

# ECO422 Health and Economic Inequality — Course Syllabus

University of Toronto, Winter 2022

This course will provide an interactive overview of the key themes in recent research examining health and economic inequality. Inequality in income and wealth is a growing topic of public discussion, policy interest and academic research. But focusing on economic disparities alone will understate inequalities in well-being. People with high incomes or high socioeconomic status not only have access to greater opportunities for consumption, leisure, education, etc. They also live substantially longer lives, and spend their lives in better health.

We will pay particular attention to exploring the bidirectional causal relationship: poor health can lead to poor economic outcomes, while economic insecurity can have serious health implications. Disentangling causal mechanisms that link health outcomes and economic outcomes is challenging, since so many of the social and economic determinants of health are correlated with one another (such as low income, education, occupation, housing, etc.) We will read and discuss academic papers that use creative and rigorous research designs to isolate those mechanisms.

## Logistics

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

**Teaching Assistant:** Boriana Miloucheva

**Class hours:** Students must attend the section they are registered for.

- Morning Section L0201
  - *Online:* Thursdays at 10:10am to 11am, 11:30am to 12:20pm.
  - *In Person:* Thursdays at 10:10am to noon in [Wilson Hall \(WI\) 524](#)
- Afternoon Section L0301
  - *Online:* Thursdays at 2:10pm to 3pm, 3:30pm to 4:20pm.
  - *In Person:* Thursdays at 2:10pm to 4pm in the [Faculty of Social Work \(SK\) 548](#)
- Classes will consist primarily of interactive discussions, and no recordings will be posted.

**Office hours:** Tuesdays 2-3pm. Thursdays 12:30-1pm and 4:30-5pm.

- You can schedule a 15 minute appointment online via Calendly (link posted on Quercus).
- Appointments must be scheduled at least 4 hours before the start time. Drop-ins are not available.

## Contact Information:

- Questions about course logistics, readings, class discussions or assignment details should be either posted on the Piazza discussion board, or raised live during class or office hours.
- For private matters that would not be relevant to your classmates (such as personal accommodations), email [eco422.stepner@utoronto.ca](mailto:eco422.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.

## Key Dates

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Week 1	<b>What is Health Inequality?</b>	Thurs Jan 13
Week 2	<b>Income</b>	Thurs Jan 20
Week 3	<i>Syllabus Survey</i> <b>Geography</b>	<i>due Thurs Jan 27, 10am</i> Thurs Jan 27
Week 4	<b>Health Behaviours</b>	Thurs Feb 3
Week 5	<b>Parents</b>	Thurs Feb 10
Week 6	<b>Employment</b> <i>Midterm Paper</i>	Thurs Feb 17 <i>due Fri Feb 18, by midnight</i>
Week 7	Reading Week	Feb 21 to Feb 25
Week 8	<b>Health Care</b> <i>Peer Feedback on Midterm Paper</i>	Thurs Mar 3 <i>due Fri Mar 4, by midnight</i>
Week 9	<i>Mid-Course Survey</i> <b>Race</b>	<i>due Thurs Mar 10, 10am</i> Thurs Mar 10
Week 10	<i>Draft Final Paper</i> <b>Colonization</b>	<i>due Wed Mar 16, by midnight</i> Thurs Mar 17
Week 11	<b>Pollution</b> <i>Peer Feedback on Final Paper</i>	Thurs Mar 24 <i>due Fri Mar 25, by midnight</i>
Week 12	<b>COVID-19</b>	Thurs Mar 31
Week 13	<b>Gender</b> (chosen by students) <i>Final Paper</i>	Thurs Apr 7 <i>due Fri Apr 8, by midnight</i>

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The due date for the *Summary Post* varies for each student, discussed below.

## Course Materials

- There is no textbook for this course. There will typically 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.
  - Readings may be added or substituted throughout the semester.
- You are expected to read the assigned readings *before coming to class*.
  - This class is designed around a “flipped classroom” model. You’ll be learning the core material outside of class, and we’ll be interactively discussing that material and exploring its implications in class.
  - Your instructor will not be “teaching” the papers in class with traditional slides or lecture notes.

