

**Economics for Public Management and Policy  
API 5100, Section A**

**Miles Corak  
Autumn 2016**

## **COURSE OUTLINE**

<b>Class schedule:</b>	Mondays 14:30 to 17:20 FSS 6 004
<b>Professor's office hours:</b>	Thursdays 14:30 to 16:30 FSS 6 029
<b>Internet:</b>	mcorak@uottawa.ca twitter.com/MilesCorak or @MilesCorak MilesCorak.com

Please note that in communicating with students by email the instructor is required to use their official University of Ottawa email address with the domain name @uottawa.ca .

## **COURSE DESCRIPTION AND OBJECTIVES**

Upon completion of this course successful students will be familiar with the basic principles of economics and be able to apply them critically to issues dealing with Canadian and international public policy. Students will read, summarize, and critically assess texts in economic theory, public policy documents, and media reporting, working both individually and in groups to produce written reports and oral presentations.

The course has been specially designed to meet the needs of graduate students in public policy who may have had only limited exposure to economics during their undergraduate studies. Upon completion of the course students will have the skills and knowledge to understand and critically assess public policy debates dealing with both micro and macro-economic issues, as well as to enrol in more advanced courses in economic theory.

## **SPECIFIC COURSE OBJECTIVES**

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1. To develop a knowledge of economic principles
  - a. Students will be introduced to the basic principles of both micro and macro economic theory through lectures based upon a variety of readings they will do from standard texts.
  - b. Students will enhance their familiarity with economic problems and methods of reasoning through a series of assignments.
  - c. In consultation with the professor and working in small teams, students will make a presentation summarizing a relevant aspect of economic theory and its application to public policy.
  
2. To apply economic reasoning to public policy issues
  - a. Familiarity with the economic aspect of public policy issues will be enhanced by regular reading of media reports, either newspapers or web based. The instructor has set up a Twitter account at [twitter.com/MilesCorak](https://twitter.com/MilesCorak), with the handle @MilesCorak, and a blog at [MilesCorak.com](http://MilesCorak.com) as a way of remaining in conversation with students, offering direction to current events and articles of interest, and in particular to direct students to newspaper articles and blogs that are credible and of particular interest. The Twitter hashtag #API5100 will usually be used for this purpose.
  - b. The professor will also make available recent public policy documents and other readings that students may read individually or as a group, present to the class, and submit written critiques.
  - c. The class will collectively read a book dealing with public policy issues related to aspects of economic theory.

## **TEACHING METHODS AND SKILLS DEVELOPMENT**

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Successful learning requires continuous and conscious engagement with the subject, and active in-class participation is an essential part of this engagement. It will serve as an important basis for evaluating your work in this course.

The successful student will take full advantage of the opportunities provided in class. Attending classes, handing in assignments on time, and consistently contributing to the class in all activities—whether group, pair, or individual—will all be considered as measures of your success in effectively using your class time.

The classroom is intended to be a safe place where students can question and practice, receive feedback from both the instructor and their peers, and rely on their classmates as partners and resources in the learning process. The instructor's role is to provide resources, guidance, and support, but students are responsible for engaging actively in the process. Active listening and engagement requires, at a minimum, that students turn off and store all cell phones.

Students are responsible for completing readings before the class, being prepared for discussions, submitting assignments on time, volunteering material for the consideration of the class, and working constructively as a team member. The nature of a successful student's participation might be characterized by the phrase "informed engagement."

The teaching approach will involve the use of theory to highlight important public policy debates; adopt the view of economics as a science that has developed and is developing in response to a conversation between theory, policy needs, and data availability; and also encourage an appreciation of the historical context and the personalities of the great thinkers who have helped to shape the subject.

## RESOURCES

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Students are required to purchase the following three books.

Robert H. Frank, Ben S. Bernanke, Lars Osberg, Melvin Cross, Brian MacLean (2012). *Principles of Microeconomics*. 4th Canadian Edition. Toronto: McGraw-Hill Ryerson.

