

TOPICS IN MONETARY ECONOMICS

ECO 6181

Prof. Lilia Karnizova

Winter 2021

Class schedule:	Monday, 11:30 AM to 2:20 PM (EST)
Office hours:	Prof. Karnizova: Thursday, 4:00 to 5:00 PM (EST), <i>Zoom</i>
E-mail:	Lilia Karnizova: lkarnizo@uOttawa.ca

Any questions sent by e-mail should receive a response within *two business days* or during the following class if taken place within the 48 hours following receipt of the e-mail. I reserve the right not to answer an e-mail if the level of language used is inadequate. Students are requested to include the course code (ECO 6181) in the subject title of their e-mail message.

OFFICIAL COURSE DESCRIPTION

Coverage of one or more areas of current research on the frontiers of monetary economics. This course is equivalent to ECON 5607 at Carleton University.

This graduate-level course introduces students to the state-of-the-art empirical and theoretical models in monetary economics. Topics include identification of macroeconomic effects of monetary policy shocks, evaluation of monetary transmission channels, and monetary policy design.

INDIGENOUS AFFIRMATION

ANISHNABE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad.

Ako nongom ega wìkàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg

Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nìgijeweninmànànig ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

[Listen to the audio file](#)

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, and future.

INCLUSION

The Faculty of social sciences aims to be an equitable and inclusive institution, actively participating in ensuring the wellbeing of students, personnel and faculty members. The Faculty is committed to eliminating obstacles to student inclusion in accordance with the [Ontario Human Rights Code](#). Obstacles can be based on age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, record of offences, sex and sexual orientation.

If you have experienced discrimination or harassment, you can seek confidential assistance through the University Human Rights Office to discuss your situation and/or [to file a formal complaint](#).

The following uOttawa Campus based services are available to you and your fellow students.

- [uOttawa Counselling Service](#) including Individual Counselling provided by uOttawa Counsellor, Pierre Bercy who specializes in anti-black racism;
- University of Ottawa Students' Union (UOSU) [Ressources for/from the Black Community](#), [Centre for Students with Disabilities](#), [Racialized and Indigenous Students Experience Centre](#), [Womxns Resource Centre](#) and [uOttawa Pride Center](#)
- Anti-racism student committee (Email: car.arc.uottawa@gmail.com)
- [Mashkawaziwogamig: Indigenous Resource Center](#)
- [University of Ottawa's Human rights office](#) including [policies on accessibility](#).

GENERAL COURSE OBJECTIVES AND LEARNING OUTCOMES

(1). Master empirical models that form the main toolkit of researchers in academia and in central banks. By the end of the course, students should be able to

- Define and estimate VAR models;
- Explain the nature of identification problem in monetary economics;
- Implement the most common assumptions used to identify structural VAR models;
- Estimate the effects of monetary policy shocks on macroeconomic variable;
- Describe the advantages and disadvantages of each empirical identification strategy.

(2) Establish and interpret relations between the inflation rate, interest rates, and monetary aggregates and the real economic activity. By the end of the course, students should be able to

- Define various transmission channels through which changes in monetary policy affect the economy;
- Interpret economic data and policy decisions from the perspective of monetary theory.
- Derive empirical implications of theoretical models.
- Compare and contrast theoretical predictions with empirical evidence, and make inferences about strengths and weaknesses of the theory.

(3) Get familiar with the assumptions, the solution and the predictions of the New Keynesian model,. By the end of the course, students should be able to

- Explain the basics of the New Keynesian model;
- Describe why the model predicts monetary non-neutrality;
- Derive the model predictions for the optimal policy/

(4) Enhance research skills. By the end of the course, students should be able to

- Find and retrieve main monetary and economic indicators.
- Perform basic statistical operations with economic data.
- Analyze academic reviews and primary sources at the level of the course.
- Communicate economics ideas effectively and clearly in oral and written formats.

TEACHING METHODS

The course follows a **synchronous** format. Students are encouraged to actively participate in class activities. Class recordings will be posted in BrightSpace. They are intended only for the use of the students registered in ECO 6181 in the winter semester of 2021. Any reproduction or distribution of the recordings is prohibited.