## Assessment

Weight	Assessment	Details
<b>2%</b>	<b>Surveys</b>	
	(1%) <i>Syllabus Survey</i>	Completed survey
	(1%) <i>Mid-Course Survey</i>	Completed survey
<b>13%</b>	<b>Participation</b>	Attendance and participation in class discussions
<b>10%</b>	<b>Summary Post</b>	Piazza post summarizing reading or class discussion
<b>25%</b>	<b>Midterm Paper</b>	
	(20%) <i>Midterm Paper</i>	Researched or empirical essay
	(5%) <i>Peer Feedback</i>	Constructive feedback on peer’s midterm paper
<b>50%</b>	<b>Final Paper</b>	
	(5%) <i>Draft</i>	Draft of final paper ready for peer feedback
	(10%) <i>Peer Feedback</i>	Constructive feedback on peer’s draft paper
	(35%) <i>Final Paper</i>	Researched or empirical essay

- **Participation** grades will be based on attendance and active participation during classes.
  - If you cannot attend a class for any reason, you must (1) declare your absence on ACORN, (2) take a screenshot of your completed ACORN absence declaration, and (3) [submit this form for ECO422](#).
  - Missing up to two classes, for any reason, will not directly affect your participation grade so long as those absences are declared. Greater weight will be placed on your active participation in class when present.
  - If you are going to be absent for more than two classes during the semester, you should contact your professor at [eco422.stepner@utoronto.ca](mailto:eco422.stepner@utoronto.ca) to discuss a plan to make sure you are able to participate adequately.
- **Summary Post:** Each student will be assigned to summarize one reading during the semester in a post on Piazza (approximately 400 to 600 words).

- You will be randomly assigned to write a *pre-class summary* or *post-class summary* during a specific week. The specific reading you are summarizing will be specified no later than the prior Thursday.
- A *pre-class summary* will be based on your reading of the text, and due by 2pm on the Wednesday before lecture.
- A *post-class summary* will be based on the discussions that took place during class, and due by 2pm on the Monday after lecture.
- **Midterm Paper:** this is a paper in the same style as the “final paper”, which will give you a chance to practice and get feedback before the final paper.
  - You will have the choice to conduct and write up an empirical data analysis (600 to 750 words) or conduct secondary research of published papers and write a persuasive essay (1200 to 1500 words).
  - After the midterm papers are submitted, each student will be anonymously assigned to read another student’s paper and write constructive feedback (400 to 600 words). This feedback will be shared with the author of the paper. Both students will be anonymous to each other, but not anonymous to the professors. The instructors will grade the quality of your constructive peer feedback. (Your peers will not be grading your essay or feedback.)
  - Papers submitted after the deadline will be graded according to the policies on Late Submissions below. To give all students the same amount of time to write their peer feedback, late submissions may be excluded from the peer feedback process (even if only one day late, and regardless of whether any grade penalty is applied to the late submission).
- **Final Paper:**
  - You will have the choice to conduct and write up an empirical data analysis (1250 to 1500 words) or conduct secondary research of published papers and write a persuasive essay (2250 to 2500 words).
  - Your initial draft will receive a full grade if it is on-topic and at least 2/3rds of the length of the final paper. Like the Midterm Paper, late submissions may be excluded from the peer feedback process.
  - After the midterm papers are submitted, each student will be anonymously assigned to read another student’s paper and write constructive feedback (400 to 600 words). This feedback will be shared with the author of the paper. Both students will be anonymous to each other, but not anonymous to the professors. The instructors will grade the quality of your constructive peer feedback. (Your peers will not be grading your essay or feedback.)

## 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.
- 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 *sign up with the Writing Centres immediately* and take advantage of the personalized assistance available to you. Their spots book up early in the semester.
- 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 readings and your ideas for papers together.
  - If you're just looking for some company and some informal motivation while working on your assignments, [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 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](#), then take a screenshot of your completed ACORN absence declaration, and [submit this form for ECO422](#).
- 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 and assignments must be submitted online on Quercus or Piazza, as directed. The timestamp from Quercus or Piazza will apply to determine whether the submission is on-time or late.