This book offers a standard treatment of the materials in a first year economics course. The authors describe the book by saying:

Economics is a way of thinking about the world. Over many years economists have developed some simple principles and tools that are useful for understanding a wide range of situations, from the relatively simple economic decisions that individuals make every day to the workings of highly complex markets, such as international financial markets. A major objective of this book is to help you learn these principles and tools and how to apply them to a variety of issues.

It will be used as our standard reference text, offering the basis for some lectures, student led presentations, and also for supplemental reading as well as some assignments.

Joseph Heath (2009). *Filthy Lucre: Economics for People Who Hate Capitalism*. Toronto: Harper Collins.

Written in a lively and accessible style this book, by a Canadian philosopher and public policy analyst, explores a series of public policy issues with the objective of illustrating the power of economic logic to clarify sometimes confused thinking. On page 10 of his introduction the author states:

The first half [of the book] can be thought of as "favorite economic fallacies of the right"—arguments routinely peddled by conservatives not because those arguments make any sense, but because the conclusions are so agreeable to them. The second half consists of "favorite economic fallacies of the left."

It will be used to complement the formal analysis of both micro and macro-economic theory, but principally to motivate our use of economic theory to analyse contemporary public policy issues. It will also be the basis for some student led discussions and presentations.

Tim Harford (2005). *The Undercover Economist*. Random House Canada.

This book, by a noted journalist associated with *The Financial Times*, offers readers the opportunity to develop a quick familiarity with economic reasoning, some of the basic principles of micro and macro economics, and with their application to public policy. It will also be used to complement our formal analysis. In particular, the book will be used as the basis for the content and structure of some of the professor's lectures, but also for student led discussion and presentations.

Students will also be required to make use of the Internet to download documents that will be used during the course. The suggested readings from academic journals can be obtained through the e-journal facility of the library, and in particular from JSTOR.

## ASSESSMENT METHODS

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Emphasis is given to your engagement in the course and the activities of the class. This is best demonstrated by motivated and informed involvement. This requires attending all scheduled classes, but also involves having completed the readings before the class and being prepared to engage in discussion. It involves your contributions to group work, completion of assignments by the required date, and attention to feedback from your peers and instructor. But obviously if you are not present you cannot participate, and regular attendance is therefore required. Appropriate documentation justifying an absence is required.

The course mark will be either pass or fail. The grading to determine a pass or a fail will be based on the following weighting.

Informed engagement	20%
Two in class tests at 15% each	30%
Class presentation and oral examination	20%
Final examination	30%

The final grade will be the higher of the grade determined according to this weighting, or according to a weighting in which the final exam counts for 40% and the in-class test with the lowest mark for five percent.

Class tests will take place on October 3<sup>rd</sup>, and November 21<sup>st</sup>, during the first half of each class. Students who miss a test for whatever reason, medical or otherwise, will be assigned a mark of zero and their final examination mark will account for 45% of their grade.

Class presentations will be completed in small groups, and scheduled over the course of the semester. They require a group meeting with the instructor, involving all members of the group, on the Thursday afternoon before the scheduled in-class presentation. The purpose of this meeting is to have the group present a dry-run of the presentation to the professor, and to receive feedback in preparing the final version. This requires a completed PowerPoint presentation, and a mock-up, but well prepared, presentation. An individual meeting with the professor in the days after the presentation is also required. The purpose of this meeting is to conduct an oral examination covering the subject of the presentation.

Students will also be required to have at least one meeting with the instructor at some point during the week after the first in-class test to discuss their progress, and any barriers they perceive to their learning. Students are asked to keep a weekly diary of their experiences in the course, and may be asked to verbally offer information from the diary. The diary should address particular insights they have valued, problems they are confronting, and appropriate changes to their learning styles/techniques and the professor's teaching style. Both the meeting and the diary are intended to be vehicles for constructive feedback and do not form part of the course evaluation.

The final examination will be three hours in length and take place during the examination period, the exact date determined by the University administration. Please note that the Faculty of Social Sciences has mandated that attendance at courses is compulsory, and that professors may exclude from the final examination any students whose attendance or participation is unsatisfactory. Students who miss both in-class tests without valid and appropriate documentation being given to the instructor will not be permitted to write the final examination, and will be assigned a failing grade for the course. Students who miss one or more in-class tests with valid and appropriate documentation will have their final examination account respectively for 45% or 60% of their grade.