This course offers the following experiential learning activities that simulate typical tasks performed by a professional economist

- Data collection and analysis
- Set up and estimation of empirical macroeconomic models
- Critical application of economic theory to data analysis
- Conference-style paper presentation
- Referee activity

Notice: Collection of Personal Information with Zoom Recordings

- In accordance with the Ontario [Freedom of Information and Protection of Privacy Act](#) (“FIPPA”) and with the University of Ottawa (the “University”) [Policy 90](#), your personal information is collected under the authority of the University of Ottawa Act, 1965.
- The Zoom sessions will be recorded for purposes consistent with the fulfillment of the course learning activities and outcomes. The recording may include the use of your video presence, picture, and voice. If you choose not to have your picture or voice recorded, you may disable the audio and video functionality or request accommodation from your instructor. The recording will be available only to authorized individuals through University of Ottawa systems. If you have questions about the collection, use and disclosure of your personal information in this notice, please contact your instructor.

ASSESSMENT METHODS.

Evaluation format	Weight	Date
Assignment 1	10%	February 1, 2021
Assignment 2	15%	March 1, 2021
Referee report	10%	March 8, 2021
Presentation	15%	March 15 and 22, 2021
Paper proposal	10%	March 29, 2021
Term paper	40%	April 23, 2021

- *Assignments.* The Assignments will assess students’ understanding of the topics covered in class, and their ability to apply these topics to the study of real world data and to the analysis of Economic research.
- *Presentation.* The in-class presentation will be in the typical format of an academic conference (15-20 min presentation + 5 min questions). The presentation will follow by questions from students and the course instructor. Students will be able to select a research paper to present from a list of suggested papers.

- *Term paper* (replicate a paper or own idea) The term paper should be written on a topic related to the material covered in the course. A replication-type of analysis with a different or extended data set would be acceptable. Nonetheless, the paper needs to be written as if it were a short article to be submitted to a journal and included a self-contained explanation of the methodology. Students are encouraged to discuss the topic of their project before submitting their proposal.

The programming language I use is MATLAB. You can use any language you like (STATA, R, GAUSS, FORTRAN90, C++, etc.), but I will give you assistance with MATLAB code only.

Policy on late or missed submissions

- Absence late submission of assignments due to illness, psychological problems or exceptional personal circumstances must be justified; otherwise, students will be penalized. The Faculty reserves the right to accept or reject the reason offered. Reasons such as travel, employment, and misreading the examination schedule are not usually accepted. For more information, consult [Academic regulation 9.5 – Justification of absence from an examination or of late submission of assignments](#).
- Late assignment submissions will be penalized. The penalty is 5 percentage points for every full 24-hour period after 11:59 pm of the due date and 2,5 percentage points for an incomplete 24-hour period.

Other rules and regulations

Grading and grade revisions

- The University of Ottawa's official grading system is alphanumeric, as outlined in [Academic regulation 10.1 – Grading system](#).
- When a student disagrees with a grade received on an exam, (s)he is encouraged to contact the professor for clarifications or for the reasoning behind the grade. The student is asked to prepare a written request outlining the reasons for disagreement. The professor will address the request and review the entire exam/assignment, not just a contentious question. As a result, the overall grade may increase, decrease or remain the same. If the student still questions about the grade despite the explanations received, (s)he can request the review of a grade following a procedure outlined in [Academic regulation 10.3 – Revision of grades and appeal](#).

Communication policy

- Students need to consult the course website on the Virtual Campus and their University of Ottawa email regularly to keep up with any announcements.
- Students are strongly encouraged to communicate any concerns they may have with regards to the course as early as possible. Any feedback that would enhance students' learning experience with the course is highly welcome.

Religious accommodations

- The University of Ottawa values its diverse community and wishes to formalize its practices on accommodation for religious observances by students. A student who wishes to make a request for an accommodation based on his or her religious observance must do so by submitting a written or electronic request to Professor or to the appropriate authority designated by the faculty. More information can be found in [Academic regulation 15 – Religious accommodations](#).

ECO 6181 SCHEDULE

There is no textbook for the course. Students are required to read the papers listed below, in addition to the lecture notes that will be posted in the course page in the Brightspace. Please notice that different sections of the same paper might be covered at different points of the course (the specific sections will be communicated in class). Additional readings will be announced in class and posted in Brightspace.

Part I: Empirical Evidence on Money, Inflation, and Output

1. Money and inflation measurement, and their implications for monetary economics.

Definition and functions of money. Monetary aggregates. Inflation and output indicators. Importance of measurement issues in monetary economics.

