



uOttawa

Faculté des sciences sociales

Faculty of Social Sciences

## Département de science économique Department of Economics

**PUBLIC ECONOMICS: EXPENDITURE  
ECO 6130  
PROFESSOR: JONATHAN HOLMES  
FALL 2022**

**Class schedule:** Monday, 2:30 pm – 5:20 pm  
120 University (FSS), Room 1005  
This is an **in-person** class

**Office hours:** Tuesday, 9:00 am – 12:00 pm  
Sign up here: [https://calendly.com/jonathan\\_holmes/office-hours](https://calendly.com/jonathan_holmes/office-hours)

Faculty of Social Sciences (FSS), Room 9020  
Or on [Zoom](#)

**E-mail:** Jonathan.Holmes@uottawa.ca

**Office hours policy:** I encourage you to visit me for office hours! Before arriving, please sign up for a slot at [https://calendly.com/jonathan\\_holmes/office-hours](https://calendly.com/jonathan_holmes/office-hours). Each office hour slot is 15 minutes. If you have a question that you know will take a long time, you are allowed to book two sessions back-to-back. However, I may cancel the second of two back-to-back meetings if there is too much demand. Please show up to your meeting on time. I try to end meetings promptly when there is another one immediately afterwards. If you have arrived and I'm still talking to the previous student, please knock when it's your turn.

To maximize flexibility, I am offering students a choice of in-person or Zoom office hours. For Zoom appointments, please write ZOOM in the comments on Calendly so I know to log-in. It may be difficult for me to notice you if a Zoom meeting immediately follows an in-person meeting. If you are in the waiting room at the scheduled time for your meeting and I have not noticed you, please send me an e-mail. The Zoom link for office hours is: <https://uottawa-ca.zoom.us/j/96148273802?pwd=S3krNjlia3pDRFJDSjNkNUxRMXd1dz09>

I may add or change office hours during the semester. If that happens, I will make an announcement in class and post an update on virtual campus.

**E-mail policy:** Before emailing a question, please fully read this syllabus and explore the associated resources. The answers to many questions can be found in this document and I will refer you back to the syllabus if the answer is already available. Some questions are much more easily answered in person rather than over e-mail. If you send an e-mail with a question that requires a long or nuanced response, I will respond with “Please see me in office hours.”

I generally do not respond to e-mails on weekends or less than 24 hours before an exam or before a paper is due. Please allow **two (2)** business days for responses to inquiries before following up.

**Brightspace:** I post all class materials and important announcements to Brightspace (Virtual Campus). Please make sure you can access the site and can receive notifications for announcements.

## OFFICIAL COURSE DESCRIPTION

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The theory of public expenditures. Social insurance and redistribution, public provision of health care and education, public pension systems, and underemployment insurance. This course is equivalent to ECON 5401 at Carleton University.

## ADDITIONAL COURSE DESCRIPTION

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This course is the first in a two-part graduate sequence in Public Economics at the Ottawa-Carleton Graduate School of Economics (OCGSE). We will explore the rationales for government intervention in market economies, including the presence of externalities, public goods, social insurance, fiscal federalism and pensions and retirement saving. The course will combine insights from economic theory and empirical evidence.

## INDIGENOUS AFFIRMATION

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### ***ANISHINÀBE***

*Ni manàdjiyànàni Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad.*

*Ako nongom ega wìkàd kì mìgiwewàdj.*

*Ni manàdjiyànàni kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.*

*Ninisidawinawànàni kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig.*

*Nigijewenimànàni ogog kà nìgàni sòngideyedjig; weshkad, nongom; kaye àyànikàdj.*

[Listen to the audio file](#)

## **ENGLISH**

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, and future.

## **COURSE LEARNING OUTCOMES**

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By the end of the course, you should: (i) have a good understanding of the theoretical models and empirical techniques used in modern public economics; (ii) be familiar with the papers covered during the course; and (iii) be able to critique existing research, with the aim of identifying promising areas for future research (including your own research).

## **TEACHING METHODS**

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### **Attendance and Participation**

This is an in-person course, and classroom discussions are an important component. 5% of the grade is based on attendance and participation in the course. Students who attend all classes (with allowance for one absence for any reason) and participate in cold calling (see below) will get 5% automatically. For students with more than one absence, I will assign a grade based on the student's overall participation in the course, where I will consider both the number of absences and the degree of in-class participation when the student is present.