#### **Policy on absences and late submissions**

Class attendance is necessary to successfully complete this course. Each missed class will result in the loss of five (5) percentage points of the informed engagement mark. For example, if a student were to miss four classes he or she would be assigned 0 for the Informed Engagement portion of the final mark ( $20 - 4 \times 5$ ). In addition, students not present for a scheduled group or individual meeting with the professor or a class presentation for which they are responsible will be assigned a mark of zero for the class presentation. For example, if a student were to miss four classes, one of which included a scheduled presentation or meeting for which they are in part responsible as a team member, the student would lose a total of 40 marks.

Late submissions of assignments will not be accepted. This applies to all assignments including those submitted by email, and in this case, the time of receipt of the email by the professor is guarantor of the time of delivery.

Exceptions are made only for illness or other serious situations deemed as such by the professor. All absences from class or exams, and all late submissions due to illness must be supported by a medical certificate. The professor and the Faculty reserve the right to accept or reject the reason put forth if it is not medical. Reasons such as travel, work, and errors made while reading the exam schedule are not usually accepted. In the event of an illness or related complications, only the counselling service and the campus clinic may issue valid certificates to justify a delay or absence. Students are advised to notify the professor as soon as possible if a religious holiday or event forces their absence during an evaluation.

#### **DISABILITIES AND ACCOMMODATIONS**

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Students with disabilities requiring academic accommodations are encouraged to contact the Centre for Special Services. The Centre has a variety of assistance programs and options for students with a disability or requiring special equipment. You can obtain more information at <http://www.sass.uottawa.ca/access/> . After meeting with access services please feel free to make an appointment with the professor to discuss any remaining concerns you may have. You should do this as soon as possible and at least two weeks before the first in-class test.

## ACADEMIC FRAUD AND PLAGIARISM

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Because of the growing number of allegations of academic fraud and plagiarism in recent years, the Faculty of Social Sciences has implemented a series of strategies to raise students' awareness of the rules of ethics governing university assignments and of the Faculty policy on academic fraud.

The university policies and clear definitions of plagiarism can be found on the Student Academic Success Service website at <https://sass.uottawa.ca/en/writing/plagiarism>

This site includes a link to a document called "Academic Integrity: Student's Guide."

Students are required to read this document, and to be aware of the University regulation on academic fraud also available on the University web site.

### ***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.

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.

Last session, most of the students found guilty of fraud were given an " F " for the course and had between three and twelve credits added to their program requirement.

## COURSE STRUCTURE AND READINGS

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The course materials will be presented in three blocks, highlighting three themes. The specific materials to be covered are offered below, but this list is indicative and other materials may be introduced at the professor's discretion according to student needs and interests. Some of these readings will also be the basis of assignments.

The course begins with a preliminary discussion of the causes and consequences of the financial crisis and economic recession that began in the fall of 2008. This discussion is intended to raise issues, vocabulary, and questions that will motivate some of our studies, and that will be revisited throughout the course, and particularly toward the end.

### **BLOCK 0 Preliminaries - An analysis of the Great Recession**

CLASS 1 - September 12<sup>th</sup>

Watch the first 40 minutes of a presentation made by Joseph Stiglitz summarizing a report commissioned by the United Nations on the causes and policy implications of the 2008 crisis at: <http://www.policyinnovations.org/ideas/video/data/000267> .