- No credit is available for late submissions of the *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.
- 5% will be deducted from the grade for each day a written assignment 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.
  - As discussed above, assignments may be omitted from the peer feedback process if they are submitted late, regardless of how late and whether grade penalties are waived.
- **Exceptions:**
  - For written assignments, the 5% late penalty will be waived for each day of *officially declared* absence that begins within the seven day period leading up to the deadline (including the date of the deadline). 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.
    - \* 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.

## Grading Appeals

- If you believe there is an error in the grading of your written work, you can appeal the grade:
  - You must submit a written request by email to [eco422.stepner@utoronto.ca](mailto:eco422.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.

## Required Readings

### Class 1: What is Health Inequality?

None

### Class 2: Income

- Smith, J. P. (1999). Healthy Bodies and Thick Wallets: The Dual Relation between Health and Economic Status. *Journal of Economic Perspectives*, 13(2), 145–166. <https://doi.org/10.1257/jep.13.2.145>
- Baker, M., Currie, J., & Schwandt, H. (2019). Mortality Inequality in Canada and the United States: Divergent or Convergent Trends? *Journal of Labor Economics*, 37(S2), S325–S353. <https://doi.org/10.1086/703259>

### Class 3: Geography

- Deryugina, T., & Molitor, D. (2021). The Causal Effects of Place on Health and Longevity. *Journal of Economic Perspectives*, 35(4), 147–170. <https://doi.org/10.1257/jep.35.4.147>
- Finkelstein, A. (2018, November 1). Geographic Variations in Health and Healthcare. In *Minneapolis Fed: 2018 Fall Institute Conference*. [https://www.youtube.com/watch?v=\\_\\_Wo8QZzW-Ok](https://www.youtube.com/watch?v=__Wo8QZzW-Ok)
- Deryugina, T., & Molitor, D. (2021, December 30). When Is a Natural Disaster Good for Your Health? (No. 18). In *Freakonomics MD*. <https://freakonomics.com/podcast/does-where-you-live-affect-how-long-you-live/>

### Class 4: Health Behaviours

- Cutler, D. M., & Lleras-Muney, A. (2010). Understanding differences in health behaviors by education. *Journal of Health Economics*, 29(1), 1–28. <https://doi.org/10.1016/j.jhealeco.2009.10.003>
- 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>
- **Optional reading:** a broad non-technical survey of the determinants of disparities in health behaviours
  - Pampel, F. C., Krueger, P. M., & Denney, J. T. (2010). Socioeconomic Disparities in Health Behaviors. *Annual Review of Sociology*, 36(1), 349–370. <https://doi.org/10.1146/annurev.soc.012809.102529>

### Class 5: Parents

- Almond, D., & Currie, J. (2011). Killing Me Softly: The Fetal Origins Hypothesis. *Journal of Economic Perspectives*, 25(3), 153–172. <https://doi.org/10.1257/jep.25.3.153>
- Baker, M., Gruber, J., & Milligan, K. (2019). The Long-Run Impacts of a Universal Child Care Program. *American Economic Journal: Economic Policy*, 11(3), 1–26. <https://doi.org/10.1257/pol.20170603>

## Class 6: Employment

- Schwandt, H., & von Wachter, T. M. (2020). Socioeconomic Decline and Death: Midlife Impacts of Graduating in a Recession (Working Paper No. 26638). National Bureau of Economic Research. <https://doi.org/10.3386/w26638>
- Institute for Work & Health. (2009). Unemployment and mental health [Issue Briefing]. <https://www.iwh.on.ca/summaries/issue-briefing/unemployment-and-mental-health>
- Jena, B. (2021, December 23). How Does Retirement Affect Your Brain? (No. 17). In Freakonomics MD. <https://freakonomics.com/podcast/does-where-you-live-affect-how-long-you-live/>

