Plagiarism Detection**

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

### **Notice of Recorded Lectures**

Some or all of the classes in this course, including your participation, may be recorded on video and made available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.

### **Accommodations**

*Students with disabilities*

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please feel free to approach me and/or the [Accessibility Services office](#).

#### *Religious observances*

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times.

Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

#### *Family care responsibilities*

The University of Toronto strives to provide a family-friendly environment. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the [Family Care Office website](#).