See also Chapter 2 of United Nations (2009), Report of the Commission of Experts of the President of the United Nations General Assembly on Reforms of the International Monetary and Financial System. New York: United Nations. Available at [http://www.un.org/ga/econcrisissummit/docs/FinalReport\\_CoE.pdf](http://www.un.org/ga/econcrisissummit/docs/FinalReport_CoE.pdf)

### **BLOCK 1 - The method and scope of economics**

*1. A definition of the subject. 2. Economic methods and models. 3. The two great questions: how a society generates a surplus, how that surplus is distributed. 4. Positive versus Normative economics. 5. Some core concepts and pitfalls: scarcity, opportunity costs, marginal reasoning. 6. Comparative advantage and the gains from trade.*

CLASS 2 - September 19<sup>th</sup>

Ian Sample (2008). "Doctors' advice to Britons: have fewer children and help save the planet." *The Guardian*. Friday, July 25. Page 3. Available at <http://www.guardian.co.uk/world/2008/jul/25/population.health>

Editorial page (2008). "Population Control: An old misconception." *The Guardian*. July 25. Page 38. Available at <http://www.guardian.co.uk/commentisfree/2008/jul/25/population.climatechange>

Nicolas Lezard (2008). "Now doctors are telling families to have only two kids. As a father of three, I know what's good for us." *The Guardian*. July 26. Page 34. Available at <http://www.guardian.co.uk/commentisfree/2008/jul/25/population.children?INTCMP=LCNETTXT3487>

Tim Harford (2005). *The Undercover Economist*. Random House Canada. Chapters 1,2.

Robert H. Frank, Ben S. Bernanke, Lars Osberg, Melvin Cross, Brian MacLean (2012). *Principles of Microeconomics*. 4th Canadian Edition. Toronto: McGraw-Hill Ryerson. Chapter 1.

Joseph Heath (2009). *Filthy Lucre: Economics for People Who Hate Capitalism*. Toronto: Harper Collins. Chapters 11 and 12.

Xavier Gabaix and David Laibson (2008). "The Seven Properties of Good Models." In Andrew Caplin and Andrew Schotter (eds.) *The Methodologies of Modern Economics: Foundations of Positive and Normative Economics*. Oxford: Oxford University Press. Available at <http://scholar.harvard.edu/laibson/publications/seven-properties-good-models>

Supplemental readings:

Gary S. Becker (1993). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education*. Third Edition. Chicago: University of Chicago Press. Pages 108 to 130. Available at <http://www.nber.org/books/beck94-1> .

Institute for Competitiveness and Prosperity (2007). *Prosperity, inequality, and poverty*. Working paper 10. Available at [http://www.competeprosper.ca/work/working\\_papers/prosperity\\_inequality\\_and\\_poverty](http://www.competeprosper.ca/work/working_papers/prosperity_inequality_and_poverty)

Saez, Emmanuel and Michael R. Veall (2005). "The evolution of high incomes in North America: Lessons from the Canadian evidence." *American Economic Review*. Vol. 95 number 3, pp. 831-49.

Roger E. Backhouse and Steven G. Medema (2009). "On the Definition of Economics." *Journal of Economic Perspectives*. Volume 23, Number 1 (Winter), pp. 221-33.

Gary S. Becker (1976). *The Economic Approach to Human Behavior*. Chicago: University of Chicago Press, Chapter 1.

CLASS 3 - September 26<sup>th</sup>

Robert H. Frank, Ben S. Bernanke, Lars Osberg, Melvin Cross, Brian MacLean (2012). *Principles of Microeconomics*. 4<sup>th</sup> Canadian Edition. Toronto: McGraw-Hill Ryerson. Chapter 2.

Joseph Heath (2009). *Filthy Lucre: Economics for People Who Hate Capitalism*. Toronto: Harper Collins. Chapter 5.

Tim Harford (2005). *The Undercover Economist*. Random House Canada. Chapters 8, 9.

## **BLOCK 2 - Micro-economic theory of perfectly competitive markets**

*1. Prices: nominal, real, relative. 2. Markets and market structures. 3. Perfectly competitive markets. 4. Applications of demand and supply: agricultural commodities, oil, specific taxes. 5. Applications of demand and supply: labour markets and minimum wages 6. Consumer and producer surplus. 7. Market inefficiencies.*

### **CLASS 4 - October 3<sup>rd</sup>, First test during the first half of the class**

Statistics Canada (1996). *Your Guide to the Consumer Price Index*. Ottawa: Statistics Canada, Catalogue Number 62-557.

Available at <http://www.statcan.ca/bsolc/english/bsolc?catno=62-557-X> .

