

# Economics For Policy (B)

## PPGA 500B: Section 001

**Instructor:**

**M. Emrul Hasan, CFA, FRM, PhD**

Websites:

<https://www.linkedin.com/in/emrulhasan>

<http://emrulhasan.com/>

**Email:** [emrul.hasan@ubc.ca](mailto:emrul.hasan@ubc.ca)

**Instructor's Office Hours:**

Tuesdays and Thursdays: 12.30 pm – 1.30 pm PST (**by appointment only**)

(Location: In-person or Zoom - Make appointment to maintain the social distancing protocol)

**Lecture Times:**

Tuesdays and Thursdays: 3.30 pm – 4.50 pm [CHOI-120]

**Teaching Assistant:**

Sara Benetti ([sara.benetti.cespedes@gmail.com](mailto:sara.benetti.cespedes@gmail.com))

Daniel Rojas Lozano ([daniel.rojaslozano@ubc.ca](mailto:daniel.rojaslozano@ubc.ca))

**TA's Office Hours and Office Location: TBA**  
(Check Canvas for updated office hours)

**TA Tutorial/Discussion Sessions (Check Canvas for updated information)**

## Course Overview<sup>1</sup>

This course introduces the fundamental principles of macroeconomics applied to public policy and global affairs. The topics covered include national income, money and banking, unemployment and business cycle, economic growth, fiscal and monetary policies, inflation, budget deficits, and expenditure multiplier. The course will also cover exchange rates and international finance. These macroeconomic concepts will be used to understand the recent experience of Canada, U.S., and other countries and to address how current policy initiatives affect their macroeconomic performance. The course will also analyze economic and other crises arising from pandemics, particularly the Financial Crisis of 2007-2008 and COVID-19 Crisis of 2020, in a simple way. The coursework will have both theoretical and practical aspect to it.

**Prerequisites:** This course is open to students who are enrolled in the MPPGA program. Before the beginning of this course, students are expected to have a solid foundation in principles in macroeconomics, basic statistics, and must be able to draw and interpret graphs and use algebra to manipulate and solve equations.

---

<sup>1</sup> Disclaimer: Several sections of this course outline are adopted from Dr. Clive Chapple.

## Learning outcomes:

After successfully completing this course, you will be able to:

- Analyze economic problems and incentives concerning the trade-offs involved in public policy formulation by using the predictions of economic theory for households, firms and the government;
- Understand and contrast models of economic behaviour to analyze the operation of markets, the consequences of market failures, and the rationale for government intervention in the economy;
- Understand how to evaluate macroeconomic conditions, such as inflation and growth, the effects of monetary and fiscal policies on the economy and the distinction between long and short-run in economics;
- Identify the links between microeconomic principles (individuals in the economy) and macroeconomic aggregates (the economy as a whole);
- Make evidence-based recommendations about the economic aspects of government interventions;
- Write reasonably complex arguments applying economic theory on contemporaneous policy issues;
- Communicate economic theories and their consequences for the public service; and,
- Interpret and evaluate the economic aspects of policy reports that they will encounter in the policy world.

## Course Format

The course format is synchronous.

You are highly encouraged to attend the class in-person. The course will involve a combination of activities you need to complete during class or can be done at your own pace.

- The **lectures** (see the schedule below) cover primarily theoretical material.
- The **hand-on classes** (again, see the schedule) cover mini-lectures and applied data analysis. These **must** be attended during class time (preferably in-person).

Synchronous activities may include but not limited to: completing worksheets while working on statistical software; group activities including breakout room discussions and group assignment; completing quizzes and term exams.

In case of emergency, some classes may move online. However, the course is designated to be an in-person course.

### Classroom Attendance and Health and Safety

It is **very important** that all students, but especially those in the in-person cohort, understand and follow the health and safety guidelines for the school as well as the course. This is a zero-tolerance policy for willful violations; students who do not follow guidelines will be removed from the course. If you are attending the classes in-person, ensure you read and follow the guidelines outlined at the end of this document, and on Canvas.

