Teaching Dossier

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Contents

1 Statement of Teaching Philosophy

My goal as a teacher is to facilitate deep engagement with economic and statistical models, steering students away from memorization toward critical analysis of these concepts and their implications in diverse contexts. I nurture this practice through both continuing pedagogical professional development,[1] and by promoting a student-centered approach that (1) incorporates collaborative strategies that encourage deeper engagement with the material, (2) facilitates learning through writing assignments informed by Writing Across The Curriculum scholarship, and (3) engages students with contemporary empirical research. I have applied these skills through my roles as a course instructor in intermediate microeconomic theory, a guest lecturer in Big Data Tools for Economists, and a teaching assistant for a variety of courses, including micro and macroeconomic theory, data analytics, and special topics in Law and Economics. My teaching evaluations, summarized in Section 4, reflect this commitment. My course evaluations meet or exceed the second-year level medians for the Department of Economics across all evaluation criteria.

Use of Collaborative Learning Strategies

In my intermediate micro theory course, I utilized an online discussion platform that encouraged students to post questions and engage with their peers. Regular contributions to this forum were integrated into their participation grades, promoting a collaborative learning environment. This setup allowed questioners to engage with alternative explanations and responders to deepen their understanding by teaching complex concepts to others. My teaching assistants and I monitored the discussions, stepping in to validate correct answers or provide guidance as needed, all while prioritizing student empowerment. This strategy effectively helped clarify challenging concepts, built confidence and fostered critical thinking through collaboration.

Additionally, I applied collaborative learning strategies in my data analytics and data science courses. As a teaching assistant for Big Data Tools for Economists, I designed low-stakes activities that allowed students to apply their knowledge to real data during the in-class competition segment of the course. Early finishers were encouraged to assist their peers for bonus participation marks. For instance, during a lecture on string cleaning methods, I provided students with example data from my job market paper, where they cleaned names of Mexican criminal enterprises using the tools discussed in class. Later on, when I guest lectured, I continued with this approach by having students perform SQL queries on databases, while also encouraging them to help their classmates.

Writing Across The Curriculum

Through the Writing Integrated Teaching (WIT) Program at the University of Toronto, I received training in Writing Across the Curriculum, a framework emphasizing "learning to write" and "writing to learn" as tools for deepening students' analytical abilities Bazerman and Little (2005). *Learning to write* develops students' ability to convey complex ideas clearly, reinforcing their understanding by requiring them to distill core concepts and articulate assumptions in accessible terms. In an assignment examining the market power of Cineplex, Canada's largest movie theatre chain, I tasked students with avoiding specialized terminology when analyzing Cineplex's influence on competition and pricing. I offered practical tips—such as explaining their analysis to a friend—to help students express ideas without relying on jargon. This required students to convey concepts in their own words, which often revealed gaps in understanding and pushed them to fully comprehend the underlying ideas. This process not only deepened their understanding of economics but also prepared them for interdisciplinary settings they are likely to encounter both in and outside academia.[2]

[1] Section 6 outlines my pedagogical training, including my progress toward the Foundations of Teaching in Higher Education Certificate at the University of Toronto.

[2] Reflecting on the assignment, one student wrote the following in their course evaluation: "It was a good learning opportunity and helped me understand the concepts applied because I had to refer back to my lecture slides and textbook notes several times to fully answer the questions. This helped me understand the concepts more deeply and remember them more easily."

Writing to learn then encouraged students to critically apply economic theory to complex, real-world scenarios. In the Cineplex assignment, students took on the role of Junior Economists at Canada's Competition Bureau, tasked with analyzing Cineplex's market dominance. While economic theory provided the foundation, Cineplex's power in both input and output markets presented a unique challenge that required students to think beyond straightforward applications. In class, we had not covered how market power in these two areas might interact, so this assignment provided an example that prompted them to consider how dominance in one market could reinforce or alter the effects in another. The podcast format, reflecting students' media habits, fostered strong engagement—one student commented that he listened to the entire series and later enrolled in an industrial organization course to learn about related topics. By connecting theory to this multi-layered example, the assignment honed students' ability to test assumptions, draw nuanced conclusions, and apply economic principles thoughtfully to varied, real-world challenges.

Exposing Students to Contemporary Research

I use contemporary empirical research to illustrate the breadth of applications for course material, helping students connect theory to the actual work that economists do. When students see research tackling complex issues, they are encouraged to think deeply about the assumptions made by economic models, and how violations of these assumptions changes the model's predictions. This approach not only fosters critical thinking but also expands students' understanding of what economics encompasses—showing them its relevance to areas they might not typically associate with the field.

In my teaching, I draw from my expertise in the economics of crime to deepen students' critical engagement with economic theory. For instance, I introduced a case on Mexican drug cartels entering opium-growing regions in response to increased heroin demand, illustrating how profit potential incentivizes market entry (Sobrino, 2016). This example demonstrates the core microeconomic principle that rising prices lead to competition, yet it also challenges students to consider how, in the absence of legal dispute mechanisms, competition in illicit markets can lead to violence rather than welfare improvements. To ensure my teaching resonates, I collect regular feedback through weekly exit surveys, where students reflect on what they found engaging or confusing. This feedback revealed their fascination with the topic; several students noted, "I didn't know this could be economics," showing that introducing contemporary empirical research broadened their understanding of the field. Responding to this feedback, I incorporated further examples, such as discussing asymmetric information in illicit drug markets and its implications for overdose risks. This focus on empirical research not only enriches their grasp of economic models but also demonstrates the discipline's capacity for examining complex, real-world issues.[3]

I also foster critical engagement with contemporary research by selecting examples relevant to groups that are historically underrepresented in economics, both as communities being studied and as economists conducting the research. When discussing the minimum wage, I discussed research by Derenoncourt and Montialoux (2021), which studied the policy's effect on the racial wealth gap in the United States. This approach is especially valuable because students are more likely to critically engage with material when they see its relevance to issues affecting their own communities (Gay, 2000). For students from underrepresented backgrounds, seeing economics address topics that resonate with their experiences not only makes the material feel more inclusive but also sparks enthusiasm for the field by introducing them to scholars from diverse backgrounds.

My experience as a course instructor and teaching assistant prepares me to teach a variety of subjects at the undergraduate level, including core theory courses and public economics. I have developed courses in intermediate microeconomics and the economics of black markets. With labor economics as my major field and research expertise in data science, I am well-positioned to teach labor economics, data analytics, and machine learning at undergraduate and graduate levels.

[3] On their course evaluation, one student commented: "I believe she was able to elevate the material (which can otherwise be quite dry) by using relevant examples of application *[sic]* to real-world situations that I didn't see in some of the other economics courses I've taken."

References

Bazerman, Charles and Joseph Little, “Reference guide to writing across the curriculum,” 2005.

Derenoncourt, Ellora and Claire Montialoux, “Minimum wages and racial inequality,” *The Quarterly Journal of Economics*, 2021, *136* (1), 169–228.

Gay, Geneva, “Culturally responsive teaching: Theory, research, and practice,” 2000.

Sobrino, Fernando, “Mexican cartel wars: Fighting for the US opioid market,” *Working Paper*, 2016.

2 Summary of Included Documents

The teaching materials in this dossier demonstrate my commitment to engaging students with economic concepts through real-world applications, promoting critical thinking, and fostering an inclusive learning environment. These documents provide additional context for the strategies and outcomes discussed in my teaching statement and illustrate my approach to course design, student assessment, and ongoing pedagogical development.

- **Teaching Experience**
  Here, I list the courses I have taught, guest lectured, or served as a teaching assistant for, demonstrating the breadth of my teaching experience and my versatility in supporting student learning at various levels.

- **Feedback and Evaluations**
  This section contains summaries and student feedback from courses I have taught, with evaluations reflecting my efforts to create an intellectually stimulating and supportive learning environment. I compare my course evaluations across evaluation criteria with second-year medians from the Department of Economics. I then summarize data from the anonymous feedback survey sent to students following my guest lecture in Big Data Tools for Economists, which focused on SQL.

- **Sample Teaching Materials** This section contains sample materials from Intermediate Microeconomics and from my guest lecture for Big Data Tools for Economists. I also present a provisional syllabus for a course I have prepared to teach, Economics of Black Markets, which outlines the topics covered, key learning goals, and a collaborative evaluation component—a jigsaw literature review assignment that emphasizes critical engagement with empirical research on black markets.[4]

- **Professional Development**
  This section outlines my participation in professional development programs, such as the Foundations of Teaching in Higher Education Certificate, and my ongoing commitment to refining my teaching practices.

[4] The jigsaw literature review follows the structure outlined in **Button, P., Collins, L. A., Denteh, A., García-Pérez, M., Harrell, B., Isaac, E., Ziedan, E.** "Teaching controversial and contemporary topics in economics using a jigsaw literature review activity." *The Journal of Economic Education*, 2021, 52(4), 286-295.

3 Teaching Experience

Course Instruction (2023 - 2024)

- ECO 200: Microeconomic Theory (Course Instructor)
- ECO 225: Big Data Tools for Economists (Guest Lecturer)

Teaching Assistant (2017 - present)

- Lead Writing-Integrated Teaching Teaching Assistant
- ECO 200: Microeconomic Theory
- ECO 225: Big Data Tools for Economists
- ECO 349: Money, Banking, and Financial Markets
- ECO 321: Canadian Economic History Prior to 1850
- ECO 101: Principles of Microeconomics
- ECO 202: Macroeconomic Theory and Policy
- ECO 342: Twentieth Century Economic History
- ECO 220: Introduction to Data Analysis and Applied Econometrics
- ECO 210: Mathematical Methods for Economic Theory
- ECO 320: Economic Analysis of Law
- ECO 400: Economics Internship Course
- ECO 206: Microeconomic Theory and Applications (for Commerce)

4 Feedback and Evaluations

Course Evaluations: Intermediate Microeconomics (ECO200)

ECO200: Intermediate Microeconomic Theory is a mandatory, full-credit course for second-year economics majors at the University of Toronto. I taught this course in the Spring 2023 term, during which I aimed to facilitate a deep, applied understanding of microeconomic theory by adhering to the three core tenants of my teaching philosophy.