- * Michael T. Belongia and Peter N. Ireland, 2016. "Money and Output: Friedman and Schwartz Revisited," *Journal of Money, Credit and Banking, Blackwell Publishing*, vol. 48(6), pages 1223-1266, September.
- John B. Carlson & Benjamin D. Keen, 1996. "MZM: a monetary aggregate for the 1990s?" *Economic Review*, Federal Reserve Bank of Cleveland, issue Q II, pages 15-23.
- * Bank of Canada "Monetary Aggregates" - <https://www.bankofcanada.ca/rates/indicators/key-variables/monetary-aggregates/>

2. Money, Inflation, and Output: Reduced-form time-series evidence.

- * Michael T. Belongia and Peter N. Ireland, 2016. "Money and Output: Friedman and Schwartz Revisited," *Journal of Money, Credit and Banking, Blackwell Publishing*, vol. 48(6), pages 1223-1266, September.
- * Section "Empirical Application: Money and Output" in David Romer (2019) *Advanced Macroeconomics*, 5th edition
- Milton Friedman and Anna J. Schwartz, 1963. *A Monetary History of the United States, 1867-1960*, Princeton: Princeton University Press.
- Chapter 1 in Carl Walsh (2017) "Monetary Theory and Policy," 4th edition. The 2nd edition is available online through the library (HG 230.3 .W35 2003)
- *M. Baxter and R.G. King, "Measuring Business Cycles. Approximate Band-Pass Filters for Economic Time Series", *NBER working paper* no. 5022, (1995).
- Phillips, Peter C. B. and Shi, Zhentao, Boosting: Why you Can Use the HP Filter (December 4, 2019). Cowles Foundation Discussion Paper No. 2212, December 2019, Available at SSRN: <https://ssrn.com/abstract=3499037> or <http://dx.doi.org/10.2139/ssrn.3499037>
- James D. Hamilton, 2017. "Why You Should Never Use the Hodrick-Prescott Filter," NBER Working Papers 23429, *National Bureau of Economic Research, Inc.*

3. Long-run neutrality of money. The Quantity Theory of Money.

- * McCandless and Weber (1995) "Some Monetary Facts," *Federal Reserve Bank of Minneapolis Quarterly Review*, volume 19, n 3, Summer, p. 2-11.
- * Pedro Teles & Harald Uhlig & João Valle e Azevedo (2016) "Is Quantity Theory Still Alive?" *Economic Journal*, vol. 126(591), pages 442-464, March.
- Lucas (1996) "Nobel Lecture: Monetary Neutrality," *The Journal of Political Economy*, volume 104, number 4, p. 661-682.
- Chapter 1 in Carl Walsh (2017) "Monetary Theory and Policy," 4th edition. The 2nd edition is available online through the library (HG 230.3 .W35 2003)

4. VAR models and their use in monetary economics.

Model representation and estimation of a vector autoregressive (VAR) model. Granger Causality. Policy use. Introduction to MATLAB.

- Ramey, V.A., 2016. "Macroeconomic Shocks and Their Propagation," Handbook of Macroeconomics, in: J. B. Taylor & Harald Uhlig (ed.), *Handbook of Macroeconomics*, edition 1, volume 2, pages 71-162, Elsevier.
- C.A. Sims, 1980, "Macroeconomics and Reality", *Econometrica* 48, pp. 1-48.
- Stock, James H. and Mark W. Watson, 2002, "Vector Autoregression," *Journal of Economic Perspectives* .
- Hoover, K.D. and S.J. Perez, "Post Hoc Ergo Propter Hoc Once More: An Evaluation of 'Does Monetary Policy'" *Journal of Monetary Economics*, vol. 34, no. 1 (August 1994), pp. 47-73.

5. SVAR models. Identification of monetary policy shocks through a recursive ordering.

Identification problem in estimating the effects of structural shocks. Monetary policy shocks. Cholesky decomposition. Impulse responses. Forecast error decompositions. Choice of a monetary policy instrument. Evidence on output and inflation.