### Lectures and Tutorials:

There will be two 80-minute classes each week. For each topic covered in the lectures, the PowerPoint presentation slides will be available on the Canvas prior to the lecture. You may wish to print this out so that you can add more information on it or take your own notes directly on these print outs. These lecture presentations slides should not be regarded as substitutes for reading the relevant textbook chapters and utilizing other relevant materials. All assignments, answer keys, course announcements, videos and so on, will also be posted on Canvas. We expect students to check Canvas website and Canvas announcements before every class.

**There will also be a 50-minute lab/discussion each week.**

**Why should you attend the lab/discussion class run by the TAs?**

- Firstly, most TA discussion sessions will take place around when the assignments and problem sets are due. The idea behind these sessions is to discuss some problems from the problem set or the textbook and to go over additional examples that are related to the most recent assignment and lectures.
- Secondly, there tends to be a very strong correlation between tutorial attendance and the final grade.
- Thirdly, materials covered in tutorials may find its way onto exams.

**Your lab/discussion sessions will start from Week 2 (January 16<sup>th</sup>, 2022).**

**Discussion/lab sessions:**

**Check the timings of your lab sessions under your student calendar or Canvas. You are not allowed to switch labs. You must attend the lab you are registered for.**

## Course Textbooks and Software

**Course textbook, readings and technical requirements:**

- **Textbook:** Parkin & Bade, *Macroeconomics: Canada in the Global Environment*, 11<sup>th</sup> Edition, Pearson, 2022. It comes as a package with a computer access code for MyEconLab. You will need this to access your online homework throughout the semester.

There are three options for purchasing the textbook and access to MyEconLab:

1. Parkin & Bade Macroeconomics Hardcover Text + MyEconLab (check canvas for the MyEconLab Course ID and access information)
2. Parkin & Bade Macroeconomics Looseleaf Edition + MyEconLab (check canvas for the MyEconLab Course ID and access information)
3. Parkin & Bade Macroeconomics eText + MyEconLab (recommended; it's also cheaper) (check canvas for the MyEconLab Course ID and access information)

If you are using a previous hard copy version of the textbook, this is fine, but you must still purchase the online MyEconLab of the 11<sup>th</sup> edition in order to access your homework.

Additional readings may be assigned throughout the term, with the readings (or links to the readings) posted on UBC Canvas.

The textbook should be available from the UBC bookstore. If you have trouble finding the textbook, please see "Finding the Textbook" at the end of this document.

## Course Equipment

- A **laptop or desktop** computer with a working microphone and webcam. You may have to bring the laptop in every class for in-class works.
- A **working webcam** or a computer/tablet with a working webcam.
- A **working microphone** or a computer/tablet with a working microphone.
- A **second device (e.g., smartphone)** with Zoom for remote proctoring (in case of lockdowns; we do not take online exams otherwise)
- **Strong internet connection.** Make sure your computer is connected to the internet during the whole time of the exam, class, or tutorials.
- Make sure your room is free of any distractions during the exam. Also, make sure there is no one else in the room (in case of lockdowns; we do not take online exams otherwise).
- Have your ID ready for the online exam and **make sure there is enough light in the room** (in case of lockdowns; we do not take online exams otherwise).

## Assessment

- **In-class and take-home group work, problem sets, presentations: 20%**
- **MyEconLab homework: 7.5%**
- **Midterm exam: 20%**
- **Final exam: 40%**
- **In-class and Piazza participation: 6.5%**
- **Peer evaluation: 6%**

We will follow any grading or curving policies as recommended by SPPGA. Generally, the exam averages are lower (55 – 70%) and the assignment averages are higher (80%+).

To promote and enhance academic integrity in our course, we have added an extra module in the course titled **“Avoiding Academic Misconduct”**. Students need to read all the documents under that module and take the quiz titled “Academic Misconduct” as soon as possible. **The required grade on this quiz is 100%.** If you do not have that grade, please repeat this quiz until you have a perfect score. Failing to do this will make it impossible for you to access all the resources for this course.

### Quizzes, Exams, and Surveys:

There will be two summative tests: one midterm and one final. The exams will test both theoretical and practical components. The dates and times for the tests are listed below under Course Schedule. **The final exam is FULLY cumulative.**

You must take the tests at scheduled times. If you do not, you will receive a grade of zero for the test. Exceptions will be made only in extraordinary circumstances. In those cases, the grade of the missed test will be added to the final exam. **There will be no make-up tests.** Medical reasons or any other legitimate reason will require an academic concession from the Arts Advising, supported by appropriate documentation. If you miss a lecture, it is your responsibility to get what you missed from other students or from class recordings.