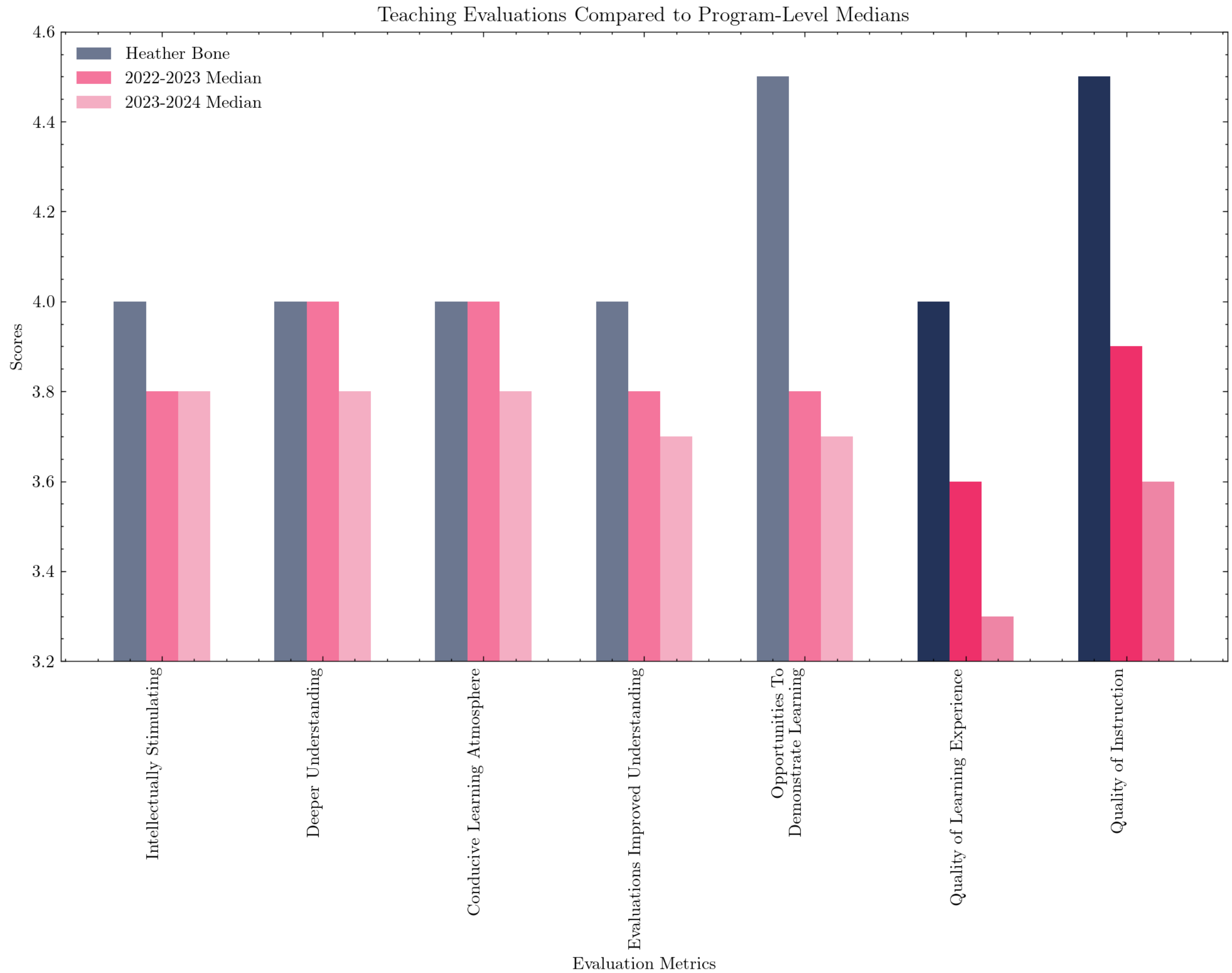
In this section, I compare my median teaching evaluation scores from Intermediate Microeconomic Theory (ECO200) with median scores from second-year microeconomic theory. The University of Toronto provides these medians for fall and winter terms only. Graduate students are more likely to teach courses in the spring (summer) term, and they are excluded from this analysis. This comparison provides context for evaluating my effectiveness, as 200-level courses at the University of Toronto are typically core requirements for students as part of their degree. The university collects evaluation data through a voluntary, confidential, online survey distributed to students after the course concludes.

Students rate their instructors on various teaching criteria. These evaluations use a five-point scale, where 1 means 'Not At All' and 5 means 'A Great Deal'. At the program level, there are two summary metrics: one assesses the overall learning experience, and the other that asks students if they would recommend the course.

The feedback survey includes the following areas and direct questions:

- **Intellectually Stimulating**: *"I found the course intellectually stimulating."*
- **Deeper Understanding**: *"The course provided me with a deeper understanding of the subject matter."*
- **Conducive Learning Atmosphere**: *"The instructor created an atmosphere that was conducive to my learning."*
- **Evaluations Improved Understanding**: *"Course projects, assignments, tests, and/or exams improved my understanding of the course material."*
- **Opportunities to Demonstrate Learning**: *"Course projects, assignments, tests, and/or exams provided an opportunity for me to demonstrate an understanding of the course material."*
- **Generates Enthusiasm**: *"The instructor generated enthusiasm for learning in the course."*
- **Quality of Learning Experience**: *"Overall, the quality of my learning experience in this course was:"*
- **Quality of Instruction**: *"Overall, the quality of instruction provided by (Heather Bone) in this course was:"*

The data gathered through these evaluations offers valuable insights into my teaching effectiveness, helping me identify strengths and areas for growth. My scores across key metrics consistently align with or surpass 200-level medians for the Department of Economics, demonstrating the positive impact of my teaching strategies in fostering engagement, critical thinking, and applied learning.



Notes: This graph compares median teaching evaluation scores across various metrics between my ECO200 course and the second-year medians for combined fall and winter terms for the past two academic years. Each bar represents the median score for a specific metric. The medians are calculated across all students. Thus, larger courses get more weight.

My teaching evaluation scores for ECO200 reflect strengths in fostering critical engagement with course material. Students found my writing assignment[5] particularly effective in encouraging critical thinking and application of course concepts to real-world issues, contributing to a median score of **4.5** for *"Course projects, assignments, tests, and/or exams provided an opportunity for me to demonstrate an understanding of the course material."* My emphasis on applied learning also aligns with median scores of **4** for *"I found the course intellectually stimulating"* and **4** for *"The course provided me with a deeper understanding of the subject matter,"* showing that students felt engaged with the material on a deeper level.

However, this feedback also highlighted the need to have test questions that engage students more critically. In my ECO200 exams, I often used short-answer questions that required students to summarize empirical literature and its policy implications, aiming to assess their understanding of the studies discussed in class. To strengthen the critical engagement of these questions, I enrolled in pedagogical courses through the Centre for Teaching Support and Innovation at the University of Toronto. One of the seminars I attended, entitled "Generative AI and the Future of Writing Pedagogy", focused on how to foster critical engagement

[5] *"The assignment given helped me better understand the notion of monopolies/oligopolies/monopsonies. I do feel as though I understood material more than I memorized it for the tests, which is a good thing!"*

with the literature while maintaining academic integrity, specifically in the context of emerging generative AI technologies.

I learned about structuring test questions to promote deeper thinking and analysis through *transfer of learning*. In future exams, I plan to present students with modified or hypothetical situations that mirror the research contexts discussed in class. For example, instead of asking students to summarize the findings of an empirical study and its policy implications, I can ask them to predict how the findings would change in a different market or under altered economic conditions. This approach not only reinforces students' understanding of the empirical literature but also encourages them to think critically and apply their knowledge in analytical ways directly informed by contextual factors.

I also prioritized supporting my students through various resources, as reflected in a score of **4** for "The instructor created an atmosphere that was conducive to my learning." Students appreciated the accessibility of resources such as office hours and prompt responses to their inquiries. For example, one student commented, "I received a lot of assistance from the instructor throughout the course. The instructor was very receptive to questions during lecture and after lecture and even provided me assistance outside of class hours. This was extremely important to me as a students *[sic]* with a learning disability" underscoring the effort I put into being available and responsive to students' needs.[6]

Overall, these evaluations underscore my strengths in creating an engaging, resource-rich environment that fosters applied understanding of theoretical concepts in a contextually-informed manner. I remain committed to continually refining my approach based on student feedback and pedagogical best practices.

[6] "Office hours were of the plenty, with extra resources and time slots nearing critical parts of the semester. The professor was even open to booking time outside of class to discuss topics and answer questions"

Feedback from SQL Guest Lecture in ECO225: Big Data Tools for Economists

In February 2024, I was invited to deliver a guest lecture on SQL for the *Big Data Tools for Economists* course (ECO225). This lecture introduced students to SQL as a powerful tool for managing and querying large databases that is standard in industry settings. During the session, I guided students through essential SQL concepts, such as querying, filtering, data aggregation, and joining tables. The session incorporated hands-on activities to reinforce learning, allowing students to practice SQL queries on sample datasets in a supportive environment.