- * Ramey, V.A., 2016. "Macroeconomic Shocks and Their Propagation," Handbook of Macroeconomics, in: J. B. Taylor & Harald Uhlig (ed.), *Handbook of Macroeconomics*, edition 1, volume 2, pages 71-162, Elsevier.
- * Christiano, L.J., Eichenbaum M. and C.L. Evans, "Monetary Policy Shocks: What Have We Learned and to What End?" in John Taylor and Michael Woodford, eds. *Handbook of Macroeconomics* Elsevier Science Ltd, 1999).
- C. Sims (1992) "Interpreting the macroeconomic time series facts: The effects of monetary policy," *European Economic Review* 36, p. 975-1011.
- Bernanke, B. and I. Mihov, "Measuring Monetary Policy," *Quarterly Journal of Economics* Vol. 113, No. 3. (August 1998): 869-902.
- Cochrane, John H. 1998. "What do the VARs Mean?: Measuring the Output Effects of Monetary Policy." *Journal of Monetary Economics*. 41:2, pp. 277-300.

6. Identification of monetary policy shocks through non-recursive contemporaneous restrictions.

- Ramey, V.A., 2016. "Macroeconomic Shocks and Their Propagation," Handbook of Macroeconomics, in: J. B. Taylor & Harald Uhlig (ed.), *Handbook of Macroeconomics*, edition 1, volume 2, pages 71-162, Elsevier.
- Michael T. Belongia and Peter N. Ireland, 2016. "Money and Output: Friedman and Schwartz Revisited," *Journal of Money, Credit and Banking, Blackwell Publishing*, vol. 48(6), pages 1223-1266, September.

7. Narrative measures of monetary policy, and their effects on output and inflation.

Monetary policy shock identification from minutes of FOMC meetings. Local projection. SVAR with external instruments.

- Romer, C.D., Romer, D.H., 2004. A new measure of monetary policy shocks: derivation and implications. *American Economic Review*, 94 (4), 1055–1084.
- * Ramey, V.A., 2016. "Macroeconomic Shocks and Their Propagation," Handbook of Macroeconomics, in: J. B. Taylor & Harald Uhlig (ed.), *Handbook of Macroeconomics*, edition 1, volume 2, pages 71-162, Elsevier.
- Olivier Coibion, 2012. "Are the Effects of Monetary Policy Shocks Big or Small?," *American Economic Journal: Macroeconomics*, American Economic Association, vol. 4(2), pages 1-32,

- Jordà, Ò. (2005): "Estimation and inference of impulse responses by local projections," *American Economic Review*, 95, 161–182.
 - Christian Wolf, "Local Projections and VARs Estimate the Same Impulse Response Functions," July 2019 working paper, Princeton University.
8. Identification of monetary policy shocks with sign restrictions (SVAR)
- * Uhlig, Harald, (2005). What are the effects of monetary policy on output? Results from an agnostic identification procedure. *Journal of Monetary Economics*, vol. 52(2), pages 381-419, March.
 - * Baumeister, Christiane & Hamilton, James D., 2018. "Inference in structural vector autoregressions when the identifying assumptions are not fully believed: Re-evaluating the role of monetary policy in economic fluctuations," *Journal of Monetary Economics*, Elsevier, vol. 100(C), pages 48-65.
 - * Ramey, V.A., 2016. "Macroeconomic Shocks and Their Propagation," *Handbook of Macroeconomics*, in: J. B. Taylor & Harald Uhlig (ed.), *Handbook of Macroeconomics*, edition 1, volume 2, pages 71-162, Elsevier.
9. High frequency identification.
- Ramey, V.A., 2016. "Macroeconomic Shocks and Their Propagation," *Handbook of Macroeconomics*, in: J. B. Taylor & Harald Uhlig (ed.), *Handbook of Macroeconomics*, edition 1, volume 2, pages 71-162, Elsevier.
 - Kuttner, K.N., 2001, "Monetary Policy Surprises and Interest Rates Evidence from the Fed Funds Future Market", *Journal of Monetary Economics* 47, pp. 523-44.
 - Gertler, M. and P. Karadi (2015): "Monetary policy surprises, credit costs, and economic activity," *American Economic Journal: Macroeconomics*, 7, 44–76.
 - Gürkaynak, R. S., B. Sack, and E. Swanson (2005): "The sensitivity of long-term interest rates to economic news: Evidence and implications for macroeconomic models," *American Economic Review*, 95, 425–436.
10. Other identification methods and their results.
- SVAR with long-run restrictions. Factor-augmented VAR models. Case studies of disinflations.*
- * Bernanke, Ben; Boivin, Jean; Elias, Piotr S. (2005). Measuring the Effects of Monetary Policy: A Factor-augmented Vector Autoregressive (FAVAR) Approach. *The Quarterly Journal of Economics*, vol. 120(1), pp. 387-422, January.
 - * Ramey, V.A., 2016. "Macroeconomic Shocks and Their Propagation," *Handbook of Macroeconomics*, in: J. B. Taylor & Harald Uhlig (ed.), *Handbook of Macroeconomics*, edition 1, volume 2, pages 71-162, Elsevier.