◆◆◆◆◆ READING WEEK ◆◆◆◆◆

## Class 7: Health Care

- Kaestner, R., & Lubotsky, D. (2016). Health Insurance and Income Inequality. *Journal of Economic Perspectives*, 30(2), 53–78. <https://doi.org/10.1257/jep.30.2.53>
- 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>

## Class 8: Race

- Frakt, A. (2020, January 13). Bad Medicine: The Harm That Comes From Racism. *The New York Times*. <https://www.nytimes.com/2020/01/13/upshot/bad-medicine-the-harm-that-comes-from-racism.html>
- Goldman, B. (2020, October 3). Why the ER is the last resort for sickle cell patients. In *White Coat, Black Art*. <https://www.cbc.ca/listen/live-radio/1-75-white-coat-black-art/clip/15801282-why-er-last-resort-sickle-cell-patients>
- Vox. (2021, April 3). *Is Racism Making People Sick?* <https://www.youtube.com/watch?v=Xk5pzLeHvdY>

## Class 9: Colonization

- Feir, D., Gillezeau, R., & Jones, M. E. C. (2019). The Slaughter of the Bison and Reversal of Fortunes on the Great Plains. In *Center for Indian Country Development* series (No. 1–2019; Center for Indian Country Development Series). Federal Reserve Bank of Minneapolis. [https://ideas.repec.org/p/fip/fedmci/2019\\_001.html](https://ideas.repec.org/p/fip/fedmci/2019_001.html)
- 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>
- *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.



### Class 10: Pollution

- Deryugina, T., Heutel, G., Miller, N. H., Molitor, D., & Reif, J. (2019). The Mortality and Medical Costs of Air Pollution: Evidence from Changes in Wind Direction. *American Economic Review*, 109(12), 4178–4219. <https://doi.org/10.1257/aer.20180279>
- Mann, A., & Cornish, J. (2021, December 8). The North’s Giant Monster (No. 5). In *Canada-land COMMONS: Mining*. <https://www.canadaland.com/podcast/mining-5-the-norths-giant-monster/>

### Class 11: COVID-19

- Polyakova, M. (2021, February 22). Racial and Ethnic Disparities in Excess All-Cause Mortality from COVID-19 [12 Minute Video]. In *NBER Research Spotlight*. <https://www.nber.org/affiliated-scholars/researchspotlight/maria-polyakova-summarizes-racial-and-ethnic-disparities-excess-all-cause-mortality-covid-19>
- Stantcheva, S. (2022). *Inequalities in the Times of a Pandemic* (Working Paper No. 29657). National Bureau of Economic Research. <https://doi.org/10.3386/w29657>

### Class 12: Gender (*topic chosen by students*)

- Cabral, M., & Dillender, M. (2021). Disparities in Health Care and Medical Evaluations by Gender: A Review of Evidence and Mechanisms. *AEA Papers and Proceedings*, 111, 159–163. <https://doi.org/10.1257/pandp.20211016>
- Medina, C., Santos, T., Mahowald, L., & Gruberg, S. (2021). *Protecting and Advancing Health Care for Transgender Adult Communities* [Report]. Center for American Progress. <https://www.americanprogress.org/article/protecting-advancing-health-care-transgender-adult-communities/>
  - I’m only expecting you to read the first half. **You can stop reading when you hit the heading “Current landscape of legal and regulatory nondiscrimination protections in health care”—you do not need to read that section.**
- Vox. (2019, November 18). *Everything is designed for this man, even drugs* [4 Minute Video]. <https://www.youtube.com/watch?v=CVdn-2KE2bs>

## Rules and Regulations

### Prerequisites

Students must have [the following prerequisites](#) to take this course.

- Intermediate Microeconomics: (ECO200Y1/ECO204Y1/ECO206Y1);
- Intermediate Statistics: ECO220Y1 / ECO227Y1 / (STA237H1, STA238H1) / (STA247H1, STA248H1) / (STA257H1, STA261H1)
- At least 1.0 credit in ECO at the 300+ level.

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 [eco422.stepner@utoronto.ca](mailto:eco422.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 classes and assessments 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](#).