Anonymous Feedback Survey

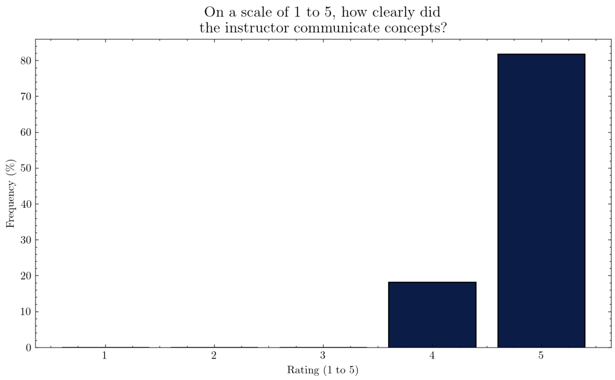
To evaluate the impact of the lecture, I collected anonymous feedback from students using Microsoft Forms. The survey allowed students to rate various aspects of the lecture, including clarity, engagement, organization, and the value of in-class activities, on a 1-5 scale. Additionally, students could optionally leave feedback on each of the items. Collecting this feedback helped me assess the effectiveness of my teaching and identify areas for improvement in future guest lectures. The histograms below illustrate the distribution of student ratings.

The histograms displayed in Figure 1 summarize student feedback from my SQL guest lecture in the Big Data Tools for Economists course, showcasing student engagement and satisfaction across six key areas: clarity of communication, engagement, organization, value of in-class activity, use of examples, and the effectiveness of DataCamp exercises. The data indicates consistently positive responses, with most students rating each category highly, suggesting that the lecture successfully balanced clarity, engagement, and practical application.

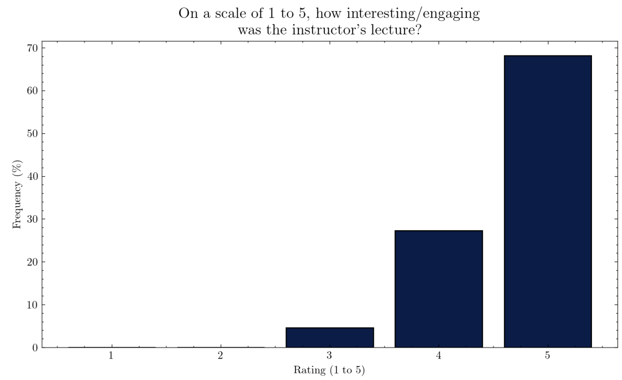
The high ratings for "Use of Examples" and "Value of In-Class Activity" reflect my emphasis on applied learning. During the lecture, I provided students with SQL data from real-world contexts to perform queries, guiding them through each exercise to ensure understanding. This approach allowed students to immediately apply the SQL techniques discussed, which was reflected in positive feedback. By working with actual data, students could see the relevance of SQL beyond the classroom, enhancing their ability to think critically and solve real-world problems.

Feedback on "Clarity of Communication" and "Organization" also suggests that the structure of the lecture and my communication style supported effective learning. The lecture followed a step-by-step approach to SQL, starting with the basics and gradually introducing more complex queries. Student comments indicated that this pacing helped them understand the fundamentals before moving on to advanced exercises, with several students noting that they felt confident in using SQL independently afterward.

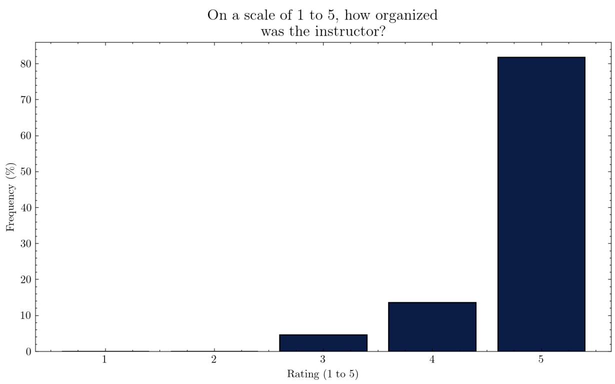
To complement the SQL lecture, I assigned exercises on DataCamp, an interactive online learning platform, for students to complete prior to our class session. DataCamp provides hands-on practice tailored to specific coding skills, enabling students to familiarize themselves with SQL basics before engaging in more complex applications during the lecture. This approach promotes active learning through its self-paced structure and instant feedback system, allowing students to build foundational skills independently. By combining pre-class DataCamp exercises with lecture content, students were better prepared to visualize and practice SQL queries in a supportive, interactive environment. Feedback highlights the success of this blended approach, with students indicating that the hands-on preparation made SQL concepts more accessible and actionable. Overall, the feedback from my SQL guest lecture reflects the effectiveness of this method, fostering engagement, clarity, and practical skill-building in data analytics.



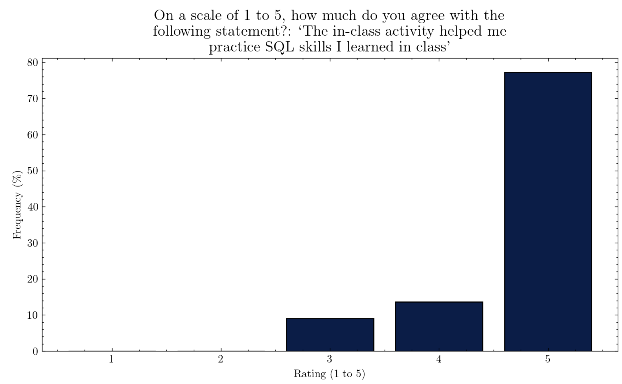
(a) Clarity of Communication



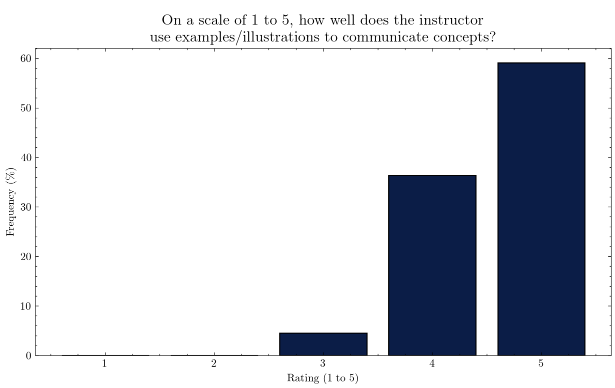
(b) Engagement



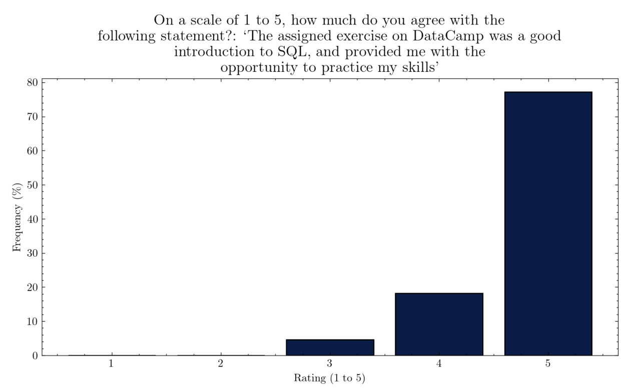
(c) Organization



(d) Value of In-Class Activity



(e) Use of Examples



(f) DataCamp Exercise

Figure 1: Distribution of student feedback ratings for the SQL guest lecture in Big Data Tools for Economists (1-5 scale).

ECO200Y1-Y: Microeconomic Theory

Instructor: Heather Bone (she/her)

Summer 2023

E-mail: eco200.summer2023@gmail.com
Web: Quercus
Office Hours: Tuesdays 4-5PM, GE213
Class Hours: T/Th 6:10-9pm
Lecture Hall: MP 103
Tutorials: F 10 AM - 12 PM (via Zoom)

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Contents

1 Course Overview

1.1 Course Description

This course introduces the theoretical framework for analyzing the decisions of consumers, the behaviour of firms, and the functioning of markets. The theory presented in this course builds on and formalizes the economic way of thinking that you developed in Introduction to Economics. The tools that you learn in this course will serve as the foundation for more advanced coursework in economics.

1.2 Required Materials

- Textbook: Goolsbee, Levitt, and Syverson, Third Edition, 2020
  - I recommend purchasing the indicated version of the required text so that you can do the suggested practice problems, which vary between editions. I also recommend buying access to Achieve, McMillan's online learning platform that will provide you with additional practice problems to do, in addition to animations that might further enhance your understanding of course content. Both the book and Achieve access can be purchased at the University of Toronto Bookstore or online. **Note:** There will still be plenty of practice problems available to all students, regardless of Achieve access.

- A copy of the textbook is available on course reserves at Victoria Pratt Library. Students can borrow the book free of charge for a 3 hour period.

- Lecture slide printouts (available on Quercus)

1.3 Course Objectives

I have three goals for the course:

1. Building on the microeconomic foundations learned in Introduction to Economics, developing canonical models of microeconomics to analyze the decisions of consumers, the behaviour of firms, and the functioning of markets. These models form the core of neoclassical economic theory, and are the basis for economic analyses of market equilibrium, efficiency, and individual and social welfare. Thus, understanding them is necessary for more advanced work in economics.

2. Assist in your further development in "thinking like an economist." Throughout the semester, we will build on three important concepts in economics: (1) optimization; (2) equilibrium; and (3) efficiency (or, more broadly, the desirability (or not) of equilibrium outcomes).

3. Gain sufficient proficiency with these models to analyze a variety of issues of current economic and policy interest.

1.4 Assessment Schedule

Item	Weight	Date
Participation (Piazza)	5%	Fridays 11:59 PM
Participation (Surveys)	5%	Wednesdays and Fridays, 12PM
Term Test 1	20%	June 1, 6-8pm (EX100)
Writing Assignment	10%	July 4, 11:59 PM
Term Test 2	20%	July 18, 6-8 PM (EX100)
Writing Assignment Resubmit (optional)	see Writing Assignment	July 25, 11:59 PM
Final Exam	40%	TBA (3 hours)

2 Course Structure

2.1 Lectures

Lecture slides will be posted each Monday morning for the week ahead. I encourage you to print them and bring them to lecture. You will notice that while a set of slides represents a good overview of a topic and contains many of the important definitions, many of the details are missing. During the lecture, we shall fill in the missing details, resulting in "marked-up" slides. I will not make available the marked-up slides. I have chosen this route of lecture-note delivery for two reasons:

1. The process of marking up the slides slows me down. Trust me, this is a good thing.

2. Attending lecture has benefits. Not releasing the marked-up lecture notes is my nudge towards attending lecture.

Do not share any of the course material. Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

Every class, between 7:30-7:45, we will take a break from lecture.