There may be either qualitative, quantitative, multiple choices and short questions on all the tests. Exams are **closed book**. Please see Canvas to know more about the test rules. We will strictly follow these rules and regulations during the tests. Any violation will lead to cancellation of your test. We may alter these rules going forward and you will always get a Canvas announcement or an email outlining the new rules.

## **In-class or out-class group discussions, assignments, peer evaluation, presentation:**

All the students will be randomly divided into groups of 3 to 5. The groups may change later. We are calling the first set of groups “**First Set**”. Canvas will also choose a group leader randomly. The leader will organize the meetings and works among the group members. If we have any question, we will always ask the group leader first. If you do not want to be the group leader, ask the TA. TA can always change the leader.

Groups will have group discussions in-class or out-class (in-person or online). Be respectful of the fact that a lot of students are in self-quarantine. Please accommodate their requests when you arrange group meetings.

Assignment and discussion questions may come from back of the chapter or relevant articles. We know that some students may have unfair advantage by accessing the solution manual of the book only meant for the teachers or by taking answers from past students. **So, we will make sure any answer that is similar to the solution manual or other/previous groups will get zero.** The group will also be reported to the academic misconduct officer of VSE as well as SPPGA.

We will also conduct peer evaluation using **ipeer**. More details will be provided soon.

Groups may present solutions to some policy issues during the last 3 classes. We may also do this asynchronously depending on class coverage.

## **Class participation (in-class and Piazza):**

Class participation marks will depend on the following items:

- Coming to class prepared and contributing readily to the conversation but don't dominate it. Know more about effective class participation by clicking the like [here](#) Links to an external site.
- During the synchronous sessions, answering quiz questions posed during class.
- Completing feedback surveys and other assessments during the semester.
- Making thoughtful contributions based on the topics that advance the conversation.
- Showing an interest in and respect for others' contributions in class and in groups.
- Handling group conflicts among themselves.
- Participating actively in all groups without any complaints from peers. Peer reviews may also be arranged.
- Not disrupting the class or tutorials or being disrespectful to others.
- Going over the class materials, recordings, Piazza, and the course outline before asking repeated questions to the TA and the instructor.
- Following class and exam rules and regulations perfectly. If you do not follow the rules of exams and class, we will deduct class participation points.
- **Negative points** for disrupting the class, not following the class or exam rules, asking "repeated" questions that are already explained on Canvas and on the course outlines (post those on Piazza instead), grade grubbing [Links to an external site.](#), arguing disrespectfully with the teacher, TAs, and the classmates, asking to extend the ipeer evaluation, etc.
- Helping other students through Piazza. Asking relevant (and non-repeated) course-related questions also counts. TAs will occasionally check Piazza to answer questions that are not answered by your fellow classmates. We will track the questions and discussions on Piazza and your class participation grade depends on this. The more you help your peers in answering the class-related questions (not random topics!), the more marks you will get. This option was chosen so that the students from different time zones and those who cannot attend the classes are not disadvantaged.

Check Canvas for more details.

## Communication

Any changes to the activities for this module will be notified by email to your UBC account or posted on Canvas as an announcement. **Please check both every day.**

As mentioned above, we will also use **Piazza** to organize the questions related to the course.

### E-mail policy:

When communicating with the instructors and the TAs by email, please keep the following in mind:

- **In the subject line of your email, write “[PPGA500]:.....”.** Emails without course name and section in the subject line and a proper salutation will not be answered.
- Instructors expect students to proof-read their e-mail messages so that their questions are clear. Also, students should word their e-mails in an appropriately polite manner.
- Make sure your email is to the point and short (less than 3-4 lines). **Ask yourself first if this question can be asked on Piazza or to the TAs first. We can only respond to questions that can be answered in a sentence or two.** Questions requiring longer replies should be asked to the TAs or in class or brought to the instructors during office hours. Also, some questions are difficult and time-consuming to answer by email. If you ask such a question by email, we suggest we discuss the matter either during office hours or after class.
- We always strive to be respectful and courteous when communicating with you (by email or in person) and we expect the same in return. As such, we only respond to courteous emails that contain an appropriate salutation (e.g., Hi Emrul, Hello Jonathan, Hello Professor Hasan, etc.) and an appropriate closing (e.g., Best regards...Your Name, Cheers...Your Name, etc.)
- We love our job, but we also have a life outside of UBC. As such, we typically do not respond to emails after 10 pm on weekdays and during weekends.
- Except for weekends and university closures, we will do our best to respond to all emails within 24 hours.

