

# TOPICS IN MONETARY ECONOMICS

ECO 6181

Fall Term 2022

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## COURSE INFORMATION

**Class schedule:** Tuesday, 8:30 am -11:20 am (EST)

**Location:** FSS 7035 (in-person mode)

## INSTRUCTOR INFORMATION

**Name:** Professor Lilia Karnizova

**E-mail:** [lkarnizo@uOttawa.ca](mailto:lkarnizo@uOttawa.ca)

**Virtual office hours in Zoom:** Monday, 8:30 - 9:30 am (EST), or by an e-mail request

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.

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## 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 the identification of macroeconomic effects of monetary policy shocks, evaluation of monetary transmission channels, and monetary policy design.

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## INDIGENOUS AFFIRMATION

*ANISHNABE Ni manàdjiyànàníg Mâmiwinini Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd ki mìgiwèwàdj. Ni manàdjiyànàníg kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng ejì ondàpinangig endàwàdjin Odàwàng. Ninisidawinawànàníg kenawendamòdjig kije kikenindamàwin; weshkinigidjig kaye kejeyàdizidjig. Nigijeweninmànàníg ogog kà nigàni 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.

# **GENERAL COURSE OBJECTIVES AND LEARNING OUTCOMES**

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(1). Master empirical models that form the primary toolkit of researchers in academia and 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 the macroeconomic variables;
- Describe the advantages and disadvantages of each empirical identification strategy.

(2) Establish and interpret relations between the inflation rate, interest rates, monetary aggregates and 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 the 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 the leading 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**

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The course follows a lecture-seminar style. Students are encouraged to participate in class activities.

**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

### **SYNCHRONOUS SESSION RECORDING POLICY**

Selected sessions of this course may be recorded for purposes consistent with the fulfillment of the course learning activities and outcomes. The recordings will be posted in Brightspace without editing and remain available for the students until the course's completion. The recordings are the intellectual property of the University of Ottawa. Students of the course may view them for educational purposes related to the course. However, they are strictly prohibited from sharing these videos with others and from using them for commercial or other purposes.

### **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 class sessions may be recorded. 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 the 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.**

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<b>Assessment Type</b>	<b>Weight</b>	<b>Expected Date</b>
Weekly exercises	10%	throughout the term
Assignment	15%	November 1
Term paper proposal	10%	November 8
Academic paper presentation	15%	November 22 and 29
Academic paper discussion	5%	November 22 and 29
Term paper	45%	December 20

- *Assignment.* The assignment 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 economic research analysis.
- *Academic Paper Presentation.* Students will engage in a simulated conference experience by delivering a conference-style presentation of an academic paper. The presentation will follow with questions from students and the course instructor. Students will be able to select a research paper to present from a list of suggested papers.
- *Academic Paper Discussion.* Students will engage in a simulated conference experience by preparing a research paper discussion.
- *Term paper.* A term paper should be written on a topic related to the material covered in the course. A replication-type 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. It should include a self-contained explanation of the methodology. Students are encouraged to discuss the topic of their project before submitting their proposals.

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.

# ASSESSMENT POLICIES AND EXPECTATIONS.

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## Attendance

- To ensure they succeed in all courses of their program of study, students have the responsibility to participate in the various learning and assessment activities.
- Students registered for in-person attendance can participation in the course online using the Zoom link in BrightSpace.

## Policy on the EIN grade (incomplete)

In all economics courses, students who fail to complete work (either a single piece of work or a combination of work) worth a total of 25% or more of the final grade will receive a grade of EIN in the course. The EIN grade is equivalent to a failure mark (F). See Regulation 10.6 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>) for details. Please note that a denied request for a deferral may therefore lead to failing the course.

## Late Assignments

All assignments are to be submitted by their due date and time. All late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 3 days, *including weekends*. **After 3 days all outstanding assignments will be given a zero (0%) grade.** Exceptions are made only for illness or other serious situations deemed as such by the instructor.

## Department Policy on Missed Exams and Requests for Deferral

- Absences from exams will be penalized. Exceptions are made only for illness or other serious situations. The Faculty reserves the right to accept or refuse the reason. Conflicts due to travel, jobs, or any misreading of the examination timetable are not acceptable reasons. Absences from exams which are not excused will result in a mark of zero for the exam.
- Students who are excused for missing an exam will be required to write a deferred exam, except where the professor offers a re-weighting scheme which applies to the student's case. (If available, such a scheme is described in this syllabus.) Except in the case of a re-weighting scheme, students wishing to be excused for an absence must complete a [deferral form \(DFR\)](#). This form must be completed for both midterm and final exams.
- Absence due to illness must be supported by a medical certificate. Requests for deferral must be submitted, with supporting documentation (ex. medical certificate), within five working days of the exam. The request must respect all the conditions of [Academic Regulation I9.5](#).
- The date of the deferred final exam is January 14, 2023.

