

Analysis of Markets

COURSE OUTLINE

COMM 220 G & H • WINTER 2014

Gregory Lypny

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MB 11.307 • (514) 848-2424 ext. 2794

Section G, Tuesday & Thursday, 11:45 a.m. to 1 p.m. in MB 2.210

Section H, Tuesday & Thursday, 2:45 p.m. to 4 p.m. in MB 1.210

Tutorial every Friday, 1 p.m. to 3 p.m. in MB 1.301

Analysis of Markets is an undergraduate economics course that looks at some of the benefits and problems of capitalism through the functioning of its markets. The premise is that having choice is good—freedom in the bigger context—as it applies to trade. The difference between Markets and other introductory microeconomics courses is that we'll flip back and forth between markets for real and financial goods. Our discussions will draw on economic theory, a set of readings, class notes, homework quizzes, and sometimes, market experiments. The goal is to get you to think about economics scientifically.

READING

There is no required textbook, but for those who want to review or like to have a reference, I recommend Hal Varian's.

Varian, Hal R., *Intermediate Microeconomics: A Modern Approach, Eighth Edition*, W.W. Norton and Company. New York. ISBN 0-393-97830-3. Earlier editions are okay too.

GRADING

Quizzes	10%	Weekly, roughly	Submit at pareto.concordia.ca
Test	35%	Thu, Feb 13, 2014	In class, multiple choice, topics 1 to 5
Assignment	15%	Tue, Mar 18, 2014	Submit at pareto.concordia.ca
Final Exam	40%	TBA	Same format as the test

Deadlines will be posted on the message board and at Pareto. The default deadline for quizzes and assignments is 4 p.m. Late submissions are not accepted. There is no make-up or alternate mid-term test. If you do not write the test, its weight will be added to the final exam. My exam is not common with the other sections of COMM 220. You need an average of 50% (D-) to pass the course.

Read the Academic Code of Conduct.

TOPICS

1. Building economic models two lectures
2. Utility Theory three lectures
3. Welfare and exchange two lectures
4. Information four lectures
5. Production and finance two lectures
6. Government intervention two lectures
7. Market failure two lectures
8. International markets two lectures
9. Intertemporal markets three lectures
10. Markets for risk three lectures

READING LIST

TEXTBOOKS

Varian. H. R., 2003, *Intermediate Microeconomics: A Modern Approach, 6th Edition*. W.W. Norton and Company. New York, 2003. ISBN: 0-393-97830-3. Referred to as Varian.

1. INTRODUCTION

Kahneman, Daniel; Jack L. Knetsch, and Richard H. Thaler, "The Endowment Effect, Loss Aversion, and Status Quo Bias," *Journal of Economic Perspectives*, 1991, Vol. 5, No. 1, 193-206.

"Behaviourists at the Gate," *The Economist*, May 10, 2003, Vol. 367, No. 8323, 82.

2. UTILITY THEORY

Chapters 1 to 5 in Varian.

Camerer, Colin F. and Ernst Fehr, "When Does 'Economic Man' Dominate Social Behavior," *Science*, 2006, Vol. 311, 47-52.

Kahneman, Daniel and Richard H. Thaler, "Utility Maximization and Experienced Utility," *Journal of Economic Perspectives*, 2006, Vol. 20, No. 1, 221-234.

Thaler, Richard, H., "From Homo Economicus to Homo Sapiens," *Journal of Economic Perspectives*, 2000, Vol. 14, No. 1, 133-141.

"Blatant Benevolence and Conspicuous Consumption," *The Economist*, August 4, 2007, Vol. 384, No. 8540, 67.

"Happiness (and How to Measure It)," *The Economist*, December 23, 2006, Vol. 381, No. 8509, 13.

"Economics Discovers Its Feelings," *The Economist*, December 23, 2006, Vol. 381, No. 8509, 35.

"Why Johnny Can't Save for Retirement," *Fortune*, March 21, 2005, Vol. 151, No. 6, 202.

3. WELFARE AND GENERAL EQUILIBRIUM

Chapters 6 to 9, 14 to 16, 30, and 32 in Varian.

Gode, D. and S. Sunder, 1997, "What Makes Markets Allocationally Efficient?" *Quarterly Journal of Economics*, 112(2): 603-630.

Roth, Alvin, E., "The Art of Designing Markets," *Harvard Business Review*, October 2007, 118-126.

Peck, Don and Ross Douthat, "Does Money Buy Happiness?" *The Atlantic*, January-February 2003, Vol. 291, No. 1, 42 (2 pages).

"Winds of Change," *The Economist*, November 4, 2006, Vol. 381, No. 8502, 102.

4. INFORMATION

Chapters 11 through 13 in Varian.

De Bondt, Werner and Richard H. Thaler, "Anomalies: A Mean-Reverting Walk Down Wall Street," *Journal of Economic Perspectives*, 1989, Vol. 3, No. 1, 189-202.