2.2 Tutorial

Two hours of tutorial will be held (nearly) every week by a teaching assistant. In tutorials, your TA will go through practice problems that relate to the content covered during lecture. In tutorial, you will also have the opportunity to ask questions about the course material. Attendance is not mandatory, but is highly encouraged. The tutorial will take place via Zoom, and will be recorded and uploaded to Quercus for the benefit of those who cannot attend. The Zoom meeting details will be published on Quercus.

2.3 Course Website

This course will use Quercus extensively. On our course's Quercus page, you can find:

- A **weekly roadmap** that contains a suggested study plan for the week ahead (posted every Monday).
- Announcements
- Copies of the lecture slides
- Tutorial problem sets
- Additional problems, some with solutions
- Previous tests and exams (from other instructors)

You are responsible for checking the course's Quercus page on a regular basis. Important announcements will be posted there and ignorance will not be considered a valid excuse for the consequences of missing such announcements (e.g. failing to show up to the correct examination room due to failing to read a Quercus announcement).

2.4 Communication

The TAs and I will make important announcements on Quercus. Unfortunately, given the size of this course, you should not expect a personal reply if you e-mail me with a question about course content (see Getting Help for a discussion of when and how to communicate with me or your TAs.

In contrast, if there is a course issue that you think I should know about (e.g. error in posted solutions, broken link on the course website, etc.), please feel free to notify me via e-mail. In other words, you can use e-mail with me the same way I do with you: to let the other know about something but not as part of a back-and-forth discussion.

For the latter, we need to talk.

3 Assessment Details

3.1 Piazza

Part of your participation mark will be determined by your participation on Piazza. Piazza is a learning platform where students pose questions on a forum and student peers, TAs, and instructors are able to respond. Every weekday, a TA will be responsible for answering unanswered questions on Piazza by the end of day. TAs will also be responsible for *endorsing* both high quality questions and answers on Piazza. You can sign up for our class on Piazza by visiting https://piazza.com/utoronto.ca/summer2023/eco200y1y. An introduction to Piazza and how to sign up and use it will be covered during the first lecture.

Your Piazza grade will be determined by the *quantity* of your questions and answers weighted by the *quality* of these posts. I will ask TAs to mark all relevant course-content related questions as "Good" unless the question is asked elsewhere on Piazza and ask TAs to mark all correct answers to Piazza questions as "Good". This will be used to assess the quality of your posts.

Your grade will be calculated as follows:

$$\text{Piazza Grade} = max\left(\frac{\text{Number of ``Good'' Answers}}{12} * 50 + \frac{\text{Number of ``Good'' Questions}}{12} * 50, 100\right)$$

Note that 12 answers and 12 questions will yield a perfect grade if they are marked as good quality by the TA. You may choose to answer more questions, but you cannot get a participation score higher than 100%

3.2 Exit Surveys

Following each class, I will post the link to a Google form containing an exit survey on Quercus. The survey will ask you to list either a concept that you did not understand my explanation of, or something that you found interesting about the class. Simply submitting the survey will count towards participation marks (your responses are not graded, apart from assessing whether or not you answered the question prompt). Each class' survey is weighted equally towards the 5% of your total grade coming from your participation in the surveys. Additionally, you will be permitted to miss 2 surveys and still receive full marks for the survey component (to cover cases of illness, bereavement, etc.). There is also an optional field in which to put feedback about the course or instruction.

In order to answer the survey, you will need to be in class (othewise, how could your answers to the survey questions possibly be informative?). In order for your participation to be counted as valid, you will need to enter a code written on the lecture slides (that will be made available only to students attending the class) when completing the survey.

Following each lecture, I will use your feedback to identify course content that the class would benefit from hearing explained in a different way. The first 10 minutes of the following lecture will be reserved for reviewing the content that students found the most challenging. Since it is my first time teaching this class, I also value any feedback you have on ways to improve the course or my instruction in anyway. I am happy to make reasonable adjustments to my approach that improve your learning experience.

3.3 Term Tests

Each exam will test the material that was taught up to and including 1 week prior to the exam. For example, the term test on June 1 will include any content taught on May 25 but will not include content taught on May 30 (unless the May 30th lecture is a review lecture). The second term test will be cumulative, since the concepts in the second half of the course tend to build on concepts in the first half. However, the second term test will primarily focus on content not covered under the first assessment. You will see examples of this in the practice problems. Term tests will be 2 hours long, occur during class time in EX100, and will include multiple choice questions, short-answer questions, and problems to be solved.

Test questions will focus on content covered in the lectures and tutorials. While the textbook readings may help you improve your understanding of course content, I will not test content that is covered in the textbook but not in the lectures or tutorials. At the same time, at least one question per test will be devoted to testing your ability to apply concepts from ECO200 to new, unseen contexts. For example, you may be asked to solve a utility maximization problem where the consumer's preferences take a functional form that you haven't seen in class or tutorial. It is my hope that these questions will encourage you to develop a deeper understanding of the material.

3.4 Writing Assignment

There will be 1 writing assignment that will test your ability to apply concepts from ECO200 to real-world contexts. It will have a word-count limit of 750 words. It will be released on Tuesday June 13 and will be due after the reading week on July 4.

The TAs will provide you with extensive feedback on the writing assignment. You have the option of handing in a rewrite based on the comments. If you choose to do this your new paper grade will be an average of the original and the rewrite; your grade will not go down if the new draft is worse, but improved grades require significant changes and not just small edits. You will have until July 25 to submit the rewrite.

Writing assignments will be submitted to both Quercus and Crowdmark. Detailed instructions will be posted to Quercus closer to the assignment deadline. Any student who does not submit to both of these platforms will incur a penalty of 10%.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support Innovation web site.

Submitting to the plagiarism detection tool is voluntary. However, if you choose not to, you will be required to document your rough work and send evidence of it to the course email when you submit your assignment. I also ask that if you would not like to submit your work to the plagiarism detection tool, you notify me as soon as possible via the course email (ideally at the beginning of term).

3.5 Final Exam

There will be final exam that will occur during the designated exam period. It will be 3 hours in duration. The date and location(s) will be announced on Quercus and in class after it has been scheduled. The exam will be cumulative and will cover course content from throughout the semester.

4 How to Succeed in ECO200

4.1 Practice Problems

Doing practice problems is the single most important thing that you can do to ensure your success in ECO200. These will also help give you a sense of the type of problems you will find on the exam.

I will post practice problems for you to do from the textbook and from previous tests (from other instructors). I will also post tutorial problems to Quercus 2 days before each tutorial. You may also choose to purchase access to Achieve, McMillan's learning platform. You can join here and sign up. You will have access to a 14-day free trial of Achieve beginning May 8. To continue using Achieve, you can purchase an access code from the U of T bookstore or online. On Achieve, I will assign additional optional problems for you to do to further strengthen your understanding of course concepts.

You may also consider doing practice problems from previous exams by searching for ECO200 using the Old Exams Repository.

4.2 Attend Lectures

Even though I post the slides online, coming to lecture is still incredibly important. There are many things that you will miss if you do not attend lecture. You will not hear your fellow students ask questions or see the missing content from the lecture slides nor will you get the code you need to fill out the exit survey and get participation marks. Most importantly, you will miss valuable explanations of course material, as I will not simply read off of the slides.

