

Inequality and Poverty in Latin America
ECON 4600-01/ECON 4600-02/ECON 6600-01
Undergraduate and Graduate Course
Spring 2022

Time: MONDAY 3:00pm-5:30pm CST

Location: Dinwiddie 108

Online (if needed):

<https://tulane.zoom.us/j/96261383823?pwd=SnVSRXFsdGdxRzVrWkcrS2EyOFMwdz09>

Instructor

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nlustig@tulane.edu

Office Hours: Tu 2-3pm

Or by appointment. To request an appointment please send an email to the above address.

Online (if needed):

<https://tulane.zoom.us/j/99610303206?pwd=ZUYrNzY2SHBVRy91Tm9oYkdIZ0p0Zz09>

Labs

Farah Khan fkhan5@tulane.edu

Academic Calendar

https://registrar.tulane.edu/Academic_Calendar

Course Description

Latin America is the region with the highest levels of income inequality and where inequality has been most persistent. Through comparative and in-depth country studies students will analyze the dynamics of income inequality and poverty in specific countries from the region focusing on the role of markets and the state, and the ideology of political regimes. The course includes a review of quantitative methods to measure inequality and poverty and the theories and methods to analyze their determinants, including the political dimensions. Students will also learn to assess government efforts to reduce inequality and poverty through taxes and transfers using fiscal incidence analysis. This semester, the course will focus on the potential impact of COVID-19 and the policies implemented to mitigate them.

Pre-requisites: Introductory Macro and Microeconomics with a grade of B+ or higher is required. Spanish is not required but students who read Spanish will find it helpful.

Objective and Learning Outcomes

This course will combine lectures, labs, and student presentations in a seminar format with guided discussions based on readings and country studies. Students are expected to actively participate in class and interact with the instructor and each other. Careful and critical reading of the materials is a key component of this course.

The purpose of this course is threefold: a. to develop a broad understanding of the dynamics of inequality and poverty in Latin America and how market forces and government policies affect those dynamics; b. to acquire skills to critically assess the consistency of data on inequality, poverty and social policy from a wide range of sources; c. to understand the basics of fiscal incidence analysis. By

the end of the course, students should have learned: 1. existing methods to measure inequality and poverty, their properties and limitations; 2. the facts on inequality and poverty in Latin America; 3. how to find and assess the quality and consistency of data on inequality, poverty and social policies; 4. existing theories and methods to analyze the causes and consequences of inequality and poverty and apply them to the countries covered in the course; 5. the basics of tax and benefit incidence analysis and other public policies designed to address inequality and poverty; 6. how the ideology of political regimes may affect the dynamics of inequality and poverty; and, 7. the potential impact of COVID-19 and the policies implemented to mitigate them.

Program Outcomes

This course contributes to the program outcomes of the BA and BS degrees in Economics and other disciplines by allowing students to develop and demonstrate competency in specialized fields (income distribution and poverty). It also contributes to the program outcomes of the MA in Economics and LAS and of the latter's doctoral degree by allowing students to develop and demonstrate competency in specialized fields (income distribution and poverty) and also gain knowledge on specific geographic areas (Latin America).

NOTICE: STUDENTS TAKING ECON 4600-02/WRITING INTENSIVE, PLEASE GO TO THE BOTTOM OF THIS SYLLABUS

Organization

The course will be conducted as a seminar and there will be several in-class workshops and tutorials. Students are expected to actively participate in class and interact with the instructor and each other. Careful and critical reading of the materials is a key component of this course.

Readings

Most of the reading materials can be downloaded or will be posted in a shared Dropbox folder. Other readings are available through the library (stacks or online). Bibliographical references by country will be available in the shared Dropbox folder.

Technology

Students will need to search for data during class so please bring a laptop set up to use Tulane's network. You will need a Dropbox account to access all the class materials. To open a Dropbox account, you can go to www.dropbox.com and open a free account.

Evaluation and Grading

Preparing an Inequality and Poverty Assessment for a country and In-class presentations: 40 %

The class will be divided in teams and there will be two types of presentations:

1. Advances on sections of the Assessment.
2. A final presentation.

The **Inequality and Poverty Assessment** for in-class presentation, spreadsheet, powerpoint slides, and final paper (the paper applies to students taking the course for graduate-level or writing intensive credit only) should include the following sections:

Section 1: Introduction.