Dimson, Elroy; Paul Marsh, and Mike Staunton, "Irrational Optimism," *Financial Analysts Journal*, January-February 2004, Vol. 60, No. 1, 15-25.

Shiller, Robert, "Speculative Prices and Popular Models," *Journal of Economic Perspectives*, 1990, Vol. 4, No. 2, 55-65.

Thaler, Richard, "Anomalies: The January Effect," *Journal of Economic Perspectives*, 1987, Vol. 1, No. 1, 197-201.

Thaler, Richard, "Anomalies: Seasonal Movements in Security Prices II: Weekend, Holiday, Turn of the Month, and Intraday Effects," *Journal of Economic Perspectives*, 1987, Vol. 1, No. 2, 169-177.

Galbraith, John K., "The 1929 Parallel," *The Atlantic*, January, 1987, Vol. 259, No. 1, 62-66.

"How Far is Down?," *The Economist*, July 27, 2002, Vol. 364, No. 8283, 76.

"Bubble Bubble," *The Economist*, March 25, 2000, Vol. 354, No. 8163, 84.

"To Infinity and Beyond," *The Economist*, October 6, 2007, Vol. 385, No. 8549, 100.

"Dismal Science, Dismal Sentence," *The Economist*, September 9, 2006, Vol. 380, No. 8494, 90.

5. PRODUCTION AND FINANCE

Chapters 18, 19, and 31 in Varian.

Montgomery, Cynthia, "Corporate Diversification," *Journal of Economic Perspectives*, 1994, Vol. 8, No. 3, 163-178.

"Beyond Shareholder Value," *The Economist*, June 28, 2003, Vol. 367, No. 8330, 9 [Survey].

"How to Pay Bosses," *The Economist*, November 16, 2002, Vol. 365, No. 8299, 86.

"Access all Areas," *The Economist*, August 7, 2004, Vol. 372, No. 8387, 73.

"The New Jobs Migration," *The Economist*, February 21, 2004, Vol. 370, No. 8363, 11.

"The Great Hollowing-Out Myth," *The Economist*, February 21, 2004, Vol. 370, No. 8363, 48.

"When Battles Commence," *The Economist*, February 21, 2004, Vol. 370, No. 8363, 80 [Special report on mergers and acquisitions].

6. GOVERNMENT INTERVENTION

Chapter 6 in Varian.

"Pro-market, Not Pro-business," *The Economist*, June 28, 2003, Vol. 367, No. 8330, No. 12.

"A Simple Lesson in Economics," *The Economist*, February 1, 2003, Vol. 366, No. 8309, 49.

"The Avuncular State — Libertarian Paternalism," *The Economist*, April 8, 2006, Vol. 379, No. 8472, 76 [Special report].

"A Blunt Instrument (The Minimum Wage)," *The Economist*, October 26, 2006.

"In Higher Education, A Free-for-all Does not Work," *The Economist*, October 28, 2006, Vol. 381, No. 8501, 8 [Survey: Lessons from the Campus].

7. MARKET FAILURE

Chapters 35 and 36 in Varian.

Shulman, Seth, "Patent Absurdities," *The Sciences*, 1999, Vol. 39, No. 1, 30-33.

Stavins, Robert, "What Can We Learn from the Grand Policy Experiment?: Lessons from SO2 Allowance Trading," *Journal of Economic Perspectives*, 1998, Vol. 12, No. 3, 69-88.

"Genetic Patent Singles Out Jewish Women," *Nature*, July 2005.

"An Eye for an A," *The Economist*, March 7, 2002, Vol. 362, No. 8263, 92 .

"D-graded," *The Economist*, September 1, 2001, Vol. 360, No. 8237, 27.

"A Great Leap Forward," *The Economist*, May 11, 2002, Vol. 363, No. 8272, 105.

"Signal Failure," *The Economist*, May 3, 2003, Vol. 367, No. 8322, 83.

"On the Same Wavelength," *The Economist*, August 14, 2004, Vol. 372, No. 8388, 57.

"Doing Well and Doing Good," *The Economist*, July 31, 2004, Vol. 372, No. 8386, 61.

"Stopping Spam," *The Economist*, April 26, 2003, Vol. 367, No. 8321, 66.

"Make 'em Pay," *The Economist*, February 14, 2004, Vol. 370, No. 8362, 74.

"Scholars for Dollars," *The Economist*, December 11, 2004, Vol. 373, No. 8405, 69.

Crook, Clive, "A Matter of Degrees," *The Atlantic*, November, 2006, Vol. 298, No. 4, 25.

8. INTERNATIONAL MARKETS

Froot, Kenneth and Richard H. Thaler, "Anomalies: Foreign Exchange," *Journal of Economic Perspectives*, 1990, Vol. 4, No. 3, 179-192.