If you have been removed from the cold calling list or if you have an approved academic accommodation plan that requires remote learning (see below), you can make up the participation grade by submitting a half-page summary of the week's reading before class each week (hard copy or e-mail accepted). Students who have been removed from the cold calling list but do not have an approved accommodation must still attend class to receive the participation grade.

### **Cold calling**

There is a growing literature that shows that cold calling in class can improve engagement, and it ensures that we hear from a diversity of voices in class. I use cold calling at various times to discuss the week's reading and to encourage participation during the lecture.

My cold-calling strategy is to use a randomized class list. I generally give notice in advance to the next 2-3 people on the list before cold calling.

The downside to cold calling is that some students report an increase in anxiety that, for a minority, can be overwhelming and negatively affect learning. If this is you, please send me an e-mail and I

can take you off the cold-call list. Please note that, to get the participation grade, you will need to submit a half-page summary of the week's reading before each class.

### **Guidelines on recording Class Sessions**

Classes may be recorded if required to meet an approved academic accommodation plan for one or more students. Access to recordings for those students will only be available through Brightspace and will be removed after 150 days. Recordings are the intellectual property of the professor and are protected by copyright. Students authorized to receive recordings are not permitted to share or download them, and they will lose the right to their accommodation if they do.

**Notice - Collection of Personal Information with Class Recordings:** In accordance with the Ontario Freedom of Information and Protection of Privacy Act and with University Policy 90, your personal information is collected under the authority of the University of Ottawa Act, 1965. Classes will only be recorded for purposes consistent with the fulfillment of the course learning activities and outcomes. The recording may include the use of your video presence, picture, and voice, depending upon the technology used. You may ask your instructor to inform you of the specifics of the technology. If you choose not to have your video presence, picture or voice recorded, you may disable the audio and video functionality or request accommodation from your instructor. The recording will be available only to authorized individuals through University of Ottawa systems. If you have questions about the collection, use and disclosure of your personal information in this notice, please contact your instructor.

## **COURSE MATERIALS**

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There are no required textbooks for this course. The main course materials are lecture slides and a set of readings which are listed below. All required readings are either publicly available online or can be accessed through the University of Ottawa library website. If you are having trouble accessing library resources, see this [guide to using OMNI](#) or the library's [resources for economics research](#).

### **Optional Materials:**

My lecture slides are meant to be self-contained, and all the required readings will come from academic journal articles. For students looking for more material, the following books are excellent resources, especially for students planning to study public economics at the Ph.D. level.

#### References on economic theory

Atkinson, Anthony B. and Joseph E. Stiglitz. 2015. Lectures on Public Economics: Second Edition. Princeton, New Jersey: Princeton University Press.

Tresch, Richard. 2015. Public Finance: A Normative Theory: Third Edition. Amsterdam: Academic Press.

#### References on writing

McCloskey, Deirdre N. 2000. Economical Writing: 2nd Edition. Waveland Press.

## **ASSESSMENT STRATEGY**

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Assignment 1 (Due October 3, hard copy):	15%
Assignment 2 (November 3, 2018, hard copy):	15%
Referee Report (November 21, e-mail or hard copy):	15%
Class presentation (November 28/December 5, in-person class):	10%
Classroom participation (in person, see “teaching methods”):	5%
Final exam (Date TBA, in person):	40%

### **Policy on the EIN grade (incomplete):**

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

## **ASSESSMENT POLICIES AND EXPECTATIONS**

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### **Time Commitment**

In order to succeed in a 3-credit course, alongside the standard 3 hours of in-class instruction, students should expect to spend a minimum of 6 hours per week outside of the classroom engaged in activities related to the course, e.g. homework, reading, studying, etc., and should expect a minimum time commitment of 9 hours per week per course (on average).

### **Language Expectations**

This course is delivered in English, and in class interactions, including the online discussion boards, and feedback will also be managed in English. As part of your evaluation will be on your writing abilities, it is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15% for poorly written materials, to the professor’s discretion.

### **Mobile Devices**

Unless explicitly requested, please refrain from using mobile devices during class. As in class time is quite limited, I would ask that you prioritize using this time to engage with class discussions and other content-related activities. Active participation and engagement with the content and your peers helps ensure full participation marks for your contributions this semester.

### **Late Assignments**

All assignments are to be submitted by their due date and time.

All late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 3 days, *including weekends*. **After 3 days all outstanding assignments will be given a zero (0%) grade.**

Exceptions are made only for illness or other serious situations deemed as such by the instructor. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. Absence for any other serious reason must be justified in writing, to the professor, within five business days following the date of the exam or submission of an assignment.