- *Section 2: Evolution and main determinants of inequality and poverty in selected country.* Collect information on inequality and poverty from the following three sources for "your" country for as far back as you can: CEPAL, SEDLAC, World Bank's POVCAL, Wid.world, and other sources. Using the existing information and readings describe what happened to inequality and poverty in your country.

- What is the indicator of wellbeing and the source?
- Evolution of poverty: What has been the evolution of poverty? Are trends sensitive to the welfare measure/indicator/poverty line? Do different sources give consistent results (levels and trends)? Which source did you decide to use and why? Are results sensitive to the use of alternative poverty measures? What might be the impact of COVID-19 on poverty indicators?
 - Plot all three measures using different poverty lines
- Evolution of inequality (quintiles or deciles; Gini): What has been the evolution of inequality? Are trends sensitive to the welfare measure/indicator? Do different sources give consistent results (levels and trends)? Which source did you decide to use and why? What might be the impact of COVID-19 on poverty indicators?
 - Plot the evolution of inequality using the Gini coefficient
- Compare poverty and inequality in your country with the rest of its region, developing world.
- Based on your bibliographical research, which factors explain the observed trends in inequality and poverty?

Section 3: Social Protection and Anti-poverty Programs Describe the main characteristics of the social protection system and transfer programs.

Section 4: Assessing fiscal policy's impact on poverty and inequality. Using the Commitment to Equity framework as guidance, assess the extent to which government fiscal policies (taxes and transfers) in your country bring about a significant reduction in poverty and inequality. How progressive are taxes and transfers? How equitable is the access to public education and health? What are the main social programs and their characteristics? How significant is their contribution to reducing inequality and poverty?

Section 5: The Short- and Long-term Impacts of COVID-19 and policies to mitigate them.

Section 6: Conclusions.

References.

NOTE: Please make sure to put your name and date in the top right-hand corner on first page of every document. Powerpoint slides and papers should include a section with bibliographical references. Tables and figures should have proper titles and include sources (including the page numbers of the source when applicable) and add as many explanatory notes as needed.

The grade for the in-class presentations shall be the same for all members of the team. The presentations are graded as a “package;” there are no individual grades for each one. Students will be excused from presenting only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the deadline. Without such evidence, the grade will be an F.

Midterm exam March 14: 30%

The midterm will include questions on the material and readings covered until then. Midterm exams can be rescheduled only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the exam. Without such evidence, the grade will be an F.

Final Assignment: 30 %

- Each team must submit the revised and final version of powerpoint slides to instructor by **Saturday May 7 at 5pm (CST)**. Please submit electronically to the instructor with a copy to the TA. If a team does not submit the final version of the slides by the due date, the grade for this assignment will be reduced at a rate of 25 percent per day. Students

will be excused only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the deadline. Without such evidence, the grade will be an F.

For students taking the course at the graduate level:

- In addition to the above, students taking the course for graduate-level credit must submit a final paper written individually. The paper must follow the structure described above for the Assignment and should be 8-10 pages long (font size 12 and double space) including tables, figures and references. Please make sure to put your name and date in the top right-hand corner on first page. Papers should include a section with bibliographical references. Tables and figures should have proper titles and include sources (including the page numbers of the source when applicable) and add as many explanatory notes as needed. The paper is due by Saturday May 7 at 5pm (CST). Please submit electronically with a copy to the TA. If a student does not deliver the paper by the due date, the grade for this assignment will be reduced at a rate of 25 percent per day. Students will be excused only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the deadline. Without such evidence, the grade will be an F.

GRADE SCALE: A (93-100) | A- (90-92) | B+ (87-89) | B (83-86) | B- (80-82) | C+ (77-79) | C (73-76) | C- (70-72) | D+ (67-69) | D (63-66) | D- (60-62) | F (below 60)

Attendance, punctuality and active participation in class are required

If you need to attend remotely, attendance means being online for the duration of the class with videocamera on. If videocamera is off, it will count as a “missed” class.

Students are allowed to miss only one class without excuse. If more than one class is missed (fully or partially), students will be excused only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed or were late to a class. Without the signed evidence, 5 percent will be subtracted from final grade for each missed class. If a student misses 4 classes or more, the student will receive an incomplete for the course.

Students are expected to be punctual and stay for the duration of the entire class. If a student must be late to a class or leave early, please request the instructor’s permission in writing.

Students must turn cell phones off during class. Social media or internet should not be consulted during during class except as required by the course. The use of cell phones, social media, or internet for unauthorized purposes will result in a deduction of 5 percent from the final grade for each violation.