"McCurrencies," *The Economist*, May 27, 2006, Vol. 379, No. 8479, 94.

"Trade Winds," *The Economist*, November 8, 1997, Vol. 345, No. 8042, 85.

9. INTERTEMPORAL MARKETS

Chapter 10 in Varian.

Thaler, Richard, "Anomalies: Savings, Fungibility, and Mental Accounts," *Journal of Economic Perspectives*, 1990, Vol. 4, No. 1, 193-205.

Benartzi, Shlomo and Richard Thaler, "Heuristics and Biases in Retirement Savings Behavior," *Journal of Economic Perspectives*, 2007, Vol. 21, No. 3, 81-104.

"Home Truths," *The Economist*, November 10, 2001, Vol. 361, No. 8247, 104.

"Living in Never-never Land," *The Economist*, January 11, 2003, Vol. 366, No. 8306, 70.

"Why Johnny Can't Save for Retirement," *Fortune*, March 21, 2005.

10. MARKETS FOR RISK

Chapters 11 through 13 in Varian.

"Risk Management for the Masses," *The Economist*, March 22, 2003, Vol. 366, No. 8316, 91.

"Doomsday Derivatives," *The Economist*, October 19, 2002, Vol. 365, No. 8295, 95.

STUDENT GUIDE

PARETO

Pareto (pareto.concordia.ca) is my website. Go there to submit quizzes and assignments, do experiments, and play with interactive demonstrations.

SLIDES, NOTES, AND DEMONSTRATIONS

Slides have become a bad thing because many instructors confuse them with notes or textbooks, pack them with everything but the kitchen sink, and then sadly, read from them. I don't know about you, but I don't need someone to read to me. Slide bloat has created the unfortunate expectation among students that slides are notes and that they can sit back passively in class without taking their own notes, if they attend class at all. My slides are slides. They are sparse. Use your noodle and take good notes.

You can find a little extra detail in a separate set of class notes that I will post to First-Class. The notes are brief. You will also find interactive demonstrations in CDF (computable document format) on FirstClass and Pareto. These have been created with a software application called Mathematica. Even if you do not have your own copy of Mathematica, you can view and manipulate CDF files by installing the free Mathematica CDF Player application on your computer; it includes a web plug-in. The demonstrations are a good way to review concepts and topics because you can manipulate variables in countless ways and see the results immediately.

You can download Mathematica CDF Player from

www.wolfram.com/cdf-player/

Concordia has a university-wide license for Mathematica, and it has been installed in all of our classes and labs. Student licenses for the full application are also available through the MyConcordia portal.

ASKING, ANSWERING AND BEING HEARD

The FirstClass message board is best. Post topic-related questions, ask where to find things, get clarification on assignments and course requirements. If you have a question, chances are, one-third of the class has the same question. It's an excellent way to learn the material because everyone gets to throw in their two cents, including me. You can't beat it for the test and exam review. Heck, you can even compare quiz answers before you submit them. It's not unusual for there to be more than one thousand posts by the end of term.

The tutorials are next best. I host the tutorials. Think of them as group office hours that are not held in my office because I want to keep the carpet clean and because I'm tired of people pointing to my Beatles poster and asking who those guys are. We discuss anything about anything economic in the tutorials—well, almost anything; there was that boxers versus briefs question that, in retrospect, I don't think was related to economics. The tutorials are usually take place on Friday afternoons, so they rarely conflict with your other courses.

Office hours. Did I mention the tutorials? Come to the tutorials. They will leave you breathless and wanting to become a full-fledged economist, as unsavoury as that is. I will gladly meet with you to discuss specific problems with your progress in the course, but I will not meet to go over class material because the tutorial on Friday is inconvenient for you or because it conflicts with your other commitments. Economics is about tradeoffs.

E-mailing me is okay. I'll try to get back to you the same day, but no guarantees at four in the morning or on the weekend. You must post topic-related questions to the message board first, so your classmates can have a go at them. I'll insist.

Phone is bad. I don't even know how to use it. I've got voice messages going back to the early 90s. I have a rotary phone at home, you know, those nice beige ones that go with all your decor. I'm one of three people in Montreal who doesn't own a cell phone, and my friends tell me that's a good thing. If yours rings in class, I reserve the right to answer it and talk to the caller. I've gotten to know some helicopter moms and dads that way.

READINGS

Most of the readings are background that will help you understand the issues and concepts we will be covering. You decide what you want to read.

To find an article, you can always start with our library's online reference system, Clues. It lists the various databases, called electronic resources, that carry the publications you're looking for. Our library subscribes to some good electronic journal services, such as JSTOR, ProQuest, and EconLit, and that's how you should get most of the articles. Of course, Google Scholar is an alternative.