I reserve the right to accept or refuse the reason; reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

### **Missed exams and requests for deferral**

An absence from an evaluation that is not excused will result in a mark of 0. As of September 2022, according to Academic Regulation I-9.5, students can request to be excused from only one evaluation per course. An absence will be excused only in the case of illness or other serious situations. The Faculty reserves the right to accept or refuse the reason. Conflicts due to travel, jobs, or any misreading of the examination timetable are not acceptable reasons.

Students who wish to be excused for an absence must complete a deferral form and submit credible external documentation (e.g. medical certificate, police report, death certificate, etc.) within five working days of the evaluation. Students whose request is approved will be required to write a deferred evaluation. A deferred evaluation must be taken as soon as possible after the original date, but in any case no later than (6) months after the end of the term (Academic regulation I-9.5). For the final exam, the date of the deferral is January 14 (set by the department).

Students should reflect deeply before requesting a deferred evaluation, since they can only receive one deferral per course. Students who are struggling to keep up with their schedule may find it worthwhile to withdraw from the course and take it again at a later date. In Fall 2022, the deadline to withdraw from a course (without financial reimbursement) is November 18. For further information, consult the link <https://www.uottawa.ca/course-enrolment/withdrawing-from-a-course> .

### **Exam conflicts**

Any conflict with a midterm exam schedule should be reported to the Professor at the beginning of the term. This request is especially applicable to the type 3 conflict (two in-class exams back-to-back) for students with special learning needs.

Any conflict with a final exam schedule should be reported to the Faculty's undergraduate office as soon as the final examination schedule is released.

## LECTURE SCHEDULE

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Lecture Number	Date	Topic
1	September 12	An Introduction to Public Economics
2	September 19	Empirical Public Economics
3	September 26	The Marginal Value of Public Funds
4	October 3	Inequality
5	October 10	Public Goods and Education
6	October 17	Externalities
7	October 31	Asymmetric Information, Moral Hazard and Social Insurance: Part I
8	November 7	Asymmetric Information, Moral Hazard and Social Insurance: Part II
9	November 14	Pensions, Social Security and the Economics of Retirement Saving
10	November 21	Fiscal Federalism and local public finance
11	November 28	Student Presentations
12	December 5	Student Presentations

## BIBLIOGRAPHY AND READING LIST

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The readings marked with an asterisk \* are mandatory and will be covered in class.

### Week 1: An Introduction to Public Economics

### Week 2: Empirical Public Economics

Angrist, Joshua D. and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton, New Jersey: Princeton University Press.

Angrist, Joshua D. and Alan B. Krueger. 2001. "Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments." *Journal of Economic Perspectives* 15(4), 69-85.

Chetty, Raj. 2009. "Sufficient Statistics for Welfare Analysis: Theory and Evidence." *Annual Review of Economics* 1, 451-488.

### Week 3: The Marginal Value of Public Funds

\*Finkelstein, Amy, and Nathaniel Hendren. "Welfare Analysis Meets Causal Inference." *Journal of Economic Perspectives* 34, no. 4 (November 2020): 146–67.  
<https://doi.org/10.1257/jep.34.4.146>.

Hendren, Nathaniel, and Ben Sprung-Keyser. "A Unified Welfare Analysis of Government Policies\*." *The Quarterly Journal of Economics* 135, no. 3 (August 1, 2020): 1209–1318. <https://doi.org/10.1093/qje/qjaa006>.

#### **Week 4: Inequality**

- \*Alesina, Alberto, Stefanie Stantcheva, and Edoardo Teso. "Intergenerational Mobility and Preferences for Redistribution." *American Economic Review* 108, no. 2 (February 2018): 521–54. <https://doi.org/10.1257/aer.20162015>.
- Corak, Miles. "Income Inequality, Equality of Opportunity, and Intergenerational Mobility." *Journal of Economic Perspectives* 27, no. 3 (September 2013): 79–102. <https://doi.org/10.1257/jep.27.3.79>.
- Hendren, Nathaniel. "Measuring Economic Efficiency Using Inverse-Optimum Weights." *Journal of Public Economics* 187 (July 1, 2020): 104198. <https://doi.org/10.1016/j.jpubeco.2020.104198>.
- Saez, Emmanuel, and Stefanie Stantcheva. "Generalized Social Marginal Welfare Weights for Optimal Tax Theory." *American Economic Review* 106, no. 1 (January 2016): 24–45. <https://doi.org/10.1257/aer.20141362>.
- Hoy, Christopher, and Franziska Mager. "Why Are Relatively Poor People Not More Supportive of Redistribution? Evidence from a Randomized Survey Experiment across Ten Countries." *American Economic Journal: Economic Policy* 13, no. 4 (November 2021): 299–328. <https://doi.org/10.1257/pol.20190276>.
- Hvidberg, Kristoffer B., Claus Kreiner, and Stefanie Stantcheva. "Social Positions and Fairness Views on Inequality." Working Paper. Working Paper Series. National Bureau of Economic Research, November 2020. <https://doi.org/10.3386/w28099>.