Part II: Monetary Transmission: Theory and Evidence

11. Overview of monetary transmission channels.

- * Boivin, Jean & Kiley, Michael T. & Mishkin, Frederic S., 2010. "How Has the Monetary Transmission Mechanism Evolved Over Time?," in: Benjamin M. Friedman & Michael Woodford (ed.), *Handbook of Monetary Economics*, edition 1, volume 3, chapter 8, pages 369-422, Elsevier.
- Bank of Canada (2012) "How Monetary Policy Works: The Transmission of Monetary Policy" - http://www.bankofcanada.ca/wp-content/uploads/2010/11/how_monetary_policy_works.pdf
- Bernanke and Gertler (1995) "Inside the Black Box: The Credit Channel of Monetary Policy Transmission," *Journal of Economic Perspectives*, volume 9, number 4, pages 27-48

- Peter Ireland, 2008, "The Monetary Transmission Mechanism. In *The New Palgrave Dictionary of Economics*, Second Edition, Edited by Lawrence Blume and Steven Durlauf. Hampshire: Palgrave Macmillan Ltd.,.

12..Interest rate transmission channel. The New Keynesian Model.

- * Robert G. King (2000). "The New IS-LM Model: Language, Logic, and Limits." *Federal Reserve Bank of Richmond Economic Quarterly*, volume 86/3: 45-103.
- * Galí, Jordi. 2018. "The State of New Keynesian Economics: A Partial Assessment." *Journal of Economic Perspectives*, 32 (3): 87-112.
- * Poutineau, Jean-Christophe, Sobczak, Karolina and Vermandel, Gauthier, 2015 "The analytics of the New Keynesian 3-equation Model." *Economics and Business Review EBR* 15.2 (2015): 110-129. DOI: 10.18559/ebr.2015.2.6
- Bennett T. McCallum and Edward Nelson (1999) "An Optimizing IS-LM Specification for Monetary Policy and Business Cycle Analysis." *Journal of Money, Credit and Banking*, volume 31, number 3, part 1, pages 296-316.
- Boivin, Jean & Kiley, Michael T. & Mishkin, Frederic S., 2010. "How Has the Monetary Transmission Mechanism Evolved Over Time?," in: Benjamin M. Friedman & Michael Woodford (ed.), *Handbook of Monetary Economics*, edition 1, volume 3, chapter 8, pages 369-422, Elsevier.

13. Interest rate transmission at the zero lower bound.

Unconventional monetary policy tools. The forward guidance puzzle. Self-fulfilling deflation traps.

- * Robert G. King (2000). "The New IS-LM Model: Language, Logic, and Limits." *Federal Reserve Bank of Richmond Economic Quarterly*, volume 86/3: 45-103.
- * Galí, Jordi. 2018. "The State of New Keynesian Economics: A Partial Assessment." *Journal of Economic Perspectives*, 32 (3): 87-112.

14. Information channel

- * Emi Nakamura & Jón Steinsson, 2018. "High-Frequency Identification of Monetary Non-Neutrality: The Information Effect," *The Quarterly Journal of Economics*, Oxford University Press, vol. 133(3), pages 1283-1330.
- * Miranda-Agrippino, Silvia & Ricco, Giovanni, forthcoming "The transmission of monetary policy shocks," *American Economic Journal: Macroeconomics*.
- Nakamura, E. and J. Steinsson (2018): "High-frequency identification of monetary non-neutrality: the information effect," *The Quarterly Journal of Economics*, 133,
- Jarociński, Marek, and Peter Karadi. 2020. "Deconstructing Monetary Policy Surprises—The Role of Information Shocks." *American Economic Journal: Macroeconomics*, 12 (2): 1-43.

15. Has the Information Channel of Monetary Policy Disappeared?

- Lukas Hoesch & Barbara Rossi & Tatevik Sekhposyan, 2020. "Has the information channel of monetary policy disappeared? Revisiting the empirical evidence," *Economics Working Papers* 1701, Department of Economics and Business, Universitat Pompeu Fabra.