QUIZZES

The ten multiple-choice homework quizzes are your chance to apply many of the concepts we explore in class. Download them from our Assignments folder on FirstClass. Sure, multiple choice stinks, but with big classes it's the best way for me to give you quick feedback on the work we're doing. Some questions are easy, some are tough, and some are just plain stupid because I experiment with new material. Work on them in the comfort of your own home, and discuss them with your classmates. It goes without saying that you'll benefit most by working on them without having looked at the answers that may be floating around in cyberspace.

Submit your answers at Pareto. If you make a mistake or want to revise your answers, simply submit again. Your new answers will overwrite your old ones. School of hard knocks: late submissions are not accepted, and there are no make-ups for missed quizzes. Check the message board regularly for deadlines. Answers and grades will be posted on FirstClass usually within two days of each quiz deadline.

ASSIGNMENT

In the latter part of the term, you will be asked to submit an essay of about 600 to 800 words, worth 15 per cent of your grade. The topic will be posted within the first few weeks of class.

The purpose of the assignment is to get you to express some key ideas about a topic coherently and simply, so a big part of your mark will be awarded on the quality of your writing. You have to decide on an angle and what is important to tell your readers. If it helps, pretend that you're writing a general interest piece for the *The Globe and Mail*. The last thing you'll want to do is provide a confusing "shopping list" of facts. Write in everyday language, avoid jargon and technical terms like Pareto efficiency, and producers' surplus. Do not paraphrase. There is no need for a formal bibliography, but some mention in the body of the text of anything you've dug up would be nice. Have a look at the old assignments and model answers to get an idea of the style. If writing is not your thing, you may wish to have a look at either of these two excellent handbooks on the subject.

Strunk, William H. and E.B. White, *The Elements of Style, Third Edition* (or later). Macmillan. New York, 1979. ISBN 0-02-418200-1.

Lambuth, David, *The Golden Book on Writing*. Penguin . New York, 1984. ISBN 0-14-046.263-5.

Submit your assignment by uploading at Pareto. You can submit in PDF, rich text (RTF) or plain text. Late assignment are not accepted.

MID-TERM TEST

The mid-term test will be held in class on the date indicated on the second page of this course outline confirmed on our message board.¹ It will be closed-book, the same multiple-choice format as the homework quizzes, and consist of 32 to 40 questions. Unless announced otherwise, the test will cover the first five topics of the course. You will have the option of writing a short explanation for any question you feel is ambiguous or requires a statement of assumptions. A good written explanation can earn you part marks for an otherwise incorrect answer choice, but a poor explanation will lose you marks even if your answer choice is correct. Nasty, eh? The test may also include one short question requiring a written answer. If it does, you will be given the question in advance. Concordia-approved calculators and translation dictionaries are permitted. A geneticist will be on hand to take a DNA sample from you to confirm your identity. We can also arrange to take a dental impression. It's up to you.

There is no alternate test because the test is held during regular class time. If you do not write the test, its weight will be added to the final exam. There is no make-up for missing the test.

FINAL EXAMINATION

The final examination is cumulative, closed-book, and has the same multiple-choice format as the homework quizzes and the mid-term test; there is no written part. There will be up to 75 questions. The coverage is about a thirty-seventy split between the material before and after the mid-term test. Past students will tell you that the final exam will melt your brain. Not true. You may develop a mild rash and a twitch, but a full blown brain meltdown is unlikely.

¹ If I am teaching two sections of COMM 220, I may move the test to an evening or the weekend. I will confirm well in advance.

BORSA

Borsa is my online experimental asset market. At some point during the term, you may be invited to open an account and trade hypothetical securities. Your performance during the trading session will earn you grades and a chance at a modest cash prize. You can take an advance peek at Borsa by pointing your browser to Pareto and clicking on the Borsa link. You can also download last term's instructions. You will be informed on the message board when the new instructions are available and of the start date of your trading session.

Borsa is a work in progress. I try to add features and improve the way it works. That is a big programming job, and it means that sometimes I cannot run a session or, if a critical bug appears, I have to abort it (although, that has never happened). I hate to have to cancel a session for any reason, but if I must, the five percent grade weight that is allocated to it will be added to your written assignment.

If Borsa does not appear as a graded item on your course outline, it means that I am programming an update and will not be able to run a session this semester.

GRADING

Grades are based strictly on the required work described in this course outline and other documents and are not negotiable (my lawyer told me to throw that in). You need an average of 50 per cent to pass. I round your final grade in the usual way to the nearest whole percent, 69.5 becomes 70 and 69.4 becomes 69.