#### **Week 5: Public Goods and Education**

- \*Kaplow, Louis. "Public Goods and the Distribution of Income." *European Economic Review* 50, no. 7 (October 1, 2006): 1627–60. <https://doi.org/10.1016/j.euroecorev.2005.06.003>.
- Kline, Patrick, and Christopher R. Walters. "Evaluating Public Programs with Close Substitutes: The Case of Head Start." *The Quarterly Journal of Economics* 131, no. 4 (November 1, 2016): 1795–1848. <https://doi.org/10.1093/qje/qjw027>.
- Lans Bovenberg, A., and Bas Jacobs. "Redistribution and Education Subsidies Are Siamese Twins." *Journal of Public Economics* 89, no. 11 (December 1, 2005): 2005–35. <https://doi.org/10.1016/j.jpubeco.2004.12.004>.
- Samuelson, Paul A. "The Pure Theory of Public Expenditure." *The Review of Economics and Statistics* 36, no. 4 (1954): 387–89. <https://doi.org/10.2307/1925895>.



## **Week 6: Externalities**

- \*Isen, Adam, Maya Rossin-Slater, and W. Reed Walker. "Every Breath You Take—Every Dollar You'll Make: The Long-Term Consequences of the Clean Air Act of 1970." *Journal of Political Economy* 125, no. 3 (June 2017): 848–902.  
<https://doi.org/10.1086/691465>.
- Metcalf, Gilbert E. 2009. "Market-Based Policy Options to Control U.S. Greenhouse Gas Emissions," *Journal of Economic Perspectives*, 23(2), 5-27.
- Kaplow, Louis. 2012. "Optimal Control of Externalities in the Presence of Income Taxation." *International Economic Review* 53(2), 487-509.
- Deschenes, Olivier and Michael Greenstone and Joseph S. Shapiro. 2017. "Defensive Investments and the Demand for Air Quality: Evidence from the NOx Budget Program." *American Economic Review* 107(10), 2958-2989.
- Lipscomb, Molly and Ahmed Mushfiq Mobarak. 2017. "Decentralization and Pollution Spillovers: Evidence from the Re-drawing of County Borders in Brazil." *Review of Economic Studies* 84(1), 464-502.

## **Week 7-8: Asymmetric Information, Moral Hazard and Social Insurance**

### Part I

- Cullen, Mark R., Liran Einav and Amy Finkelstein. 2010. "Estimating Welfare in Insurance Markets Using Variation in Prices." *Quarterly Journal of Economics* 123(3), 877-921.
- Finkelstein, Amy, Nathaniel Hendren and Mark Sheppard. 2017. "Subsidizing Health Insurance for Low-Income Adults: Evidence from Massachusetts." NBER Working Paper 23668, National Bureau of Economic Research.  
<http://www.nber.org/papers/w23668>
- \*Einav, Liran and Amy Finkelstein. 2011. "Selection in Insurance Markets: Theory and Empirics in Pictures." *Journal of Economic Perspectives* 25(1), 115-138.

### Part II

- Chetty, Raj. 2008. "Moral Hazard vs. Liquidity and Optimal Unemployment Insurance." *Journal of Political Economy* 116(2), 173-234.
- Gruber, Jonathan. 1997. "The Consumption Smoothing Benefits of Unemployment Insurance." *American Economic Review* 87(1), 192-205.

Krueger, Alan B. and Bruce D. Meyer. 2002. "Labor Supply Effects of Social Insurance." In Alan J. Auerbach and Martin Feldstein (eds.). *Handbook of Public Economics*, Volume 4, pages 2327-2392.

\*Kroft, Kory, Fabian Lange and Matthew J. Notowidigdo. 2013. "Duration Dependence and Labor Market Conditions: Evidence from a Field Experiment." *Quarterly Journal of Economics* 128(3), 1123-1167.