There will be a 10-minute break during each session. With the exception of the break, students are expected to remain in the room during the entire class unless exceptional circumstances require them to be excused.

Schedule and Readings

January 31 – Concepts, Measurement, Trends, Historical Roots and Determinants

Concepts and Measurement

- Haughton, Jonathan and Shahidur R. Khandker. 2009. Handbook on Poverty and Inequality, World Bank; chapters 1-6.
<http://documents.worldbank.org/curated/en/488081468157174849/Handbook-on-poverty-and-inequality>
- Foster, James and Nora Lustig. 2019. "Choosing an Inequality Index," *Human Development Report 2019*, Spotlight 3.2, p. 156.

Trends and Determinants

- Lustig, Nora. 2020. *Inequality and Social Policy in Latin America*. CEQ Working Paper 94, CEQ Institute, Tulane University, March.

Further readings:

Ethnic Discrimination

- Cunningham, Wendy, and Joyce Jacobsen. 2004. “Group-Based Inequalities: The Roles of Race, Ethnicity, and Gender.” In *Inequality in Latin America and the Caribbean. Breaking with History?*, coordinated by David De Ferranti, Guillermo Perry, Francisco H. G. Ferreira, and Michael Walton. Washington, D.C: World Bank. Chapter 3. http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2004/06/22/000160016_20040622141728/Rendered/PDF/28989.pdf.
- Marquez, Gustavo, Alberto Chong, Suzanne Duryea, Jacqueline Mazza, and Hugo Nopo, coordinators. 2007. *Outsiders? The Changing Patterns of Exclusion in Latin America and the Caribbean*. Washington, D.C: IADB. <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=1154386>
- Nopo, Hugo. 2012. *New Century, Old Disparities: Gender and Ethnic Wage Gaps in Latin America*, Inter-American Development Bank. (available on IADB’s website)

Inequality and Poverty in Latin America in Comparative Perspective

- Ferreira, F. H. G. 2016. “Measuring Global Poverty. Past, Present and Future,” Powerpoint Presentation, 7th Bolivian Conference on Development Economics La Paz, December 9.
- World Bank (2016), *Poverty and Shared Prosperity 2016: Taking on Inequality*, Washington, DC: World Bank, <https://openknowledge.worldbank.org/handle/10986/25078>
- OECD. 2010. *Tackling inequalities in Brazil, China, India and South Africa: The role of labour market and social policies*. OECD Publishing, doi: 10.1787/9789264088368-en.

Historical Roots

- Sokoloff, Kenneth, and Joyce Robinson. 2004. “Historical Roots of Inequality in Latin America”. In *Inequality in Latin America and the Caribbean. Breaking with History?* coordinated by David De Ferranti, Guillermo Perry, Francisco H. G. Ferreira, and Michael Walton. Chapter 4. Washington, D. C: World Bank. http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2004/06/22/000160016_20040622141728/Rendered/PDF/28989.pdf
- Frankema, Ewout. 2009. “The Colonial Origins of Inequality: Exploring the Causes and Consequences of Land Distribution,” in Klasen, Stephan and Felicitas Nowak Lehmann *Poverty, Inequality, and Policy in Latin America*, MIT Press. (not available online)
- Prados de la Escosura, Leonardo. 2005. “Growth, Inequality and Poverty in Latin America: Historical Evidence, Controlled Conjectures,” Working Paper 05-41, Economic History and Institutions Series, Universidad Carlos III de Madrid, Spain, June.
- Williamson, Jeffrey G. 2015. “Latin American Inequality: Colonial Origins, Commodity Booms or a Missed Twentieth-Century Leveling?.” *Journal of Human Development and Capabilities*, Vol. 16, No. 3, 324-341.

Determinants of Inequality

- Lustig, Nora and Leonardo Gasparini. 2011. “The Rise and Fall of Income Inequality in Latin America,” Chapter 28 in Jose Antonio Ocampo and Jaime Ros, eds., *Oxford Handbook of Latin American Economics*, Oxford University Press, August.