A+	90% and above
A	85 to 89%
A-	80 to 84%
B+	77 to 79%
B	73 to 76%
B-	70 to 72%
C+	67 to 69%
C	63 to 66%
C-	60 to 62%
D+	57 to 59%
D	53 to 56%
D-	50 to 52%
F	Less than 50%

LETTERS OF RECOMMENDATION

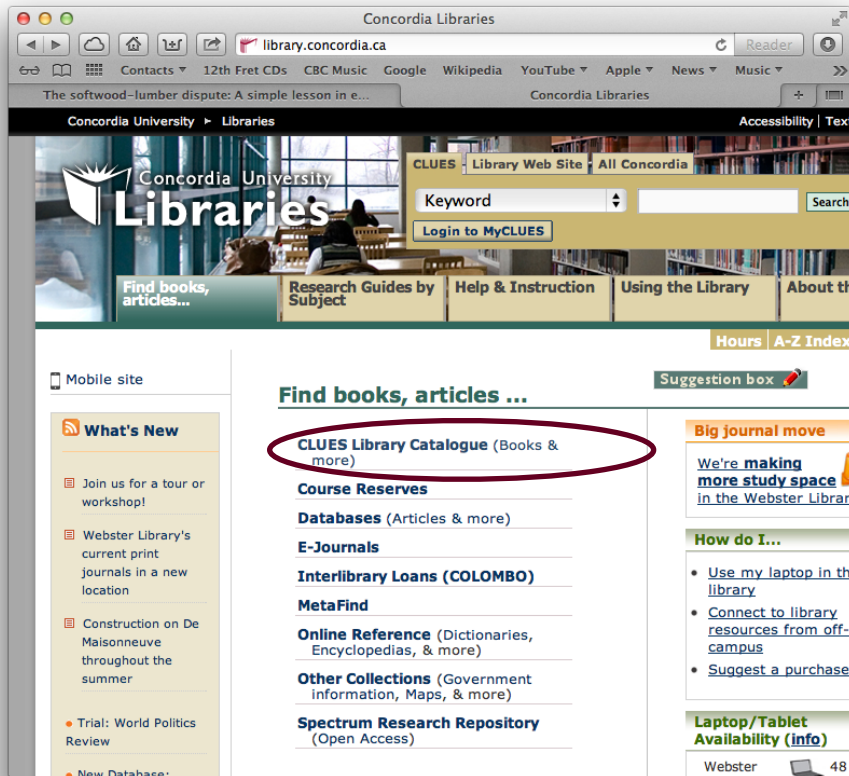
I am always happy to write a letter of recommendation for a deserving student. I base my letters only on my first-hand information about you, which usually amounts to your performance in the course. Getting an A is not enough because nobody needs me to tell them in a letter what they can just as easily read from your transcript. I will write a letter for a student who has demonstrated, through participation in class, the tutorials, the message board, Borsa, and especially in their written assignment, that they have insight. This means that sometimes I will turn down an A student for a letter but agree to write one for a B student — grades aren't everything. So if you ask me for a letter and I turn you down, please do not be offended; it may simply mean that I don't know enough about you. I no longer write letters for the International Student Exchange Program. It's a judgment call.

FINDING ARTICLES ONLINE

WHAT ARE YOU LOOKING FOR?

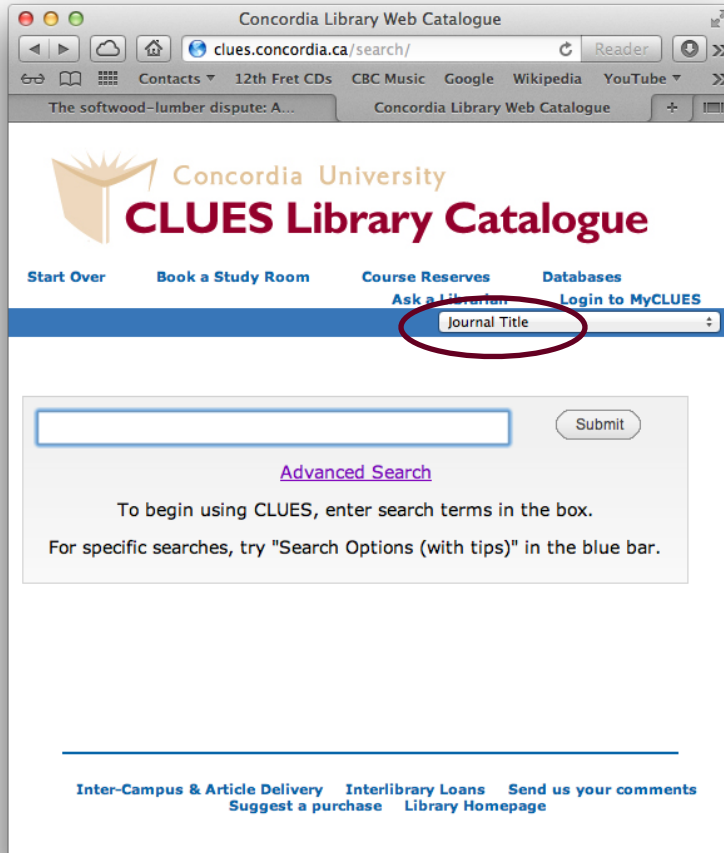
Suppose you're looking for Don Peck and Ross Douthat's article "Does Money Buy Happiness?" in *The Atlantic* (formerly *The Atlantic Monthly*), January-February 2003, pages 42-43.