### Piazza and TA Office Hours:

We will be using **Piazza** for class discussion, active participation and Q&A to help students better. The system is highly catered to getting you help in a fast and efficient manner from classmates, the TAs, and the instructor. Rather than emailing questions to the teaching staff, I encourage you to post your questions on **Piazza**.

**Piazza** is an online question-and-answer application that instructors can use to encourage written discussions involving students, teaching assistants, and instructors. Piazza supports wiki-like collaboration, post endorsing, anonymous posting, and polling. You can find the link on Canvas. Using this tool, students can post course related questions and other students, TAs or the instructor can answer those questions. TAs and I will occasionally check Piazza to answer questions those are not answered by your fellow classmates. We will track the questions and discussions on Piazza and your class participation grade will come from this as well as active discussion in class. The more you help your peers in answering the class related questions (not random topics!), the more marks you will get. Ask Pizza customer service if you have any Piazza related questions by clicking this link: <https://piazza.com/support/contact>

Piazza will also help the TAs and instructors to minimize the number of “repeated” questions because other students can answer your questions there. The quicker you begin asking questions on Piazza (rather than via emails to the instructors and the TAs), the quicker you will benefit from the collective knowledge of your classmates and instructors. We encourage you to ask questions when you are struggling to understand a concept and need a quick answer to a question—you can even do so anonymously.

## How to access Piazza?

When you log in to Canvas, you will see **Piazza** on your left. You can access Piazza by following these steps:

- Click Piazza on your left.
- Enter your email address and set a password or—if you already have a Piazza account—enter the name and email address for that account.
- If an account already exists, Piazza will confirm that and ask for the password to your existing Piazza account.
- Click **Continue** to launch Piazza.
- Start discussing and asking questions.

*Notice: The Piazza tool is stored on servers outside Canada. When you access this site by clicking on the link through Canvas, you are being transferred to these servers. In order to protect your identity, UBC obfuscates your user ID before it is sent to the site. However, Piazza does require you to create an account on their servers. While Piazza adheres to strict U.S. privacy regulations (FERPA), UBC cannot guarantee the security of your private details on servers outside of Canada. Please exercise caution whenever using personal information. You may wish to use a pseudonym to protect your privacy if you have concerns.*

**TA Office hours:** TAs will also hold office hours. This information will be posted later on Canvas. Please, use your TA office hours effectively. Most course-related questions should be asked to the TAs first. Find the TAs' email addresses and office hours above and/or on Canvas. In case the TA is not able to answer the question, he/she will forward it to the instructors, and then the instructors will answer the question.