## Exam conflicts

- Any conflict with a midterm exam schedule should be reported to the Professor at the beginning of the term. This request is especially applicable to the type 3 conflict (two in-class exams back-to-back) for students with special learning needs.
- Any conflict with a final exam schedule should be reported to the Faculty's undergraduate office as soon as the final examination schedule is released.

## Policy Application to ECO 6181

- ECO 6181 has no exams.

## Regulation on Differed Evaluations (Academic regulation 9.5)

- Students can request a maximum of one (1) deferred evaluation per course, and this evaluation must be taken as soon as possible and within six (6) months after the end of the term.

## **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.](#)

# **ECO 6181 SCHEDULE**

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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: Money, Inflation, and Output: Reduced-Form Evidence**

### **Week 1 (September 13)**

1. Course content and requirements.
2. 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.*

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

3. Structural-form and reduced-form approaches to establishing monetary facts. Time series primer.

### **Week 2 (September 20)**

4. 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, volume 48, number 6, pages 1223-1266, September.
  - Section "Empirical Application: Money and Output," 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)
  - Baxter, Marianne and Robert G. King (1999) "Measuring Business Cycles: Approximate Band-Pass Filters For Economic Time Series," *Review of Economics and Statistics*, volume 81, number 4, pages 575-593.
5. 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, pages 2-11.
  - \* Pedro Teles, Harald Uhlig and João Valle e Azevedo (2016) "Is Quantity Theory Still Alive?" *Economic Journal*, volume 126, number 591, pages 442-464, March.
  - Robert Lucas (1996) "Nobel Lecture: Monetary Neutrality," *The Journal of Political Economy*, volume 104, number 4, pages 661-682.

### **Week 3 (September 27)**

6. VAR models and their applications in monetary economics.  
*Model representation and estimation of a vector autoregressive (VAR) model. Granger Causality. Policy uses. Introduction to MATLAB.*
- \* Valery A. Ramey (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.
  - Chris A. Sims (1980) "Macroeconomics and Reality," *Econometrica* 48, pages 1-48.
  - James H. Stock and Mark W. Watson (2001) "Vector Autoregression," *Journal of Economic Perspectives*, 2001-10-01, Volume15, number 4, pages 101-115.
  - Kevin Hoover and Stephen Perez (1994) " Post Hoc Ergo Propter Hoc Once More: An Evaluation of 'Does Monetary Policy Matter?' in the Spirit of James Tobin," *Journal of Monetary Economics*, volume 34, number 1, pages 47-73.

## **Part II Monetary Policy from a Perspective of the New Keynesian Model**

### **Week 4 (October 4)**

1. 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, number 3, pages 45-103.
  - \* Galí, Jordi. 2018. "The State of New Keynesian Economics: A Partial Assessment." *Journal of Economic Perspectives*, volume 32, number 3, pages 87-112.
  - \* Jean-Christophe Poutineau, Karolina Sobczak and Gauthier Vermandel (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.
2. Monetary policy design.  
*Desirability of price level of inflation targeting. The choice between interest rate and money growth rules. Discretion versus commitment. Systematic monetary policy and its impact on the economy.*
- \* Robert G. King (2000)." The New IS-LM Model: Language, Logic, and Limits." *Federal Reserve Bank of Richmond Economic Quarterly*, volume 86, number 3, pages 45-103.

- \* Galí, Jordi. 2018. "The State of New Keynesian Economics: A Partial Assessment." *Journal of Economic Perspectives*, 32, number 3, pages 87-112.

## Part III Monetary Policy Shocks and Their Effects on Output and Inflation

### Week 5 (October 11)

1. 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.*
  - \* Valery A. Ramey (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, 1999, "Monetary Policy Shocks: What Have We Learned and to What End?" in John Taylor and Michael Woodford, eds. *Handbook of Macroeconomics*, edition 1, volume 1, chapter 2, pages 65-148, Elsevier.
  - Chris Sims (1992) "Interpreting the Macroeconomic Time Series Facts: The Effects of Monetary Policy," *European Economic Review*, volume 36, pages 975-1011.
  - Ben S. Bernanke and Ilian Mihov (1998) "Measuring Monetary Policy," *Quarterly Journal of Economics*, volume 113, number 3, pages 869-902.
  - John H. Cochrane (1998) "What do the VARs Mean? Measuring the Output Effects of Monetary Policy." *Journal of Monetary Economics*, volume 41, number 2, pages 277-300.