Go to the library and choose CLUES

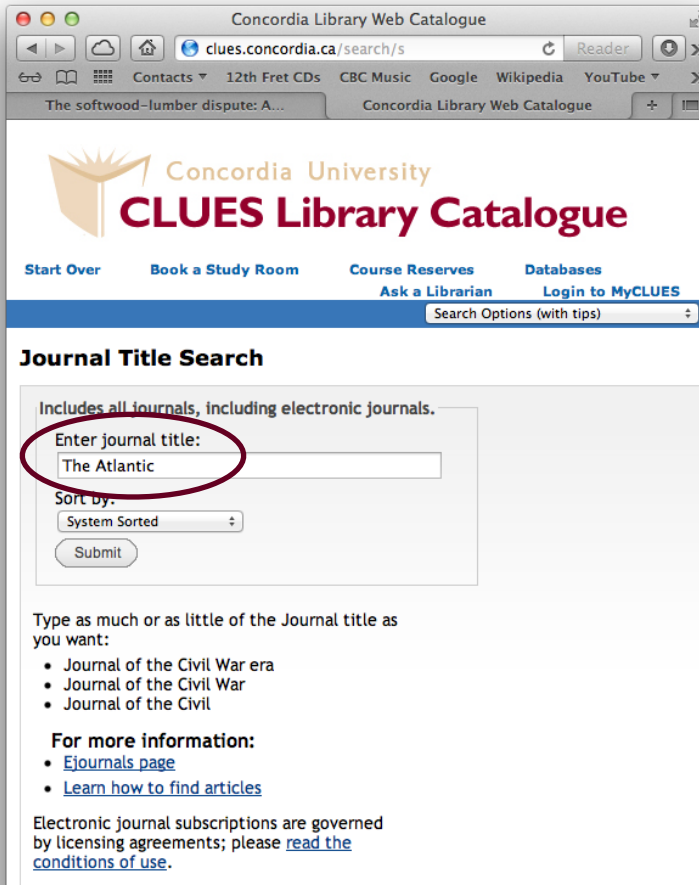


DECIDE ON THE TYPE OF SEARCH

Searching by journal title makes sense in this case because you can imagine that there are many different titles containing the word Atlantic. Choose Journal Title from the pull-down menu, and that will take you to the search window shown on the next page.



SUBMIT THE SEARCH REQUEST



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Includes all journals, including electronic journals.

Enter journal title:

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Type as much or as little of the Journal title as you want:

- Journal of the Civil War era
- Journal of the Civil War
- Journal of the Civil

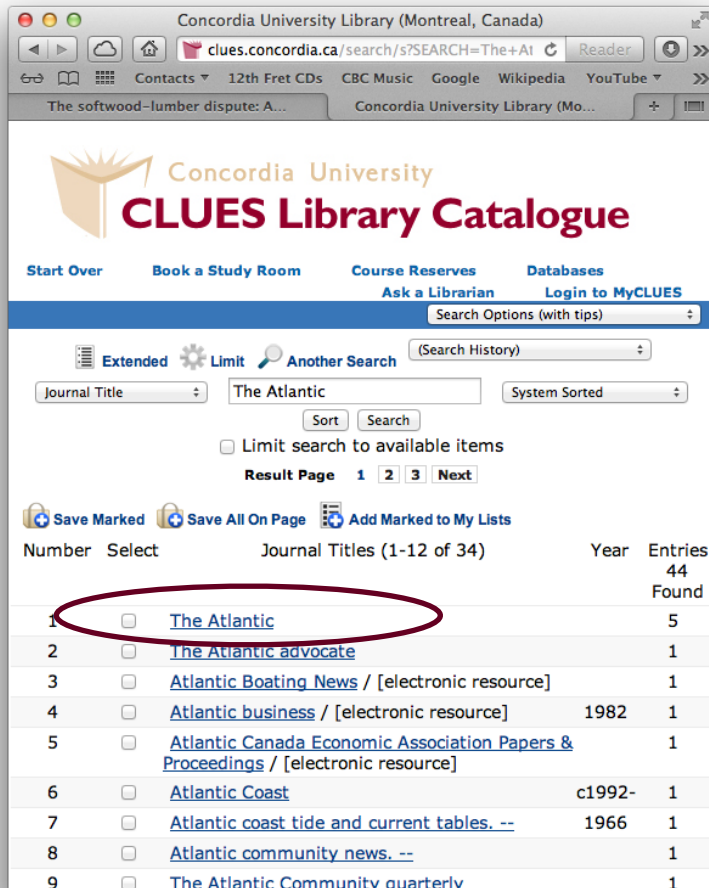
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CLICK THE HIT

What a coincidence: it's the first one. Of course, you can't be sure until you click the link and read more information.