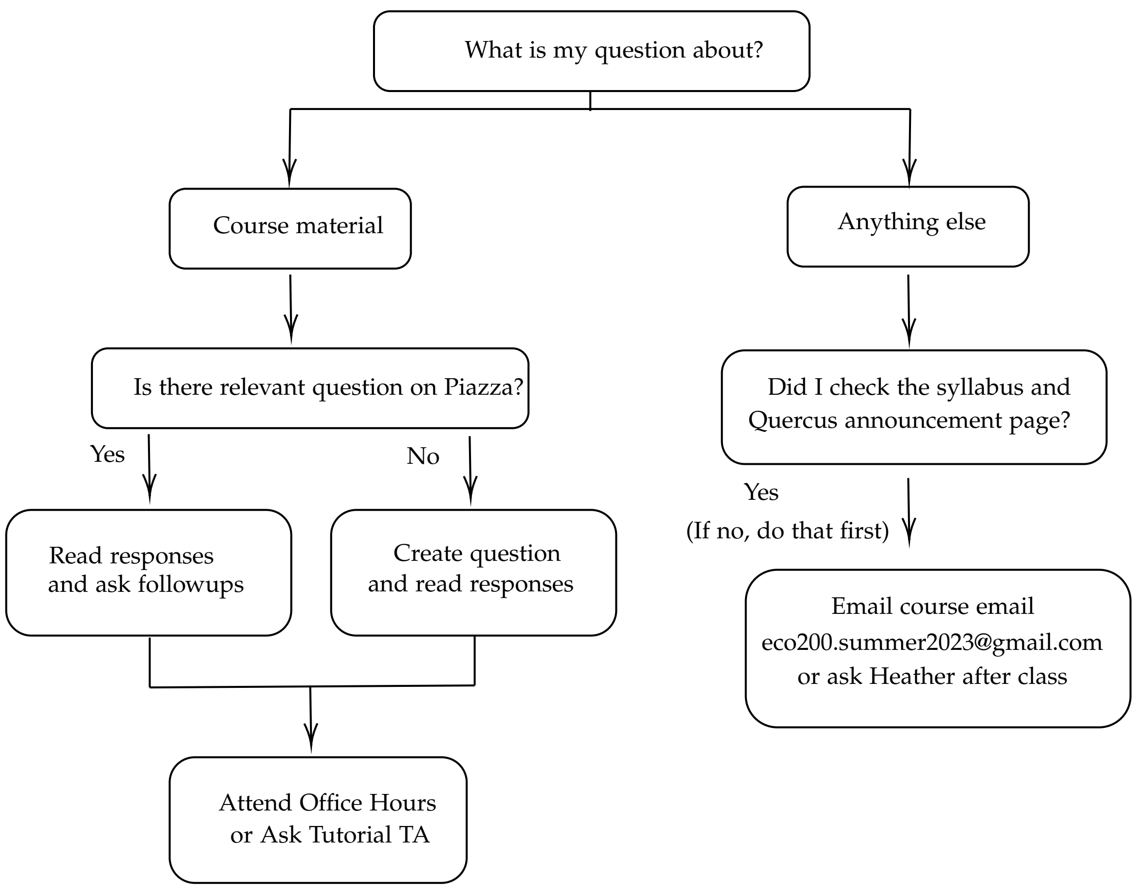
4.3 Keep on Top of Class Material

Because this is a full credit course in 4 months, the pace of this class is fast. Furthermore, the class content builds on itself. Thus, if you are struggling with content, it is important to seek help early so that you do not fall behind. A suggested study plan will be posted every week on Quercus.

4.4 Form a Study Group

Some students may find it helpful to form a study group with their peers in the class. To facilitate this, you can use the Search for Teammates feature on Piazza. You'll be notified when other students respond to your request.

5 Getting Help



5.1 Content-Related Questions

1. **Piazza:** First, check Piazza to ensure that your question has not already been asked by another student. Post all course-related questions to Piazza (before attending office hours/asking your TA directly). Using Piazza ensures that the answers to course-related content can be seen by everybody in the class. This helps ensure that office hours do not become overcrowded, making it more likely that everyone will be able to have their questions answered

during office hours. Additionally, posting to Piazza will help boost your participation grade.

2. **Office Hours:** My office hour schedule is listed on the first page of the syllabus. Additionally, TAs will host 3 office hours per week (the TA office hour schedule will be posted on Quercus). Office hours will begin in Week 2 of class. Hours and locations will be posted on Quercus early in the semester. Additional office hours will be held during the week prior to term tests, the assignment deadline, and the final exam, and the schedule for these office hours will be available on Quercus closer to the assessment dates.

3. **Tutorials:** You are encouraged to ask questions about tutorial content during the tutorials. Your TA may not have time to answer general course content questions after the tutorial, so it is best to go to office hours for non-tutorial related questions.

4. **Tutoring:** If you are struggling with the course and have the financial means to do so, you may consider hiring a private tutor. The Department of Economics maintains a list of graduate students who provide tutoring services. Students with disabilities may be eligible for reimbursement through government grants.

5.2 All Other Questions

1. **Course Email:** The course email will be monitored by me and the TA team. You may send non-course related questions to the course email. I will not respond to emails if the question can be answered by reading the syllabus. I will also not respond to emails sent to my personal U of T email address or Quercus inbox, nor will the TAs. You will receive a response within 2 business days (the course email and Piazza will not be checked on weekends) **DO NOT SEND COURSE-CONTENT RELATED QUESTIONS TO THE COURSE EMAIL**.

2. **After Class:** You may talk to me directly after class. However, keep in mind that other students may overhear our discussion, so if your question is of a personal nature (e.g. accommodations for disability, etc), you may prefer contacting me via the course email.

6 Course Policies

6.1 Attendance

Attendance is not required for lectures or tutorials, but is strongly encouraged.

6.2 Use of Electronic Devices

Laptops or mobile devices can support your learning in this class, but they can also be a source of distraction for you and other students around you. Additionally, a wide body of research suggests that taking notes by hand facilitates learning more than taking notes on a laptop, even when the laptop is used solely for taking notes.

I recommend printing out the lecture slides or using a tablet to annotate them. I ask that if you use a laptop, you sit on the right side of the lecture hall so that you do not distract others.

6.3 Food and Beverage

Food and beverage are permitted in lecture, with the following caveats:

1. You must leave the room as clean as you found it: Try to avoid messy foods that may spill/leave crumbs.
2. Do not bring foods with a strong odor (e.g. hummus). This could be a distraction to students around you.
3. Do not bring food or beverage that is noisy to eat or drink (e.g. a bag of chips). This could be a distraction to students around you.

The instructor reserves the right to ask you to put your food or drink away in the event that these conditions aren't met.

6.4 Late Assignments

Late assignments will be penalized at a rate of 20% per day. Assignments submitted more than 72 hours after the assignment deadline will not be accepted and assigned a grade of 0.

6.5 Academic Integrity and Honesty

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of your degree. According to Section B of the University of Toronto's Code of Behaviour on Academic Matters, which all students are expected to know and respect, it is an offence for students:

- To obtain unauthorized assistance on any assignment
- To provide unauthorized assistance to another student. This includes showing another student completed work (e.g., an answer on a test)
- To falsify or alter any documentation required by the University.
- To alter and submit for re-marking any course assignment (e.g., a test)
- To obtain under false pretense a medical certificate.
- To use **or possess** an unauthorized aid in any test or exam (e.g., cellphone, graphing or programmable calculator)
- To continue writing when the time is up in any test or exam
  - **Note:** Anyone writing when the invigilator announces the end of the test or exam period automatically loses 5% of the total marks available on the test or exam. This will be the case even if you are simply writing your name on the assessment, so make sure to do this before the time is up.

There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values which they protect.

Note: The use of generative AI tools (such as ChatGPT) is not permitted in this class. Using generative AI in **any** capacity to complete an assessment (including but not limited to using it to rewrite your own work) constitutes the use of an unauthorized aid or tool, which is an academic offence. For more information, read the article about generative AI and academic integrity on the University of Toronto website.

Recording of Lectures: Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (I will only grant this permission to students if it is an accommodation for a disability (as indicated by Accessibility Services). This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc. Such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in other form without formal permission.

6.6 Marking and Appeals

After the writing assignment and term tests, solutions (for tests) and a regrade request form will be posted on Quercus. If **after** reviewing the solutions (for tests) or rubric (for the writing assignment), you believe your exam or assignment was incorrectly graded, you must fill in the regrade request form, which will become available 24 hours after the grades are released. The form will ask you to identify which questions/sections of the assessment you want to have regraded and why. You will have 2 weeks to submit the form. After this, your grading TA will regrade the indicated questions/sections, after which your grade may increase, decrease, or stay the same. If you still believe your assignment was graded incorrectly, you may contact the course email and have me grade the relevant sections, after which your grade may increase, decrease, or stay the same.

6.7 Accommodations for Disabilities

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at 416-978 8060.

6.8 Missed Test Policy

Students missing a term test for an approved cause will be permitted to write a **comprehensive (i.e., cumulative)** make-up test towards the end of the term conditional on submitting relevant documentation for the absence (if applicable). Students who do not qualify for writing the make-up test will receive a grade of zero for the missed test. With the exception of religious observance, this make-up test may only replace one missed term test.

Make-up details: Wednesday, July 26, 2023, from 6:00 PM to 8:00 PM in EX100.

Excused Absences [and the required documentation] Include:

- Illness or serious injury
  - No verification is required, but you must use the Absense Declaration Tool on ACORN to record your absence.
- Bereavement (death of a family member or friend)
  - A College Registar's Letter. This is a letter that only senior College Registrarial staff are authorized to write. It should identify itself as a "College Registrar's Letter." **OR**
  - A death certificate, a notification from a funeral home, a published obituary, a copy of a printed program from a memorial service or communication from a legal office setting up an appointment to discuss estate matters **AND** documentation that illustrates the relationship between you and the deceased, if it is not listed in the documentation (e.g. obituary). This documentation should illustrate a clear time conflict between the term test date and the memorial service/legal appointment.
- Personal problems made the assignment impossible to complete prior to the deadline
  - A College Registar's Letter. This is a letter that only senior College Registrarial staff are authorized to write. It should identify itself as a "College Registrar's Letter."
- On-going disability issues that have made absence or lateness unavoidable
  - Accessibility Services Letter that documents on-going disability issues that have made absence or lateness unavoidable.
- Religious observance
  - No documentation is required, but you must notify the instructor of your planned absence using the course email.
- Any other reason that is approved by the instructor, at her discretion

If possible, students should submit this documentation prior to the term test date, ideally as soon as you know you will not be able to write the term test.

Note: Students who miss the final exam must petition the Faculty of Arts and Science for permission to write a deferred examination (date of deferred exam TBD).

6.9 Assignment Extensions

Extensions will be granted in 2 circumstances:

1. To students registered with Accessibility Services, in accordance with the student's accommodation letter.

2. To students who have obtained a College Registar's Letter to document extensive personal difficulties. This is a letter that only senior College Registrarial staff are authorized to write. It should identify itself as a "College Registrar's Letter."

Although you are welcome to request an extension for other reasons (please do this via the course email to facilitate easy documentation), I will only grant extensions in rare circumstances (I will not grant extensions due to poor time management). I am also less likely to grant an extension right before the deadline, so if you know that you have extenuating circumstances requiring an extension, I encourage you to reach out early.

6.10 Technical Difficulties

Technical difficulties will not be considered a valid excuse for submitting a late assessment and the normal penalties will apply. Please back up your work and ensure you are familiar with how to submit assessments to Crowdmark and quercus prior to the assignment deadline.