- Gasparini, Leonardo, Guillermo Cruces and Leopoldo Tornarolli. 2011. “Recent Trends in Income Inequality in Latin America.” *Economia. The Journal of the Latin American and Caribbean Economic Association*. Spring: 147-201.
- Cornia, Giovanni Andrea. 2012. “Inequality Trends and their Determinants Latin America over 1990-2010.” UNU-WIDER Working Paper 2012/09.
- Lustig, Nora. 2013. “Latin America’s Inequality Success Story” *Current History*, February, pp. 64-69.
- Cornia, Giovanni Andrea. 2015. “Income inequality in Latin America.” UNU-WIDER Working Paper 2015/020.
- Lustig, Nora, Luis F. Lopez-Calva and Eduardo Ortiz-Juarez. 2016. “Deconstructing the Decline in Inequality in Latin America,” “Deconstructing the Decline in Inequality in Latin America.” Basu, Kaushik and Joseph Stiglitz. *Inequality and Growth: Patterns and Policy: Volume II: Regions and Regularities*. Chapter 7.
- Messina, Julian and Joana Silva. 2018. *Wage Inequality in Latin America*. World Bank Group.
- Rodriguez, Carlos et al. (2016) “Understanding the Dynamics of Labor Income Inequality in Latin America,” Policy Research Working Paper 7795, World Bank.
- Acosta, Pablo, Guillermo Cruces, Sebastian Galiani and Leonardo Gasparini. 2019. “Educational upgrading and returns to skills in Latin America: evidence from a supply-demand framework.” *Latin American Economic Review*. (2019)28:18. <https://doi.org/10.1186/s40503-019-0080-6>
- Birdsall, Nancy, Nora Lustig and Christian Meyer. 2014. “The Strugglers: The New Poor in Latin America?,” *World Development*, August 2014, Volume 60, pp132-146.

February 7 – Concepts, Measurement, Trends, and Determinants (continued)

February 14 – Lab: Estimating Poverty and Inequality

LAB: Farah Khan

First Presentation: Sections 1 and 2 of Assessment. 5 teams 15 minutes each.

February 21- Incidence of Taxes and Transfers in Latin America

- Lustig, Nora. 2019. “Measuring the Distributional Impact of Taxation and Public Spending: The Practice of Fiscal Incidence Analysis.” CEQ Working Paper 24, CEQ Institute, Tulane University, October 2019.
- Lustig, Nora. 2019. Measuring Fiscal Redistribution: Concepts and Definitions, *Inequalities in Human Development in the 21st Century, Human Development Report 2019*, Spotlight 3.3, p. 160.
- Lustig, Nora (editor). 2018. *Commitment to Equity Handbook. Estimating the Impact of Fiscal Policy on Inequality and Poverty*. Brookings Institution Press and CEQ Institute. Introduction and Chapter 10.

Further readings:

- Higgins, Sean, Nora Lustig, Whitney Ruble, and Tim Smeeding. 2016. “Comparing the Incidence of Taxes and Social Spending in Brazil and the United States.” *Review of Income and Wealth*, 62, S22-46, 2016.
- For Spanish readers: Lustig, Nora. 2017. “El impacto del sistema tributario y el gasto social en la distribución del ingreso y la pobreza en América Latina.” *El Trimestre Económico*. Number 335, July-September 2017
- Lustig, Nora. 2017. “Fiscal Redistribution and Ethno-racial Inequality in Bolivia, Brazil and Guatemala,” *Latin American Research Review. Special Issue: Enduring and/or New Forms of Inequality in a Globalizing World*, Philip Oxhorn and José R. Jouve-Martin, editors, 2017, 52(2): X.

- Cabrera, Maynor, Nora Lustig, and Estuardo Moran. 2015. "Fiscal Policy, Inequality and the Ethnic Divide in Guatemala." *World Development*, Vol. 76, pp. 263–279, 2015.

First Presentation: Sections 1 and 2 of Assessment. 4 teams 15 minutes each.

February 28 – MARDI GRAS; NO CLASS

March 7 – – Inequality and Human Development

Guest Lecture: UNDP Human Development Report for LAC, Marcela Melendez, Chief Economist (1 hr)

- Regional Human Development Report 2021 | Trapped: High Inequality and Low Growth in Latin America and the Caribbean.

Midterm Review

March 14 – Midterm (1.5 hr)

Lecture: Incidence of Taxes and Transfers in Latin America (cont.)