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Journal Title: The Atlantic System Sorted

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Limit search to available items

Result Page 1 2 3 Next

Save Marked Save All On Page Add Marked to My Lists

Number	Select	Journal Titles (1-12 of 34)	Year	Entries
1	<input type="checkbox"/>	The Atlantic		5
2	<input type="checkbox"/>	The Atlantic advocate		1
3	<input type="checkbox"/>	Atlantic Boating News / [electronic resource]		1
4	<input type="checkbox"/>	Atlantic business / [electronic resource]	1982	1
5	<input type="checkbox"/>	Atlantic Canada Economic Association Papers & Proceedings / [electronic resource]		1
6	<input type="checkbox"/>	Atlantic Coast	c1992-	1
7	<input type="checkbox"/>	Atlantic coast tide and current tables. --	1966	1
8	<input type="checkbox"/>	Atlantic community news. --		1
9	<input type="checkbox"/>	The Atlantic Community quarterly		1

LOOK FOR LINKS TO ELECTRONIC RESOURCES

There may be more than one.

The screenshot shows a web browser window displaying the Concordia University Library (Montreal, Canada) CLUES Library Catalogue. The search results are for 'The Atlantic' and show three entries. The third entry, 'The Atlantic [electronic resource]', is highlighted with a red oval, indicating it is an electronic resource. The interface includes navigation links, search options, and a 'RefWorks' button for each entry.

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Search Options (with tips)

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Journal Title The Atlantic System Sorted

Sort Search

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Journal Titles (1-5 of 5)

The Atlantic

1 [The Atlantic](#)
Atlantic Monthly Co., c1971
RefWorks

2 [The Atlantic](#)
Atlantic Monthly Co., c1993
RefWorks

3 [The Atlantic \[electronic resource\]](#)
Atlantic Monthly Co., c1993
RefWorks

CHOOSE AN ELECTRONIC RESOURCE

A number of these databases may have the article. Make sure that the issue that you want is within the dates covered by the electronic resource that you choose.

The screenshot shows the Concordia University Library CLUES Library Catalogue search results for 'The Atlantic'. The search results table is circled in red, highlighting the available electronic resources. The table lists three options: ABI/INFORM global, Academic Search Complete, and Religion & philosophy collection, each with its respective date range and a link to full-text.

Years available	Connect to full-text
01 Jan. 1988 - 31 Oct. 1993	ABI/INFORM global
01 Jan. 1993 - 31 Dec. 2003	Academic Search Complete
01 Jan. 1993 - 31 Dec. 2003	Religion & philosophy collection

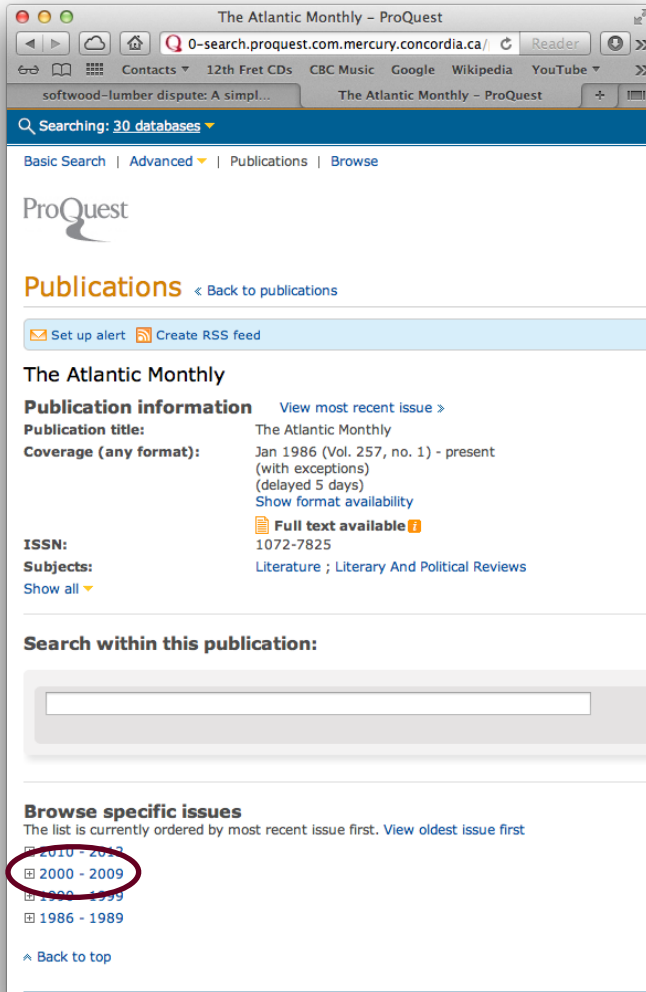
Publication History [Vol. 247, no. 4] (Apr. 1981)-v. 272, no. 4 (Oct. 1993)
Series [ABI/INFORM Global](#)
[Religion & Philosophy Collection](#)
[Academic Search Complete](#)
Note Title from cover
Access restricted Access restricted to users at subscribing institutions
Technical details Mode of access: World Wide Web
Subject Heading [American literature - Periodicals](#)
Alternate Author [EBSCO Publishing \(Firm\)](#)
Title [Atlantic \(Boston, Mass. : 1981 : Online\)](#)