6.11 Classroom Courtesy

I have a number of slack classes built into the class schedule. If we are able to cover the material without needing the slack classes, then I will use the slack classes to host review sessions. This depends on a number of factors, but one of them is how often I need to pause the class due to disruptive behaviour (even whispers can be very distracting with a large class size if many people are doing it). If disruptions are persistent, I may also be required to cut into the 15 minutes reserved for break in the middle of class. If you have a question about the course material, I encourage you to raise your hand to ask questions about it so that the entire class can benefit from the answer. If you need to communicate with a classmate, I ask that you message them electronically rather than verbally in order to minimize disruptions.

6.12 Diversity, Equity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities

Course Schedule

The schedule is tentative and subject to change. While I have built in some wiggle room (i.e., slack classes), adjustments are not unlikely. Any modifications to the schedule will be widely announced.

Week	Date	Topic	Readings	Notes
1	May 9	Course Introduction Review of Supply and Demand	Chapters 1, 2	
1	May 11	Surplus/Social Welfare	Chapter 3	
2	May 16	Consumer Behaviour	Chapter 4	
2	May 18	Theory of Demand	Chapter 5	
3	May 23	Producer Behaviour	Chapter 6	
3	May 25	Firm Costs	Chapter 7	
4	May 30	Slack Class		
4	June 1	**TERM TEST 1**		Test during lecture hours
5	June 6	Perfect Competition	Chapter 8	
5	June 8	Monopoly	Chapter 9	
6	June 13	Price Discrimination	Chapter 10	
6	June 15	Factor Markets	Chapter 13	
7-8	June 20-July 3	**NO CLASSES**		
9	July 4	Slack Class		
9	July 6	Imperfect Competition	Chapter 11	
10	July 11	Game Theory	Chapter 12	
10	July 13	Slack Class		
11	July 18	**TERM TEST 2**		Test during lecture hours
11	July 20	Time, Investment, and Insurance	Chapter 14	
12	July 25	General Equilibrium	Chapter 15	
12	July 27	Adverse Selection	Chapter 16	
13	August 1	Moral Hazard	Chapter 16	
13	August 3	Slack Class		
14	August 8	Externalities and Public Goods	Chapter 17	
14	August 10	Slack Class		Last Day of Class

ECO200: Writing Assignment
Due July 4 11:59 PM

Instructor: Heather Bone

June 13 2023

This is an individual assignment. Collaborating, providing, or receiving answers from someone else on this assignment violates Academic Integrity.

1 Background

In this assignment, you will take on the role of a Junior Economist at the Competition Bureau of Canada. The Competition Bureau is a government body that works to support a competitive market within Canada. It acts as the "watch-dog" on competition in Canada: They enforce the Competition Act, which is the legislation that criminalizes collusion and regulates mergers (amongst other rules relevant to competition).

One way that the Competition Bureau promotes competition is through market studies, which are reports conducted on the state of competition in a given industry. They do not investigate an industry for wrongdoing but rather look for barriers to competition within a sector, such as regulations or policies. You can read more about market studies and the latest market study launched by the Competition Bureau on Canada's grocery sector via the Toronto Star or on the Competition Bureau's website.

2 Your Task

Your team at the Competition Bureau is looking to conduct a new market study but there is a debate about which industry to focus on. Each member of your team has been asked to write a report (750 words max) detailing why you believe the next market study should be focused on the the movie theatre industry in Canada.

For this assignment, your industry (and all of your background research) will come from the COMMONS podcast by Canadaland. There is a new series called *Monopoly* that centers around market power and is highly relevant to our course. It is also genuinely entertaining, so it is my hope that you will enjoy listening to one of them for this assignment. For your analysis, I will ask you to listen to Episode 15 - Movie Monster, which focuses on Cineplex's role in Canada's theatre industry. **You must cite this podcast, and only this podcast in your writing**. The podcast must be cited using APA format with in-text citations after every instance you reference material from the podcast. You must also have a bibliography (also in APA format) at the end of your paper. You should also write about class conepts that are relevant to your task, but you do not need to cite class material when you discuss it.

You must answer the following questions in your brief:

1. What are the barriers to entry in this industry?
2. What type of market power is being exercised?
    - Are we dealing with monopsony, monopoly, or oligopoly power?
        - How do we know? (*hint* review the assumptions of each of these models, as discussed in lecture, to see which description fits the industry best)
3. How elastic is demand and/or supply in this market? How does this affect the consumers, producers, and the efficiency of the market?
4. What is the impact of market power on both prices and quality of product/services?

3 Style and Tone

Some of your colleagues at the competition bureau are lawyers, not economists. When writing your paper, you should not use economics-specific language without demonstrating you know what it means. For example, if you want to employ the concept of monopsony, you should demonstrate you know what the term means by providing a brief definition.

4 Suggested Outline

I strongly suggest you follow the following outline when writing your paper:

- **Introduction** - approx. 150 words
    - Provide some limited background on Canada's movie industry, including who the major players are and the degree of market power they hold
    - Write a thesis statement that summarizes the reasons why you believe the Competition Bureau should investigate Canada's movie industry.
- **Body** - approx. 500 words (2-4 paragraphs)

- Identify the type(s) of market power that exist in this industry. Comment on why this market power exists. Pay particular attention to any barriers to entry that exist in the market.
- Comment how the elasticity of demand and supply in both input and output markets affects the welfare of movie goers, cinemas, and society as a whole.
- Discuss the impact of market power in the industry on prices and the quality of the movie-going experience.

- **Conclusion** - approx. 100 words
  - Briefly summarize the contents of your paper and suggest next steps (for example, where should the Competition Bureau focus their efforts when conducting the market study?).

5 Formatting Checklist

Please use the following checklist to ensure that your paper is consistent with the formatting requirements of this paper. Any paper that does not meet the formatting requirements will be subject to a 10 percent penalty (at **LEAST**):

- ☐ Paper has a maximum of 750 words
- ☐ Paper is formatted as a PDF document
- ☐ Paper is typed, with double spacing and using a font size of 12 points. **Handwritten submissions get zero.**
- ☐ Paper excludes headings, titles, and citations from the word count
- ☐ Paper does not copy the question in the response
- ☐ Paper does not have footnotes, formulas, or graphs
- ☐ Paper is double spaced
- ☐ Paper has a title that is relevant to the paper's comments (e.g. don't give the paper a title of Writing Assignment)
- ☐ Podcast is cited using in-text citations and a bibliography (both in APA format)
- ☐ You must submit your PDF on both Crowdmark and Quercus by the deadline. If one submits to one platform and not the other, there is a penalty of 30%.
- ☐ Paper answers the required questions in paragraph form. Do not write short and disconnected answers. The outcome should look like an essay.

6 Academic Integrity

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- To obtain unauthorized assistance on any assignment
- To provide unauthorized assistance to another student. This includes showing another student completed work (e.g., a completed assignment)
- To represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism
- To falsify or alter any documentation required by the University.
- To submit any academic work containing a purported statement of fact or reference to a source which has been concocted
- To submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere

There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values which they protect.

Note: The use of generative AI tools (such as ChatGPT) is not permitted in this class. Using generative AI in **any** capacity to complete an assessment (including but not limited to using it to rewrite your own work) constitutes the use of an unauthorized aid or tool, which is an academic offence. For more information, read the article about generative AI and academic integrity on the University of Toronto website.

7 Ouriginal

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible pla- giarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support Innovation web site (https://uoft.me/pdt-faq)

Submitting to the plagiarism detection tool is voluntary. However, if you choose not to, you will be required to document your rough work and send evidence of it to the course email when you submit your assignment. I also ask that if you would not like to submit your work to the plagiarism detection tool, you notify me as soon as possible via the course email.

8 Optional Rewrite

The TAs will provide you with extensive feedback on the writing assignment. You have the option of handing in a rewrite based on the comments. If you choose to do this your new paper grade will be an average of the original and the rewrite; your grade will not go down if the new draft is worse, but improved grades require significant changes and not just small edits. **The optional rewrite is due on July 25 at 11:59 PM**. The late submission policy for the rewrite is the same as with the original paper.

9 Writing Help

1. **Additional Office Hours:** TAs will host a total of 6 additional office hours in the 2 weeks leading up to the deadline. The office hours are posted to Quercus (there is a link at the top of the home page). If you are struggling with the *content* of your essay, I highly recommend attending these office hours. You may bring a draft or outline of your assignment for review.

2. **Writing Centres:** Writing centres provide free individual and group instruction in the many different kinds of writing done by University of Toronto students. You can work individually with a trained instructor to develop your ability to plan, organize, write, and revise academic papers in any subject. You can find out more and book an appointment on the Writing Centre's website

3. **Help With Citations:** You are required to use APA-style citations (in-text citations and a bibliography). You may use this guide to help you or seek help at either the TA office hours or the Writing Centre.