Kroft, Kory and Matthew J. Notowidigdo. 2016. "Should Unemployment Insurance Vary with the Unemployment Rate? Theory and Evidence." *Review of Economic Studies* 83(2), 1092-1124.

Spinnewijn, Johannes. 2015. "Unemployment but Optimistic: Optimal Insurance Design with Biased Beliefs." *Journal of the European Economic Association* 13(1), 130-167.

### **Week 9: Public Pensions, Social Security and the Economics of Retirement Saving**

Bernheim, B. Douglas. 2002. "Taxation and saving." In Alan J. Auerbach and Martin J. Feldstein (eds.). *Handbook of Public Economics*, Volume 3, pages 1173-1249.

Chetty, Raj, John N. Friedman, Soren Leth-Petersen, Torben H. Nielsen and Tore Olsen. 2014. "Active vs. Passive Decisions and Crowd-out in Retirement Savings Accounts: Evidence from Denmark." *Quarterly Journal of Economics* 129(3), 1141-1219.

Friedman, John N. 2016. "Tax Policy and Retirement Savings." in Alan J. Auerbach and Kent Smetters (eds.). *The Economics of Tax Policy*. Oxford University Press.

Lavecchia, Adam M. 2018. "Do Catch-up Limits Raise Retirement Saving? Evidence from a Regression Discontinuity Design." *National Tax Journal* 71(1): 121-154.

Messacar, Derek. "Crowd-Out, Education, and Employer Contributions to Workplace Pensions: Evidence from Canadian Tax Records." *The Review of Economics and Statistics* 100, no. 4 (October 1, 2018): 648-663.  
[https://doi.org/10.1162/rest\\_a\\_00711](https://doi.org/10.1162/rest_a_00711).

### **Week 10: Fiscal Federalism**

Boadway, Robin and Jean-Francois Tremblay. 2012. "Reassessment of the Tiebout model." *Journal of Public Economics* 96(11-12), 1063-1078.

Oates, Wallace E. 1999. "An Essay on Fiscal Federalism." *Journal of Economic Literature* 37(3), 1120-1149.

Milligan, Kevin E. and Michael G. Smart. 2019. "An estimable model of income redistribution in a federation: Musgrave meets Oates." *American Economic Journal: Economic Policy* 11(1),  
<http://faculty.arts.ubc.ca/kmilligan/research/papers/Musgrave-Oates-Final.pdf>

\*Gaubert, Cecile, Patrick M. Kline, and Danny Yagan. "Place-Based Redistribution." Working Paper. Working Paper Series. National Bureau of Economic Research, January 2021. <https://doi.org/10.3386/w28337>.

## UNIVERSITY POLICIES

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

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

If you require clarification, please consult your professor.

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

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

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

### **Prevention of Sexual Violence**

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

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

## REGULATION ON ACADEMIC FRAUD

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### Preamble

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

### Definition

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

### Sanctions

1. Students who commit or attempt to commit academic fraud, or who are a party to academic fraud, are subject to one or more sanctions ([full list](#)), such as:
  1. a written warning;
  2. zero for part of the work in question;
  3. zero for the work in question;
  4. zero for the work in question and the loss of additional marks for the course in question;
  5. zero for the work in question, with a final grade no higher than the passing grade for the course in question;
  6. an F or NS grade for the course in question.

## Student Services & Resources

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### Faculty Student Experience Centre

The goal of the [Student Experience Centre](#) is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Student Experience Centre is there to help students continue on their path to success.

A student may choose to visit the [Student Experience Centre](#) for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older students may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the [Student Experience Centre](#) offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

### [Academic GPS](#)

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

#### **With the Academic GPS, you can:**

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

### [Health and Wellness](#)

Your wellness is an integral part of your success. If you don't feel well, it can be hard to focus on your studies.

Dedicated professionals and fellow students who care about you are always ready to provide advice and support. Depending on your needs, many activities and services exist to accompany you during your academic journey.

#### Services include:

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

- spiritual guidance.

If you want to connect with a counsellor, you can book an appointment online or go to their walk-in clinic at 100 Marie-Curie, fourth floor.

You can also drop-in to our wellness space, chat online with a peer helper, or access 24/7 professional help through the website.

### **Academic accommodations**

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

We offer a wide range of services and resources, provided with expertise, professionalism and confidentiality. Some services we offer

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

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

### **Human Rights Office**

The mandate of the [Human Rights Office](#) is to provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

Contact information: 1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: [respect@uOttawa.ca](mailto:respect@uOttawa.ca)

### *Career Services*

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