You'll be asked to log in if you're off campus

The screenshot shows a web browser window titled "Library Log in" with the URL "https://mercury.concordia.ca/iii/cas/login". The browser's address bar includes a "Reader" button and navigation icons. The page header features the Concordia University Libraries logo and the text "Login to Library services". Below the header is a "Libraries Home" link. The main content area is a login form with the heading "Please enter the following information:". It contains three input fields: "First OR Last Name:", "14-digit Barcode on Concordia ID:", and "Library PIN:". Below the fields is a disclaimer: "Submitting this form is an acknowledgement that I have read and accepted [the terms of use](#)." At the bottom of the form are two buttons: "Submit" and "I Forgot My PIN | [Don't have a PIN yet?](#)".

FIND THE ISSUE OR PUBLICATION YEAR

It is 2003 in our example.



LOOK FOR THE SPECIFIC ISSUE

You want January-February.

The Atlantic Monthly - ProQuest

0-search.proquest.com.mercury.concordia.ca/publication/40949

Full text available

ISSN: 1072-7825

Subjects: Literature ; Literary And Political Reviews

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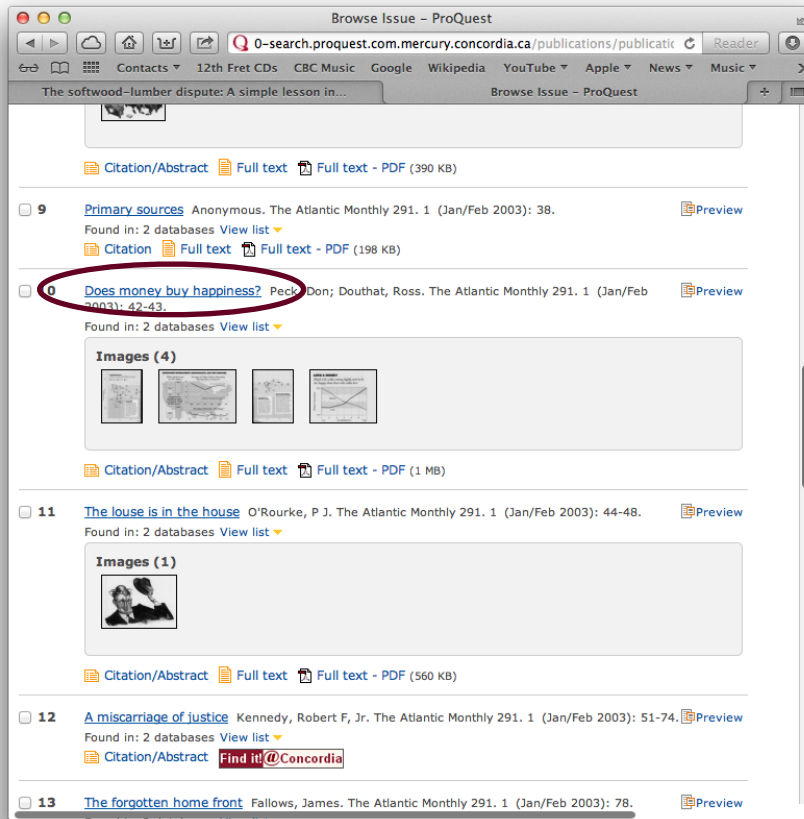
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 - Jun 2003; Vol. 291 (5) | May 2003; Vol. 291 (4) | Apr 2003; Vol. 291 (3) | Mar 2003; Vol. 291 (2) | **Jan/Feb 2003; Vol. 291 (1)**
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- 1990 - 1999
- 1986 - 1989

Back to top

BINGO!

Now download the PDF. Don't you feel empowered?



YOU TRY ONE

See if you can find “The Avuncular State — The New Paternalism” in *The Economist*. *The Economist* is a weekly and does not publish bylines. The article appeared in the issue published the week of April 8, 2006.

WHAT IF YOU CAN'T FIND IT ONLINE AT CONCORDIA?

Be resourceful. There are some journals that are only available in print. Yes, you may actually have to trudge to one of the libraries (no, I won't give you maps). And, of course, there's always Google, Google Scholar, or even the author's personal web site.

BE A GOOD NEIGHBOUR

If you've tracked down a tough-to-find article, please let your classmates know how you did it by posting to the message board. But do not post the actual article as an attachment because that would be a violation of copyright.