Submission Instructions

- Late submissions for any reason including but not limited to tech issues will be penalized at a rate of 20% per day. Assignments submitted more than 72 hours after the assignment deadline will not be accepted and assigned a grade of 0.
- Submit on **Crowdmark** by the deadline
- Submit on **Quercus** by the deadline

Category	Excellent	Good	Adequate	Marginal	Inadequate
An assignment which falls under one of the above categories should satisfy the description detailed in this row (where applicable)	Strong evidence of original thinking; good organization; capacity to analyze and synthesize,	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues	Understanding of the subject matter and ability to develop solutions to simple problems in the material	Some evidence of familiarity with the subject matter and some evidence that critical and analytic skills have been developed	Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills
	50-60	**42-50**	**36-42**	**30-36**	**0-30**
Economic Application and Analysis [60] Relevant sections: Body	Superb application of class material (such as economic models or terms) to movie industry Demonstrates thorough understanding of the impact of elasticity on the equilibrium allocation Accurately identifies barriers to entry in the movie industry Correctly identifies the type of market power in the market and its effect on product quality and prices Excellent attention to detail making mention of relevant idea/terms whenever possible (model, assumptions, predictions, etc.) Excellent use of evidence or examples from the podcast to support ideas Demonstrates independent thinking (little to no paraphrasing)	Demonstrates good application of class material (such as economic models or terms) to movie industry Demonstrates some understanding of the impact of elasticity on the equilibrium allocation Accurately identifies some barriers to entry in the movie industry Some attention to detail making mention of relevant idea/terms whenever possible (model, assumptions, predictions, etc.) Identifies the type of market power in the market and its effect on product quality and prices with limited errors Use of evidence or examples from the podcast to support ideas Demonstrates some independent thinking but also makes use of paraphrasing	Application of materials presented in class is weak Demonstrates limited understanding of the impact of elasticity on the equilibrium allocation Identifies few barriers to entry in the movie industry Attention to detail and mention of relevant ideas/terms is lacking and are used only in some instances where possible Identifies the type of market power in the market and its effect on product quality and prices with some errors Limited use of evidence or examples from the podcast to support ideas Demonstrates little independent thinking and relies on paraphrasing and quotations to support ideas	Application of materials presented in class is weak or non-existent Uses quota model discussed in class to analyze supply management with many errors or does not use quota model Incorrectly identifies barriers to entry in the movie industry Little to no attention to detail or mention of relevant ideas/terms Evidence or examples seldom used to support ideas presented, if at all Identifies the type of market power in the market and its effect on product quality and prices with many errors Extremely limited use of evidence or examples from the podcast to support ideas No independent thought and heavy dependence on quotations with some paraphrasing	Does not apply class materials No mention of relevant terms/ideas Ideas and statements are not supported by evidence or examples Identifies no barriers to entry in the movie industry No use of evidence or examples from the podcast to support ideas
	8-10	**7-8**	**6-7**	**5-6**	**0-5**
Introduction **[10]**	Concise Introduction that grabs readers attention Does not include jargon, or irrelevant information, states relevant information in a concise manner Clear and Concise thesis/position that explains why the movie industry should be the focus of the Competition Bureau's next market study	Introduction grabs the readers' attention, however, includes minor amounts of seemingly irrelevant information Important information is explained in a mostly concise manner—few sentences that are overly verbose Thesis/Position is present	Introduction does not grab and the reader's attention Introduction is slightly too long and includes seemingly irrelevant information (i.e. arguments that are not addressed in analysis) Thesis/Position is present; however, it is unclear/not explicit	Introduction is too long and includes irrelevant/incorrect information for the Author's argument No Thesis/Position	Introduction is missing
	5	**4**	**3**	**2**	**0-1**
Conclusion **[5]**	Summarizes analysis with added depth from analysis. Relationship between analysis and argument is precise and well-articulated.	Clarity of argument or position can be improved. Relationship between analysis and argument is mostly precise and well-articulated—1-2 sentences may be verbose or less clear	Minimal summary of argument Minimal discussion on the relationship between analysis and argument Introduces new material without any significant development **(This does not include next steps for the Competition Bureau)**	No summary of argument Does not include recommendation to the Competition Bureau	Concluding paragraph is seemingly irrelevant No clear conclusion
	22-25	**19-22**	**15-19**	**12-15**	**0-12**
Structure, Style, and Flow **[25]**	Paragraphs are well organized by thought and flow logically Paragraphs transition smoothly between ideas	Most paragraphs are well organized by thought and flow logically Most paragraphs transition smoothly between ideas	Paragraph organization and flow needs work Paragraphs do not always clearly connect ideas	Poor paragraph organization and flow Sentence structure and/or word choice makes it difficult to understand reasoning	Policy brief structure is completely different from the structure outlined in the assignment sheet

	Sentences are clear, easy to read and do not run on Writing is concise (each sentence has a purpose) Podcast is cited using APA format and in-text citations are used correctly Paper's structure matches the structure outlined in the assignment sheet. Economic concepts are explained in a manner than can be understood by non-experts (no economic jargon used)	Most sentences are clear, easy to read and do not run on Most writing is concise (most sentences have a purpose) Podcast is cited using APA format and in-text citations are used correctly Paper's structure matches the structure outlined in the assignment sheet. Economic concepts are mostly explained in a manner than can be understood by non-experts (limited use of economic jargon)	Reasoning and logic are sometimes unclear due to sentence structure and organization Writing is mostly without grammatical error More lengthy quotations than necessary Podcast is cited incorrectly Paper's structure mostly matches the structure outlined in the assignment sheet. Economic concepts are sometimes explained in a manner than can be understood by non-experts (economic jargon used)	Several noticeable grammatical errors Significant errors in referencing and citing sources Too many lengthy quotations Paper's structure only partly matches the structure outlined in the assignment sheet. Podcast is cited incorrectly Economic concepts are seldomly explained in a manner that can be understood by non-experts (economic jargon used)	Significant sentence structure and/or word choice errors makes it difficult to understand reasoning Not completely written in words and paragraphs (bullet points, equations, graphs) Grammatical errors throughout Citations are incorrect and/or non-existent Podcast is not cited Economic concepts are not explained in a manner that can be understood by non-experts (heavy use of economic jargon)

SQL Practice Activities

In-Class Competition

For this week's in-class competition and homework activity, we will be using an online SQL server. The W3 Schools SQL server is a cloud-based, interactive environment for running SQL commands on a sample database, differing from most databases in companies, which are often local or securely hosted on private servers to protect sensitive data. This setup allows you to explore SQL without needing to install software or manage database security. These exercises provide you with the opportunity to practice SQL queries, inspired by common interview questions for data analytics positions.[7] The database contains the following tables:

- **Customers** - Contains records for each customer, with details like customer ID, name, contact information, and location.
- **Categories** - Groups products into categories by category ID and name, which helps organize different types of products.
- **Employees** - Stores information on employees, including employee ID, name, and job title.
- **OrderDetails** - Holds specifics about each item in an order, such as order ID, product ID, quantity, and unit price, linking each product to its respective order.
- **Orders** - Contains records of orders with information such as order ID, customer ID, and order date.
- **Products** - Lists all available products, including product ID, name, supplier details, and price.
- **Shippers** - Includes information about shipping companies, detailing each shipper and their shipping methods.
- **Suppliers** - Lists suppliers with supplier ID, company name, and contact details, identifying the sources for products.

This setup models real-world database operations, enabling tasks like analyzing customer purchase history, tracking inventory, or understanding supplier relationships.

Questions:

1. Write a query that returns the product with the highest price. Give the entry the alias Max_Price.
2. Write a query that returns all records from the Products table with either a category ID of 2 or a price of over $20. Return all fields (columns) that meet this criteria. How many records are there?
3. What is the employee ID of the employee who processed the highest number of orders?

Homework Questions (Due on Crowdmark, Tues March 5, 11:59pm)

1. Which supplier sold the most unique products? (alias the count of products as product_count) and sort your results so that the supplier with the highest count is first.
2. Which product name sold the most (in terms of number of units)? Sort your results so that the correct product is listed first. (Hint: this will require an inner merge of the OrderDetails and Products tables)

[7] For more sample interview questions, see the great quiz resource from W3 Schools.

Provisional Syllabus

Economics of Black Markets
Instructor: Heather Bone
Semester and Year

Course Overview

Course Description

In this upper-year, empirical microeconomics course, we will explore contemporary empirical work on black markets. Black markets are markets for illicit goods and services in which transactions occur beyond the reach of government regulations, where participants face unique economic incentives and constraints. These markets often emerge in response to restrictions on goods, services, or behaviors deemed illegal or controlled, shaping distinctive patterns of pricing, risk, and enforcement. While the course will primarily focus on illicit drug markets, we will also discuss the economics of sex work.

Students will explore how enforcement, and the lack of formal protections in black markets shape the interactions and choices of market participants. By engaging with empirical studies, we'll examine the unique ways in which individuals and organizations function in markets governed by informal rules. A central theme will be asymmetric information in illicit markets, where empirical research highlights how participants manage trust, quality uncertainty, and risk. We will compare these dynamics to legal markets, examining how criminalization affects market structure, competition, and pricing.

We will critically examine how black markets intersect with race, public health, and broader societal impacts. By studying the racial effects of the war on drugs, we will explore how enforcement policies disproportionately impact marginalized communities, creating disparities in arrests, sentencing, and long-term social outcomes. Separately, we'll consider public health consequences, such as increased overdose rates and drug-related violence, which arise from the unregulated nature of black markets. In addition, our discussions will cover externalities unique to these markets, including how illegal transactions affect surrounding communities, disrupt local economies, and strain public resources.

By the end of the course, students will have gained practical insights from empirical economic research into how black markets operate and how policy interventions can influence these markets.

Learning Outcomes

By the end of this course, students will:

- Understand the economic determinants of participation in black markets for both producers and consumers.
- Analyze the impact of enforcement policies on market structure, public safety, and public health.
- Evaluate the externalities created by black markets and measure their societal impacts.
- Explore the ways contracts are enforced in illicit markets and the role of asymmetric information.