**Course schedule (Approximate):**

Week	Dates	Topic	Ref
1	Jan 10, 12	<p><b>Course Outline Discussion;</b>  <b>What Is Macroeconomics and PPF?</b>  <b>Basic Demand and Supply;</b></p> <p>Also read: Economist.com, <i>What went wrong with economics and how the discipline should change to avoid the mistakes of the past</i>, can be accessed through <a href="http://www.economist.com/node/14031376">http://www.economist.com/node/14031376</a></p>	Ch: 1, 2, 3
2	Jan 17, 19	<p><b>Measuring GDP and Economic Growth</b></p> <p>Also see: Nicholson, Peter, J., 2003, <i>The Growth Story: Canada's Long Run Economics Performance and Prospects</i>, can be accessed through <a href="http://www.csls.ca/ipm/7/nicholson-e.pdf">http://www.csls.ca/ipm/7/nicholson-e.pdf</a></p>	Ch: 4
3	Jan 24, 26	<p><b>Monitoring Jobs and Inflation</b></p> <p>Also See: Card, D. and Riddell, W.C., <i>A Comparative Analysis of Unemployment in Canada and the United States</i>, can be accessed through <a href="http://www.nber.org/chapters/c11148.pdf">http://www.nber.org/chapters/c11148.pdf</a></p>	Ch: 5
4	Jan 31, Feb 2	<p><b>Finance, Saving, and Investment</b></p> <p>Explore different links from the website below:  <a href="https://www.canada.ca/en/services/finance.html">https://www.canada.ca/en/services/finance.html</a></p>	Ch: 7
5	Feb 7, 9	<p><b>Aggregate Supply and Aggregate Demand</b></p> <p>Also see: Nicholson, Peter, J., 2003, <i>The Growth Story: Canada's Long Run Economics Performance and Prospects</i>, can be accessed through <a href="http://www.csls.ca/ipm/7/nicholson-e.pdf">http://www.csls.ca/ipm/7/nicholson-e.pdf</a></p>	Ch: 10
6	Feb 14, 16	<p><b>Aggregate Supply and Aggregate Demand</b></p> <p>Also see: Nicholson, Peter, J., 2003, <i>The Growth Story: Canada's Long Run Economics Performance and Prospects</i>, can be accessed through <a href="http://www.csls.ca/ipm/7/nicholson-e.pdf">http://www.csls.ca/ipm/7/nicholson-e.pdf</a></p> <p><b>Midterm on Feb 14<sup>th</sup> (On whatever covered till Feb 9<sup>th</sup>)</b></p>	Ch: 10
7	Feb 21, 23	<p><b>Reading Break (Time to recharge!)</b></p>	
8	Feb 28, Mar 2	<p><b>Expenditure Multipliers;</b>  <b>Money, the Price Level, and Inflation</b></p> <p>Also see: J. Powell, <i>A History of the Canadian Dollar</i>, can be accessed through <a href="http://www.bankofcanada.ca/wp-content/uploads/2010/07/dollar_book.pdf">http://www.bankofcanada.ca/wp-content/uploads/2010/07/dollar_book.pdf</a>.</p> <p>M. Bordo and A. Redish, 2006, <i>70-Years of Central Banking: the Bank of Canada in an International Context</i>, can be accessed through <a href="http://www.nber.org/papers/w11586.pdf">http://www.nber.org/papers/w11586.pdf</a>.</p>	Ch: 11, 8
9	Mar 7, 9	<p><b>Money, the Price Level, and Inflation</b></p> <p>Also see: J. Powell, <i>A History of the Canadian Dollar</i>, can be accessed through <a href="http://www.bankofcanada.ca/wp-content/uploads/2010/07/dollar_book.pdf">http://www.bankofcanada.ca/wp-content/uploads/2010/07/dollar_book.pdf</a>.</p> <p>M. Bordo and A. Redish, 2006, <i>70-Years of Central Banking: the Bank of Canada in an International Context</i>, can be accessed through <a href="http://www.nber.org/papers/w11586.pdf">http://www.nber.org/papers/w11586.pdf</a>.</p>	Ch. 8
10	Mar 14, 16	<p><b>Monetary Policy</b></p> <p>Also see: J. Powell, <i>A History of the Canadian Dollar</i>, can be accessed through <a href="http://www.bankofcanada.ca/wp-content/uploads/2010/07/dollar_book.pdf">http://www.bankofcanada.ca/wp-content/uploads/2010/07/dollar_book.pdf</a>.</p> <p>M. Bordo and A. Redish, 2006, <i>70-Years of Central Banking: the Bank of Canada in an International Context</i>, can be accessed through <a href="http://www.nber.org/papers/w11586.pdf">http://www.nber.org/papers/w11586.pdf</a>.</p>	Ch. 14