CLASS 5 - October 17<sup>th</sup>, student led presentation based upon Frank et al. Chapter 4

CLASS 6 - October 31<sup>st</sup>, student led presentation based upon Frank et al. Chapter 5,6

CLASS 7 - November 7<sup>th</sup>, student led presentation based upon Frank et al. Chapter 7

CLASS 8 - November 14<sup>th</sup>, student led presentation based upon Frank et al. Chapter 12

Robert H. Frank, Ben S. Bernanke, Lars Osberg, Melvin Cross, Brian MacLean (2012). *Principles of Microeconomics*. 4<sup>th</sup> Canadian Edition. Toronto: McGraw-Hill Ryerson. Chapters 3, 4, 5, 6, 7, and 12.

Joseph Heath (2009). *Filthy Lucre: Economics for People Who Hate Capitalism*. Toronto: Harper Collins. Chapter 1, 2, 3, 6, 7, and 10.

Tim Harford (2005). *The Undercover Economist*. Random House Canada. Chapters 3,4, and 5.

Morley Gunderson (2007). "Minimum Wages: Issues and Options for Ontario." Available at <http://www.fin.gov.on.ca/english/publications/2007/Gunderson/Gunderson.pdf>

## **Block 3 - National accounting and macro-economic theory**

*1. Macroeconomic indicators: unemployment, inflation, gross domestic product. 2. The National Accounts. 3. Unemployment: the classical model. 4. Unemployment: the Keynesian model. 5. Wage inflation, Price inflation. 6. The conduct of monetary policy.*

### **CLASS 9 - November 21<sup>st</sup>, Second test during the first half of the class**

Watch the interview of Robert Skidelsky on the influence and relevance of John Maynard Keynes, and the subject of his book *Return of the Master*, at [http://video.economist.com/index.jsp?fr\\_chl=1257fd4a3f457735719f845205531ed840915d9c&rf=rss](http://video.economist.com/index.jsp?fr_chl=1257fd4a3f457735719f845205531ed840915d9c&rf=rss)

Watch again the presentation by Joseph Stiglitz listed in the Preliminaries section.

CLASS 10 - November 28<sup>th</sup>

Joseph Heath (2009). *Filthy Lucre: Economics for People Who Hate Capitalism*. Toronto: Harper Collins. Chapter 9.

Robert H. Frank, Ben S. Bernanke, Lars Osberg, Melvin Cross, Brian MacLean (2012). *Principles of Macroeconomics*. 4<sup>th</sup> Canadian Edition. Toronto: McGraw-Hill Ryerson. Chapter 5.

Miles Corak (2012). "The gap between US and Canadian unemployment rates is bigger than it appears." Economics for public policy blog, May 4<sup>th</sup>. Available at <http://milesorak.com/2012/05/04/the-gap-between-us-and-canadian-unemployment-rates-is-bigger-than-it-appears/> [and the associated readings linked to in the post.]

Statistics Canada (2013). "The Labour Force Survey's volatility - myth or reality?" Statistics Canada Blog, November 20<sup>th</sup>. Available at <http://www.statcan.gc.ca/eng/blog-blogue/cs-sc/volati-eng>

CLASS 11 - December 5<sup>th</sup>

Philip Cross and Phillippe Bergevin (2012). *Turning Points: Business Cycles in Canada since 1926*. Toronto: C.D. Howe Institute. Available at [http://www.cdhowe.org/pdf/Commentary\\_366.pdf](http://www.cdhowe.org/pdf/Commentary_366.pdf)

Robert H. Frank, Ben S. Bernanke, Lars Osberg, Melvin Cross, Brian MacLean (2012). *Principles of Macroeconomics*. 4<sup>th</sup> Canadian Edition. Toronto: McGraw-Hill Ryerson. Chapter 7,8.