March 21 – Guest Lecture: Inequality and Poverty and the Impact of COVID-19 in Argentina. Jose Maria Fanelli, Universidad de San Andres. (30 minutes)

Lab: Policy Simulations of Fiscal Incidence Analysis

LAB: Farah Khan

March 28 – SPRING BREAK; NO CLASS

April 4 – Political Regime and Inequality

Guest Lecture: Prof. German Feierherd, Universidad de San Andres. (1 hr)

- Baker, Andy and Vania Ximena Velasco-Guachalla. Is the informal sector politically different? Answers from Latin America. *World Development*, 102:170–182, 2018.
- Feierherd, German, Patricio Larroulet, Wei Long, and Nora Lustig. Forthcoming. "The Pink Tide and Inequality in Latin America." CEQ Working Paper 103, Commitment to Equity Institute, Tulane University.
- Holland, Alisha and Schneider, Ben. 2017. "Easy and Hard Redistribution: The Political Economy of Welfare States in Latin America." *Perspectives on Politics*, 15 (4), 988-1006.

Further readings:

- Fairfield, Tasha, and Candelaria Garay. "Redistribution under the right in Latin America: Electoral competition and organized actors in policymaking." *Comparative Political Studies* 50.14 (2017): 1871-1906.
- Holland, Alisha. Diminished expectations: Redistributive preferences in truncated welfare states. *World Politics*, 70(4):555–594, 2018.
- Pribble, Jennifer, Evelyne Huber, and John D. Stephens. 2009. "Politics, Policies, and Poverty in Latin America." *Comparative Politics* 41, no. 4 (July 2009): 387-407.

Lecture: Social Protection

- Amarante, Veronica and Martin Brun. 2016. Cash Transfers in Latin America. Effects on Poverty and Redistribution., Working Paper 136. UNU-WIDER.
- Fiszbein, Ariel and Norbert Schady with Francisco H.G. Ferreira, Margaret Grosh, Nial Kelleher, Pedro Olinto, and Emmanuel Skoufias. 2009. Conditional Cash Transfers. Reducing Present And Future Poverty, World Bank, Chapter 1.
- Levy, Santiago and Guillermo Cruces. 2021. Time for a New Course: An Essay on Social Protection and Growth in Latin America, UNDP.

Further readings:

- Ferreira, Francisco and David Robalino. 2010. “Social Protection in Latin America. Achievements and Limitations.” Policy Research Working Paper 5305. World Bank, Washington, DC, May.
- Barrientos, Armando. 2011. “On the Distributional Implications of Social Protection Reforms in Latin America,” Working Paper No. 2011/69, UNU-WIDER, Helsinki.
- Lindert, Kathy, Emmanuel Skoufias and Joseph Shapiro (2006). “Redistributing Income to the Poor and the Rich: Public Transfers in Latin America and the Caribbean,” Discussion Paper 0605. World Bank.

Lab: Policy Simulations of Fiscal Incidence Analysis

LAB: Farah Khan

April 11 – The Impact of COVID-19 on Inequality and Poverty

Guest Lecture: TBC Inequality and Poverty and the Impact of COVID-19 in Colombia. Mauricio Cardenas, SIPA, Columbia University. (30 minutes)

Lecture: Prof. Nora Lustig

- Lustig, Nora, Valentina Martinez Pabon, Federico Sanz and Stephen D. Younger. 2020. “The Impact of Covid-19 Lockdowns and Expanded Social Assistance on Inequality, Poverty and Mobility in Argentina, Brazil, Colombia and Mexico.” CEQ Working Paper 92, Commitment to Equity Institute, Tulane University, August.
<http://repec.tulane.edu/RePEc/ceq/ceq92.pdf>
- Neidhöfer, Guido, Nora Lustig, and Mariano Tommasi. 2020. “Intergenerational Transmission of Lockdown Consequences: Prognosis of the Longer-run Persistence of COVID-19 in Latin America.” CEQ Working Paper 99, Commitment to Equity Institute, Tulane University, December.
<http://repec.tulane.edu/RePEc/ceq/ceq99.pdf>
- Sumner, A., C. Hoy, and E. Ortiz-Juarez (2020). Precarity and the pandemic: COVID-19 and poverty incidence, intensity, and severity in developing countries. WIDER Working Paper 2020/77.
<https://www.wider.unu.edu/sites/default/files/Publications/Working-paper/PDF/wp2020-77.pdf>.

Second Presentation: Sections 3 and 4 of Assessment. 3 teams 20 minutes each.

April 18 – Lab: Simulating the Impact of COVID-19 on Inequality and Poverty

LAB: Farah Khan

Second Presentation: Sections 3 and 4 of Assessment. 3 teams 20 minutes each.