16. Does monetary policy transmission change over time?

- Boivin, Jean & Kiley, Michael T. & Mishkin, Frederic S., 2010. "How Has the Monetary Transmission Mechanism Evolved Over Time?," in: Benjamin M. Friedman & Michael Woodford (ed.), *Handbook of Monetary Economics*, edition 1, volume 3, chapter 8, pages 369-422, Elsevier.
- Janssen, Nils. "Monetary Policy During Financial Crises: Is the Transmission Mechanism Impaired?" *International journal of central banking* . 15.4 (2019): 81–126. Print.

- Norhana Endut & James Morley & Pao-Lin Tien, 2018. "The changing transmission mechanism of US monetary policy," *Empirical Economics*, Springer, vol. 54(3), pages 959-987, May.

Part III Monetary Policy from a perspective of the New Keynesian Model

17. Monetary policy design.

Desirability of price level of inflation targeting. The choice between interest rate and money growth rules.

- * Robert G. King (2000). "The New IS-LM Model: Language, Logic, and Limits." *Federal Reserve Bank of Richmond Economic Quarterly*, volume 86/3: 45-103.
- Beck, Guenter W. & Wieland, Volker, 2008. "Central bank misperceptions and the role of money in interest-rate rules," I vol. 55(Supplement), pages 1-17, October.

18. Monetary policy tradeoffs: discretion versus commitment.

Monetary policy under credibility and discretion. Dynamic inconsistency. Central Bank independence.

- * Robert G. King (2000). "The New IS-LM Model: Language, Logic, and Limits." *Federal Reserve Bank of Richmond Economic Quarterly*, volume 86/3: 45-103.
- * Galí, Jordi. 2018. "The State of New Keynesian Economics: A Partial Assessment." *Journal of Economic Perspectives*, 32 (3): 87-112.

19. Systematic monetary policy and its impact on the macroeconomy.

- * Robert G. King (2000). "The New IS-LM Model: Language, Logic, and Limits." *Federal Reserve Bank of Richmond Economic Quarterly*, volume 86/3: 45-103.
- Wolf, Christian K." SVAR (Mis)identification and the Real Effects of Monetary Policy Shocks" *American Economic Journal: Macroeconomics*, October 2020, v. 12, issue. 4, pp. 1-32
- Michael Woodford, 2008. "How Important Is Money in the Conduct of Monetary Policy?," *Journal of Money, Credit and Banking*, Blackwell Publishing, vol. 40(8), pages 1561-1598, December.

20. Optimal policy under a zero lower bound on the nominal interest rates.

- * Galí, Jordi. 2018. "The State of New Keynesian Economics: A Partial Assessment." *Journal of Economic Perspectives*, 32 (3): 87-112.
- Belongia, Michael T. & Ireland, Peter N., 2017. "Circumventing the zero lower bound with monetary policy rules based on money," *Journal of Macroeconomics*, Elsevier, vol. 54(PA), pages 42-58.

Notes:

1. Entries in bold indicate synchronous sessions.
 2. Any changes to the course schedule will be announced in class and posted on Virtual Campus.
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RESOURCES FOR YOU

[Sexual Violence Prevention](#)

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit [Sexual violence: support and prevention](#).

[Faculty Student Experience Centre](#)

The goal of the Student Experience Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Student Experience Centre is there to help students continue on their path to success.

A student may choose to visit the Student Experience Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Student Experience Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

[Academic Writing Help Centre](#)

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

[Counselling Services](#)

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

Human Rights Office

Mandate:

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

Contact information:

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: respect@uOttawa.ca

Academic Accommodations

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality. If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person in our office
- online
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams:

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
 - November 15 for the fall session
 - March 15 for the winter session
 - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

Career Development Centre

Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today's world of work.

Campus Activities

Student events aimed at fulfilling all sorts of student needs.

uoSatisfACTION

SHAKE THINGS UP!

Do you have any [comments on your university experience or suggestions on how to improve it?](#)

Tell us!

BEWARE OF ACADEMIC FRAUD!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the [Writing and Style Guide for University Papers and Assignments](#).

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a **grade of “F” for the assignment or course** in question;
- an additional program requirement of **between 3 and 30 credits**;
- **suspension or expulsion** from the Faculty.

For more information, refer to the [Student’s Guide to Academic Integrity](#) and the [Academic Integrity Website \(Office of the Provost and Vice-President, Academic Affairs\)](#).