11	Mar 21, 23	<p style="text-align: center;"><b>Fiscal Policy</b></p> <p>Also see: J. Powell, <i>A History of the Canadian Dollar</i>, can be accessed through <a href="http://www.bankofcanada.ca/wp-content/uploads/2010/07/dollar_book.pdf">http://www.bankofcanada.ca/wp-content/uploads/2010/07/dollar_book.pdf</a>.</p> <p>M. Bordo and A. Redish, 2006, <i>70-Years of Central Banking: the Bank of Canada in an International Context</i>, can be accessed through <a href="http://www.nber.org/papers/w11586.pdf">http://www.nber.org/papers/w11586.pdf</a>.</p>	Ch: 13
12	Mar 28, 30	<p style="text-align: center;"><b>The Business Cycle, Inflation, and Deflation</b></p> <p>Also see: Economists.com, <i>Not With a Bang: China's property prices and its local-government debt have started rising again. That may be a good thing</i>, can be accessed through <a href="http://www.economist.com/node/21559645">http://www.economist.com/node/21559645</a>.</p> <p>Also See: Feldstein, M., <i>The Costs and Benefit of going from Low Inflation to Price Stability</i>, can be accessed through <a href="https://www.nber.org/system/files/chapters/c8883/c8883.pdf">https://www.nber.org/system/files/chapters/c8883/c8883.pdf</a></p>	Ch. 9, 12
13	Apr 4, 6	<p style="text-align: center;"><b>The Exchange Rate and the Balance of Payments</b> (Students may present solution to policy issues in class)</p>	Ch. 12
14	Apr 11, 13	<p style="text-align: center;"><b>The Exchange Rate and the Balance of Payments</b> (Students may present solution to policy issues in class)</p> <p style="text-align: center;"><b>Final Exam on April 13<sup>th</sup> (Cumulative; Starts early around 2.15-2.30pm)</b></p>	Ch. 12

**Any change in the schedule above will be posted on Canvas.**

## Additional Course Information

### Finding the Textbook:

**If you have hard time finding the book, follow the steps below:**

**Step 1:** Contact UBC Bookstore (Email: [ubc.bookstore@ubc.ca](mailto:ubc.bookstore@ubc.ca), Phone: 604 822 2665).

**Step 2:** If UBC Bookstore cannot solve the problem, the second step is to contact Pearson's support team at the following link, as this will get you the fastest response at this time.

<https://support.pearson.com/getsupport/s/>

Browser Wizard

You may also text 'Hi' to 1-866-264-0618 for support between the hours of 12 pm – 12 am PST.

**Step 3:** If students do not get their issue resolved within 48 hours, please contact the Pearson rep for UBC, Natalie Long ([natalie.long@pearson.com](mailto:natalie.long@pearson.com)) with the Case # from the Support site and she will escalate the issue.

### How to succeed in this course:

In order to succeed in this course, please note that:

1. The relevant textbook sections must be read and learned independently prior to the lecture.
2. The lecture will cover the critical and/or challenging material.
3. The assignment questions should be attempted independently first and then discussed with the groups.
4. Practice the statistical software as much as you can.

### Tips on Taking Exams:

- Make sure you have a high-speed internet good enough to write the exam. There is no make-up exam in this course. Alternatives will be arranged later such as moving the weight to the next exam.
- Read every question on the exam carefully before you start working. This will give you a feel for how long the exam is and how you should allocate your time to answer each question. It will also give your subconscious mind a chance to start working on the questions.
- Be aware of how much time you have left and allocate your time to questions appropriately.

### Other learning tips:

**Prior to Class:** In order to prepare for the day's lesson, and to prevent falling behind on reading assignments, it is strongly recommended to read the text materials and pre-readings assigned on Canvas before attending class.

**During Class:** Taking notes is extremely important for understanding and organizing the material. However, make sure to put your pen down and be attentive when the instructor is doing practical exercises.

**After Class:** It is recommended that you review (and rewrite) your notes right after the class. This will help develop your understanding of the course material and aid your revision when preparing yourself for exams.

For you to understand the material in this course, it is extremely important that you do the assignments independently and attend the office hours run by the TA. Studying with your classmates can be a great help, and we strongly encourage this. We also urge you to ask questions on Piazza and to the TAs about any problems that give you trouble.

Find a study partner/group. We are making one for you anyways. Missing a lecture here or there can mean the difference in a letter grade. Study partners can share notes and can help highlight important contents.