April 25 – Fiscal Redistribution in Mexico: 1990-2020

Guest Lecture: Prof. John Scott, CIDE. (1 hour)

Second Presentation: Section 3 and 4 of Assessment. 3 teams 20 minutes each.

May 2 – Inequality and Poverty Assessment

Final Presentations. 30 minutes each team.

May 4 – Inequality and Poverty Assessments

Final Presentations. 30 minutes each team.

Data Sources and Additional Resources

COVID-19

Institute for Health Metrics and Evaluation (IHME): <http://www.healthdata.org/covid>

Johns Hopkins Coronavirus Resource Center: <https://coronavirus.jhu.edu/map.html>

Projections: <https://covid19.healthdata.org/global?view=total-deaths&tab=trend>

Policy briefs: <http://www.healthdata.org/covid/updates>

Social Protection and Jobs Responses to COVID-19: <https://www.ugogentilini.net/?p=1070>

Databases

Students are encouraged to make additional suggestions to this list

CEPALSTAT (UN Economic Commission for Latin America and the Caribbean), http://estadisticas.cepal.org/cepalstat/WEB_CEPALSTAT/Portada.asp

CEQ Standard Indicators (Commitment to Equity Institute, Tulane University), <http://www.commitmenttoequity.org/indicators.php>

IDD (Income Distribution Database/OECD), <http://www.oecd.org/social/income-distribution-database.htm>

LIS/LWS (Luxembourg Income Study), <http://www.lisdatacenter.org/our-data/lws-database/>

Pew Research Center (Pew Research Global Attitudes Project), <http://www.pewglobal.org>

PovcalNet (World Development Indicators, World Bank), <http://iresearch.worldbank.org/PovcalNet/povOnDemand.aspx>

SEDLAC (Socio-Economic Database for Latin America and the Caribbean/CEDLAS at Universidad Nacional de La Plata and World Bank), <http://sedlac.econo.unlp.edu.ar/>

WID.world (The World Wealth and Income Database), <http://wid.world/>

Other data sources:

- EARTHDATA Poverty Mapping Project: <https://cmr.earthdata.nasa.gov/search/concepts/C179001946-SEDAC.html>
- ILO Social Security Inquiry <http://www.ilo.org/sesame/IFPSES.SSDBMenu>
- OECD SOCIAL EXPENDITURES COMPENDIUM <http://www.oecd.org/social/expenditure.htm>
- Public Expenditure Review “homepage” includes information on process, substance, as well as scrolling down you will find a table with all the reviews per region. <http://go.worldbank.org/2NYPVF0QT0>
- UNDP (United Nations Development Program)/ Human Development Reports <http://hdr.undp.org/en/>
- UNDP/ Millennium Development Goals Monitor <http://www.mdgmonitor.org/>
- Social Spending by Country (CEPAL) http://dds.cepal.org/gasto/indicadores/ficha/?indicador_id=1

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Code of Conduct

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at titleix.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at tulane.edu/concerns.

<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS) (504) 314-2277 or The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 or orsrss@tulane.edu
Student Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown - (504) 865-5911. Downtown – (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 314-2160 or msmith76@tulane.edu

Academic honesty

All students must be familiar with and abide by Tulane’s Code of Academic Conduct, which is available online at <http://tulane.edu/college/code.cfm>

Note in particular: "Unless explicitly allowed by the instructor, electronic devices (such as cell phones, notebooks, calculators, etc.) are not allowed to be out of backpacks or purses during quizzes and exams. These electronic devices must be packed away and turned off. Any student who is caught with one of these devices out will have his/her test taken and will be charged with the Honor Code violation of cheating."

ECON 4600-02 - Writing Intensive

<https://liberalarts.tulane.edu/academics/undergraduate-studies/writing-intensive-requirement>

- Sole authorship by an individual student.
- A paper of at least 3500 words (15 pages) of expository, analytical writing. Maximum page count includes graphs, tables, appendixes and references.
- First draft due by **March 22, 2022. NEW DATE: March 25, 2022.**
- Final version due by **May 7 (5pm), 2022** (final exam schedule). *(final exams between May 7- May 12)

- The S/U option may not be used to satisfy the writing requirement.
- Learning Outcomes – Courses that fulfill these requirements will require the student to demonstrate their proficiency in writing through the following objectives:
 - Demonstrates an understanding of context, audience, and purpose that is responsive to the assigned task(s).
 - Uses appropriate content to clearly convey the writer's understanding of the subject.
 - Demonstrates competence in the appropriate citation systems for their academic disciplines or genres.