Proposed Assignment: Jigsaw Literature Review

In this collaborative assignment, students will conduct a Jigsaw Literature Review on the topic of **Decriminalization and Legalization**, focusing on empirical papers that discuss the effects of drug and sex work legalization or decriminalization on both crime and public health. The structure of the assignment is as follows:

1. **Individual Analysis:** Students will be assigned one of four papers (listed under Topic 5: Decriminalization and Legalization). Each student will analyze their assigned paper through the lens of empirical microeconomics. They will:
   - *Summarize the Paper:* Provide a brief overview of the paper's objectives, data, and main findings.
   - *Identify Assumptions:* Clearly state the identification assumptions that support the paper's empirical approach.
   - *Discuss Threats to Identification:* Identify potential threats to validity, such as omitted variable bias or measurement error.
   - *Evaluate Responses to Identification Threats:* Critically assess how effectively the paper addresses these threats through robustness checks, alternative specifications, or other methods.
2. **Focus Group Discussion:** After individual analysis, students will discuss their findings in *focus groups* with peers who have read the same paper. This discussion will help deepen their understanding of the identification strategy and limitations of the study.
3. **Task Group Synthesis:** After the focus group discussion, each student joins a task group where every member has read a different paper. In the task group, students share what they learned from their focus group, bringing a deeper, collective insight into their paper. In their task groups, students will share insights from their individual papers with group members who have read different papers. They will focus on:
   - *Critically Evaluating Differences in Results:* Discuss why results might differ across studies, considering differences in data sources, illicit market type, and empirical approach.
   - *Assessing Data Quality and Assumptions:* Evaluate which paper makes the most compelling case based on the quality of data and the soundness of model assumptions.
4. **Highlighting Economic Insights:** Groups will discuss how economic theory contributes unique insights to the study of decriminalization and legalization. They should identify key economic concepts applied in each paper (e.g. moral hazard, asymmetric information) and explain how these frameworks provide a deeper understanding of the impacts of policy changes on crime and public health.
5. **Writing the Literature Review:** Each task group will combine their insights into a comprehensive literature review that:
   - Summarizes the key findings, strengths, and weaknesses of each paper.
   - Compares the papers by discussing their common themes, identifying reasons for any differences in findings.
   - Discusses the model's identifying assumption(s), possible threats to identification, and if/how well they are addressed in the paper.
   - Concludes with a discussion on what the economic perspective brings to the topic, illustrating how economic concepts and empirical methods enhance understanding of decriminalization and legalization.

This assignment encourages collaboration and critical thinking, fostering a deeper engagement with empirical literature and demonstrating how economic theory is applied to complex, real-world policy issues. Focus groups will meet during class time and task groups will meet outside of class time. The assignment will be graded.

Topics and Associated Readings

Topic 1: The Opioid Crisis

Arteaga, Carolina, and Vincenzo Barone. 2022. "A Manufactured Tragedy: The Origins and Deep Ripples of the Opioid Epidemic." Working Paper.

Schnell, Molly. 2017. "Physician Behavior in the Presence of a Secondary Market: The Case of Prescription Opioids." Princeton University Department of Economics Working Paper.

Evans, William N., Ethan M. J. Lieber, and Patrick Power. 2019. "How the Reformulation of OxyContin Ignited the Heroin Epidemic." *Review of Economics and Statistics* 101 (1): 1–15.

Sobrino, Fernanda. 2019. "Mexican Cartel Wars: Fighting for the US Opioid Market." Working Paper.

Topic 2: Asymmetric Information in Black Markets

Galenianos, Manolis, and Alessandro Gavazza. 2017. "A Structural Model of the Retail Market for Illicit Drugs." *American Economic Review* 107 (3): 858–896.

Logan, Trevon D., and Manisha Shah. 2013. "Face Value: Information and Signaling in an Illegal Market." *Southern Economic Journal* 79 (3): 529–564.

Bhaskar, Venkataraman, Robin Linacre, and Stephen Machin. 2019. "The Economic Functioning of Online Drug Markets." *Journal of Economic Behavior & Organization* 159: 426–441.

Topic 3: Drug Markets and Race

Tuttle, Cody. 2019. "Racial Disparities in Federal Sentencing: Evidence from Drug Mandatory Minimums." SSRN Working Paper 3080463.

Cox, Robynn, and Jamein P. Cunningham. 2021. "Financing the War on Drugs: The Impact of Law Enforcement Grants on Racial Disparities in Drug Arrests." *Journal of Policy Analysis and Management* 40 (1): 191–224.

Evans, William N., Craig Garthwaite, and Timothy J. Moore. 2022. "Guns and Violence: The Enduring Impact of Crack Cocaine Markets on Young Black Males." *Journal of Public Economics* 206: 104581.

Topic 4: Externalities

Dealy, Bern C., Brady P. Horn, and Robert P. Berrens. 2017. "The Impact of Clandestine Methamphetamine Labs on Property Values: Discovery, Decontamination and Stigma." *Journal of Urban Economics* 99: 161–172.

Horn, Brady P., Aakrit Joshi, and Johanna Catherine Maclean. 2021. "Substance Use Disorder Treatment Centers and Residential Property Values." *American Journal of Health Economics* 7 (2): 185–221.

Topic 5: Decriminalization and Legalization

Auriol, Emmanuelle, Alice Mesnard, and Tiffanie Perrault. 2023. "Weeding Out the Dealers? The Economics of Cannabis Legalization." *Journal of Economic Behavior & Organization* 216: 62–101.

Spencer, Noah. 2023. "Does Drug Decriminalization Increase Unintentional Drug Overdose Deaths? Early Evidence from Oregon Measure 110." *Journal of Health Economics* 91: 102798.

Cunningham, Scott, and Manisha Shah. 2018. "Decriminalizing Indoor Prostitution: Implications for Sexual Violence and Public Health." *The Review of Economic Studies* 85 (3): 1683–1715.

Gavrilova, Evelina, Takuma Kamada, and Floris Zoutman. 2019. "Is Legal Pot Crippling Mexican Drug Trafficking Organizations? The Effect of Medical Marijuana Laws on US Crime." *The Economic Journal* 129 (617): 375–407.

Topic 6: Criminal Organizations and Market Structure

Bone, Heather. 2024. "Kingpin Down: Power Vacuums, Market Structure, and the Violent Consequences of High-Profile Arrests." Job Market Paper, University of Toronto.

Dell, Melissa. 2015. "Trafficking Networks and the Mexican Drug War." *American Economic Review* 105 (6): 1738–1779.

Castillo, Juan Camilo, Daniel Mejía, and Pascual Restrepo. 2020. "Scarcity Without Leviathan: The Violent Effects of Cocaine Supply Shortages in the Mexican Drug War." *Review of Economics and Statistics* 102 (2): 269–286.

Topic 7: Criminal Labor Markets

Levitt, Steven D., and Sudhir Alladi Venkatesh. 2000. "An Economic Analysis of a Drug-Selling Gang's Finances." *The Quarterly Journal of Economics* 115 (3): 755–789.

Sviatschi, Maria Micaela. 2022. "Making a Narco: Childhood Exposure to Illegal Labor Markets and Criminal Life Paths." *Econometrica* 90 (4): 1835–1878.

Hurtado, Ignacio Rodriguez. 2023. "The Dose Response of Criminal Groups: Effects on Homicides and School Dropout." Working Paper.

Topic 8: Sex Work

Cunningham, Scott, Gregory DeAngelo, and J. Tripp. 2024. "Did Craigslist's Erotic Services Reduce Female Homicide and Rape?" *Journal of Human Resources* 59 (1): 280–315.

Cameron, Lisa, Jamie Seager, and Manisha Shah. 2021. "Crimes Against Morality: Unintended Consequences of Criminalizing Sex Work." *The Quarterly Journal of Economics* 136 (2): 469–530.

6 Professional Development

Foundations of Teaching in Higher Education Certificate

I am currently pursuing the Foundations of Teaching in Higher Education certificate through the University of Toronto's Teaching Assistants Training Program at the Centre for Teaching Support and Innovation. The certificate requires completing workshops in various areas related to teaching, along with a final written reflection. Below is the description of the program, along with a summary of completed and in-progress components:

Program Description

Through a series of interactive workshops, you will gain the necessary skills to effectively communicate with and support your students. You will explore effective student-centered practices for working effectively in teaching teams (of Teaching Assistants, Course Instructors, and other student support staff), and adapting diverse facilitation strategies, models, and practices for online, hybrid and in-person teaching. You will also learn about how to integrate EDIA and universal design principles in your teaching to address institutional and systemic barriers to and inequalities in student learning. Gaining this foundation in learning design, you will come away with a toolkit that will enable you to plan effective learning experiences and reflect on the learning that results from them.

Completed Components

- Foundations of Teaching Workshops (2 hours)
  - Avoiding Crickets – Discussion Strategies and Activities
- Accessible, Inclusive, and Anti-Oppressive Pedagogies Workshops (2 hours)
  - Identifying and Addressing Microaggressions in the University Classroom
- Educational Technology Workshops (2 hours)
  - *Using Educational Technology in the Classroom*
  - *Generative AI and the Future of Writing Pedagogy*

In-Progress

- Other Workshops (4 hours)
- Written Reflection

Writing-Integrated Teaching (WIT) Program Training

As part of my role as a Lead Writing Teaching Assistant (LWTA), I participated in several pedagogical training sessions designed to equip me with the skills to support both teaching assistants and course instructors in integrating writing into their curricula.

- **September 2019 LWTA Training**
  - *Writing in the Disciplines: Supporting Discipline-Specific Writing Instruction*
- **October 2019 LWTA Training**
  - *Encouraging Spoken English and Fair Grading Practices in Multilingual Classrooms*

- **June 2020 LWTA Training**
  - *Integrating Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID)*
- **September 2020 LWTA Training**
  - *Designing and Leading Online Training for TAs: Best Practices for Writing Instruction*

Other

- **2nd Annual AEA CSQIEP Mentoring Conference For Economics Ph.D. Students and Early Career Economists**
  August 5-7, 2024, San Diego, California
  - *Teaching, Advising, and Mentoring*
- **Training Offered by Department of Economics, University of Toronto**
  - *Supporting Students in Data Courses*
  - *Generative AI and Its Implications for Instruction*
  - *Grading and Supporting Student Writing*
  - *Delivering a Quality Tutorial*