## UBC and Other Course Policies

### Statement on Academic Honesty:

It is the policy of the VSE to report all violations of UBC's standards for academic integrity to the office of the Dean of Arts. You are personally responsible for knowing the behaviours that are considered a violation of UBC's policies for academic honesty found here:

<https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>. To help you understand these rules, every student in this course will complete a module on "Avoiding Academic Misconduct" in the first week of the term. Any student who violates the rules for academic conduct on submitted work will be given an automatic grade of zero on that component of the course. Further penalties may be levied by the President's Advisory Committee on Student Discipline. Those penalties might include a notation on your transcript indicating that you have committed an academic offence, failure of the course, and/or suspension from the university. You can see more on this process, including a complete list of annual academic discipline cases, here: <https://universitycounsel.ubc.ca/homepage/guides-and-resources/discipline/>. Speak to your instructor if you have any questions regarding the standard for academic integrity at UBC.

### VSE Policy Prohibiting the Hiring of Tutors:

The Vancouver School of Economics expressly prohibits any student from hiring a tutor/editor to assist with any portion of written work or academic research. Violation of this rule will be treated as academic misconduct, and the student will face the same penalties as described above. If at any point you feel in need of additional writing support, please speak with your instructor and/or arrange for a writing consultation with UBC's Centre for Writing and Scholarly Communication (<https://writing.library.ubc.ca/>).

### Academic Concessions:

Students at UBC are granted academic concessions for graded work and exams that are missed due to unexpected circumstances. There are only three grounds for academic concessions: unexpected changes in personal responsibilities; medical circumstances; and compassionate grounds. A detailed description of each can be found here: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>. Situations that are expected (such as time constraints due to workload in other courses) or are predictable (such as being scheduled for paid work) are not grounds for academic concession. It is expected that requests for academic concession will be made before the due date for that graded work and/or the writing of the exam. Note that UBC policy does not allow for concessions to students who have missed work because they have registered for a course after the due date for that work. Students in the Faculty of Arts who require a concession should apply for a concession using this form: <https://students.air.arts.ubc.ca/academic-concession-form/>. Students in other Faculties should consult their Faculty website on academic concessions and consult with their instructor.

### Student Success:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious, spiritual and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of

their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success/>.

### **Policy on lecture recordings:**

As instruction at UBC is now fully in-person, the VSE no longer recommends that instructors provide lecture recordings.

### **Mental Health:**

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. I encourage you to take advantage of the many resources available at UBC to help you cope with challenges. You can find access to those resources here: <https://keeplearning.ubc.ca/self-care/>. Students looking for help with disability-related accommodations and support should speak to an advisor at the Center for Accessibility: <https://students.ubc.ca/about-student-services/centre-for-accessibility>.

### **Statement regarding academic freedom:**

*During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>*

## Reviewing marked work and grade appeals:

Term exams and assignments should be discussed with the TAs or the markers first because they are the one who will grade the exams and assignments. If a student wishes to review his/her final exam, s/he may make an appointment with the TAs to review it. **UBC policy regarding viewing the marked work** is here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,93,0>. If the student wishes to contest the marking of an exam, the instructor can agree to remark his/her entire exam at the instructor's convenience and not in front of the student. **A grade reconsideration may raise the grade, lower the grade or leave the grade unchanged. Requests for grade change or re-grade after 10 days of showing the exam will not be accepted.** The only reason a grade change will be made is if there is an arithmetic error or if it has been determined that the exam deserves a lower grade or a higher grade after. **Reasons not related to performance will not be considered during the re-grade.** For example:

- the student is on probation
- the student wants to get into another program
- the student worked hard and thinks that should be a factor
- the student does not like the grade scale
- the student's score is X% below the next grade and would like the instructor to ignore the difference
- the student needs to graduate.

**UBC policy regarding the Review of Assigned Standing** is here:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,49,0,0#25149>. **UBC policy on reviewing a course\_grade** is here: <https://students.arts.ubc.ca/advising/academic-performance/review-a-course-grade/>.

## Religious and other accommodations:

All student requests for accommodations for their religious practices must be made in writing by the end of the first week of classes or no later than one week after a student adds a course. Students who qualify for an **academic accommodation** should check the guidelines and follow the procedures found on Disability Service Centre website: <https://students.ubc.ca/enrolment/academic-supports/academic-accommodations-disabilities>. I encourage those of you with a documented academic accommodation to talk with me during the first week of classes. **UBC policy regarding Academic Concession** is here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>.

**UBC Policy regarding Examination Hardships and Clashes** is here:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,91,0>.

**End of the Course Outline**