Martin Feldstein (1981). "The Retreat from Keynesian Economics." *The Public Interest*. Number 64 (Summer), pages 92-105. Available at [http://www.nationalaffairs.com/public\\_interest/detail/the-retreat-from-keynesian-economics](http://www.nationalaffairs.com/public_interest/detail/the-retreat-from-keynesian-economics)

Miles Corak (2016). "American Economic Policy, as told by Martin Feldstein at Harvard University: Lecture 2, Where are we? How did we get here? What next?" Economics for Public Policy blog. January 27. Available at <https://milesorak.com/2016/01/27/american-economic-policy-as-told-by-martin-feldstein-at-harvard-university-lecture-2-where-are-we-how-did-we-get-here-what-next/>

CLASS 12 - December 7<sup>th</sup>

The Economist (2007). "Heroes of the zeroes: Central bankers are acclaimed for their part in taming inflation. They deserve to be." *The Economist*. October 20, 2007, pages 8 to 16 in "Only Human: A special report on the world economy." Available at [http://www.economist.com/specialreports/displaystory.cfm?story\\_id=9972475](http://www.economist.com/specialreports/displaystory.cfm?story_id=9972475)

Milton Friedman (1968). "The Role of Monetary Policy." *American Economic Review*. Vol. 58 No. 1 (March), pp. 1-17.

David Dodge (2003). "Low and Predictable Inflation and the Performance of Canadian Labour Markets." Lecture by David Dodge, Governor of the Bank of Canada, to the Memorial University of Newfoundland, St. John's, Newfoundland and Labrador, 20 November 2003. Available at <http://www.bankofcanada.ca/en/speeches/2003/sp03-16.html> .

Supplemental readings:

United Nations (2009). Report of the Commission of Experts of the President of the United Nations General Assembly on Reforms of the International Monetary and Financial System. New York: United Nations. Chapters 1 and 2. Available at [http://www.un.org/ga/econcrisissummit/docs/FinalReport\\_CoE.pdf](http://www.un.org/ga/econcrisissummit/docs/FinalReport_CoE.pdf) .

Paul Krugman (2009). “How did Economists get it so Wrong?” *The New York Times Magazine*. September 2<sup>nd</sup>. Available at <http://www.nytimes.com/2009/09/06/magazine/06Economic-t.html?pagewanted=1&r=2&hp> .

Greg Ip (2010). *The Little Book of Economics: How the Economy Works in the Real World*. New York: John Wiley and Sons. [ See also the audio interview at [http://www.economist.com/audiovideo?fr\\_story=58f67bafc00cf4dca1e1c2df902b0cab2dc169ca&rf=bm](http://www.economist.com/audiovideo?fr_story=58f67bafc00cf4dca1e1c2df902b0cab2dc169ca&rf=bm) ]

## OTHER RESOURCES AND IMPORTANT INFORMATION

### *Resources for you*

#### ***Mentoring Centre - <https://sass.uottawa.ca/en/mentoring>***

The goal of the Mentoring 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 mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring 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 Mentoring 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 - <http://sass.uottawa.ca/en/writing>***

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

#### ***Career Services - <http://www.sass.uottawa.ca/careers/>***

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.

#### ***Counselling Service- <http://www.sass.uottawa.ca/personal/>***

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

Personal counselling  
Career counselling  
Study skills counselling

#### ***Access Service - <http://sass.uottawa.ca/en/access>***

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, and psychiatric or physical conditions.

#### ***Student Resources Centres - <http://www.communitylife.uottawa.ca/en/resources.php>***

The Student Resources Centres aim to fulfill all sorts of students needs.

**API 5100 Economics for Public Management and Policy**  
Autumn 2016

Name: \_\_\_\_\_ E mail address: \_\_\_\_\_

1. Offer a short personal biography of yourself that you would like to share with others.

2. What are your major interests, and what did you study as an undergraduate?

3. What program are you in? Why are you in this program?

4. What are your objectives for this course?

**API 5100 Economics for Public Management and Policy  
Assignment 0**

1. Graph the following information as accurately and as neatly as you can in the form of a bar chart.

X	Y
0 to 100	100
100 to 200	90
200 to 300	80
300 to 400	70

2. Consider the following four variables: M, V, P, Q.

If  $M \times V = P \times Q$ , then solve for P. Show your calculations.