### Week 6 (October 19)

2. Narrative measures of monetary policy, and their effects on output and inflation.  
*Monetary policy shock identification from minutes of FOMC meetings. Local projections. SVAR with external instruments.*
  - \* Cristina D. Romer and David H. Romer (2004) "A New Measure of Monetary Policy Shocks: Derivation and Implications." *American Economic Review*, 94 (4), 1055–1084.
  - \* Valery A. Ramey (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, volume 4, number 2, pages 1-32,
  - \* Julien Champagne and Rodrigo Sekkel, (2018) "Changes in Monetary Regimes and the Identification of Monetary Policy Shocks: Narrative Evidence from Canada," *Journal of Monetary Economics*, Elsevier, volume 99(C), pages 72-87.
3. Estimation of impulse responses by local projections.
  - Òscar Jordà, Ò. (2005) "Estimation and Inference of Impulse Responses by Local Projections," *American Economic Review*, volume 95, 161–182.
  - Mikkel Plagborg-Møller and Christian K. Wolf (2021) "Local Projections and VARs Estimate the Same Impulse Responses," *Econometrica*, Econometric Society, volume 89, number 2, pages 955-980, March.
  - Yuriy Gorodnichenko and Byoungchan Lee (2020) "A Note on Variance Decomposition with Local Projections," *Journal of Business and Economic Statistics*, volume 38, pages 921-933.

## **Week 7 (November 1)**

4. Identification of monetary policy shocks through non-recursive contemporaneous restrictions.
  - \* Valery A. Ramey (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*, volume 48, number 6, pages 1223-1266, September.
5. Alternative methods for monetary policy identification.  
*SVAR with long-run restrictions. Factor-augmented VAR models. Identification of monetary policy shocks with sign restrictions.* High frequency identification. *Case studies of disinflations.*
  - \* 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.
  - Ben Bernanke, Jean Boivin and Piotr S. Eliasz (2005) "Measuring the Effects of Monetary Policy: A Factor-augmented Vector Autoregressive (FAVAR) Approach," *The Quarterly Journal of Economics*, volume 120, number 1, pages 387-422, January.
  - 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.

## **Week 8 (November 8)**

6. Unconventional monetary policy: definition, identification and results.
  - \* Barbara Rossi (2021) Identifying and Estimating the Effects of Unconventional Monetary Policy: How to Do it and What Have We Learned? *The Econometrics Journal*, 2021-03-08, volume 24, number 1, pages C1-C32
  - \* Jannsen, Nils (2019) "Monetary Policy During Financial Crises: Is the Transmission Mechanism Impaired?" *International Journal of Central Banking*, volume 15.4, pages 81–126. Print.

## **Part IV Monetary Policy Transmission**

### **Week 9 (November 15)**

1. Monetary policy and inequality
  - \* Makoto Nakajima, 2015. "The Redistributive Consequences of Monetary Policy," *Business Review*, Federal Reserve Bank of Philadelphia, issue Q2, pages 9-16.
  - \* Yuriy Gorodnichenko, Olivier Coibion, Lorenz Kueng, and John Silvia (2017) "Innocent Bystanders? Monetary Policy and Inequality in the U.S.," *Journal of Monetary Economics*, volume 88, pages 70-88.
  - \* Deniz O. Iganci, Davide Furceri, Nina T. Budina, Luis Brando, Machiko Narita, Balazs Csonto, Philipp Engler, Rui Mano, Gurnain Kaur Pasricha, Chiara Fratto, Valenti (2021) "Distributional Effects of Monetary Policy," IMF Working Papers 2021/201, *International Monetary Fund*.

### **Week 10 (November 22) & Week 11 (November 29)**

2. Student presentations on selected topics

## **Week 12 (December 6)**

### 3. Information channel of monetary policy and its implications

- \* Lukas Hoesch, Barbara Rossi, and Tatevik Sekhposyan (forthcoming) "Has the Information Channel of Monetary Policy Disappeared? Revisiting the Empirical Evidence," *American Economic Journal: Macroeconomics*.
- Miranda-Agrippino, Silvia, and Giovanni Ricco (2021) "The Transmission of Monetary Policy Shocks." *American Economic Journal: Macroeconomics*, volume 13, number 3, pages 74-107.
- Stephanie Ettmeier and Alexander Kriwoluzky (2019) "Same, but Different? Testing Monetary Policy Shock Measures," *Economics Letters*, Elsevier, volume 184 (C).

## **UNIVERSITY POLICIES.**

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### **Intellectual property right of course content**

The materials you receive for this course are protected by [copyright](#) and must be used for this course only. You do not have permission to disseminate these materials, regardless of the means of dissemination including the uploading of these materials to any website or mobile application. These materials include but are not limited to, any course notes provided by the professor, their Powerpoint presentations, and any lecture recordings you may have.

If you require clarification, please consult your professor.

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### **Regulation on Bilingualism at the University of Ottawa**

Every student has the right to require that a course be given in the language used to describe the course in the course calendar ([Academic Regulation I-2](#)).

Except in programs and courses for which language is a requirement, all students have the right to produce their written work and to answer examination questions in the official language of their choice, regardless of the course's language of instruction.

### **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](#).

## **Prevention of Sexual Violence**

**If you feel unsafe, call 9-1-1 or reach out to Campus Protective Services at 613-562-5411.**

The University of Ottawa has a zero-tolerance policy for any sexual act or act targeting a person's sexuality, gender identity or gender expression. This includes both physical and psychological acts that are committed, threatened, or attempted against a person without the person's consent, such as sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, sexual exploitation, and cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint.

## **REGULATION ON ACADEMIC FRAUD**

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### **Preamble**

Academic integrity is a fundamental value at the core of all academic activities. [The regulation on academic fraud](#) defines the acts that can compromise academic integrity and outlines the various sanctions and consequences of such acts, and the procedures for handling allegations and setting sanctions. Further information on academic integrity is available on the [website of the Provost and Vice-President, Academic Affairs](#).

### **Definition**

Any act by a student that may result in a distorted academic evaluation for that student or another student. Academic fraud includes but is not limited to activities such as:

- 1) plagiarising or cheating in any way;
- 2) submitting work not partially or fully the student's own, excluding properly cited quotations and references. Such work includes assignments, essays, tests, exams, research reports and theses, regardless of whether the work is in written, oral or any other form;
- 3) presenting research data that are forged, falsified or fabricated in any manner.
- 4) attributing a statement of fact or reference to a fabricated source;
- 5) submitting the same work or a significant part of the same piece of work in more than one course, or a thesis or any other piece of work submitted elsewhere without the prior approval of the appropriate professors or academic units;
- 6) falsifying or misrepresenting an academic evaluation, using a forged or altered supporting document or facilitating the use of such a document;
- 7) taking any action aimed at falsifying an academic evaluation.

### **Sanctions**

Students who commit or attempt to commit academic fraud, or who are a party to academic fraud, are subject to one or more sanctions ([full list](#)), such as:

- 1) a written warning;
- 2) zero for part of the work in question;
- 3) zero for the work in question;
- 4) zero for the work in question and the loss of additional marks for the course in question;
- 5) zero for the work in question, with a final grade no higher than the passing grade for the course in question;
- 6) an F or NS grade for the course in question.

# STUDENT SERVICES AND RESOURCES

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## 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 GPS](#)

The *Academic GPS* hub is a one-stop shop for academic support. Whether you're an experienced student or just starting out, you'll find some great resources to help you succeed.

### With the Academic GPS, you can:

- chat with a mentor seven days a week
- register for study groups
- take part in study methods workshops (note taking, time management, exam preparation, stress management, Academic Integrity Session, etc.)
- book an appointment with a mentor

## [Health and Wellness](#)

Your wellness is an integral part of your success. If you don't feel well, it can be hard to focus on your studies. Dedicated professionals and fellow students who care about you are always ready to provide advice and support. Depending on your needs, many activities and services exist to accompany you during your academic journey.

Services include:

- opportunities to connect;
- counselling sessions
- peer support;
- physical activity;
- wellness activities and workshops;
- spiritual guidance.

If you want to connect with a counsellor, you can book an appointment online or go to their walk-in clinic at 100 Marie-Curie, fourth floor. You can also drop-in to our wellness space, chat online with a peer helper, or access 24/7 professional help through the website.

## **ACADEMIC ACCOMMODATIONS**

The [Access Service](#) tries to make sure all students with disabilities have equal access to learning and research environments, the physical campus and University-related programs and activities. The Academic Accommodations service works with other campus services to create an accessible campus learning environment, where students with disabilities have an equal opportunity to flourish. We offer a wide range of services and resources, provided with expertise, professionalism and confidentiality.

### **Some services we offer**

- Help for students with disabilities in making the transition
- Permanent and temporary accommodation measures
- Learning strategy development
- Adaptive exams
- Transcriptions of learning material
- Interpretation (ASL and LSQ)
- Assistive technologies

If you think that you might need any of our services or supports, [email the Academic Accommodations service \(adapt@uOttawa.ca\)](#).

## **Human Rights Office**

The mandate of the [Human Rights Office](#) is 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](mailto:respect@uOttawa.ca)

## **Career Services**

[Career Services](#) offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.