

Research Colloquium

AAE 780

Spring 2024

1 Preliminaries

Course schedule: Wednesday 2:30-5:00, 113 Taylor Hall (Kristjanson Room)

Professor Laura Schechter, 334 Taylor Hall.

Office Hours: By appointment.

Please read through this syllabus in full. It contains much detailed relevant information, and reading through it should answer many of your questions.

2 Course description

This colloquium was originally created (back in 2012) to help reduce dwell time for PhD students, who could benefit from support as they transition from course work and prelims to starting a dissertation. It was intended for AAE PhD students in the spring semester of their third year to develop their dissertation proposal.

For 2024, the decision was made to convert this course to be used to write a second-year paper rather than to write a dissertation proposal. With that change came the change that it should instead be taken by AAE PhD students in the spring semester of their second year. This year is the first trial run of this new set-up and the class will be a mix of third year students working on their dissertation proposals and second year students working on their second year papers.

All students will receive feedback from the instructor and their peers. Third year students will additionally receive feedback from their advisor. Course content includes developing research questions, literature search, economic modeling, testable hypotheses, econometric identification strategies, data management tips, and giving presentations. Peer review of weekly assignments will develop skills in critical analysis. A secondary goal of the seminar is for students to develop a cohort for subsequent feedback and support through dissertation writing and the job search. A dissertation proposal or a second-year paper proposal are the end deliverables.

3 Overarching Details

This course is intended to help you produce either a proposal for the main paper in your dissertation or a second-year paper. These will almost always be an empirical paper or a proposal for an

empirical paper. This course has been required for AAE Ph.D. students in their third year, and will now be required for AAE Ph.D. students in their second year. It can count as a course towards your minor. We will have one preliminary meeting and one preliminary assignment in the fall semester, described below in more detail.

I expect you to come into the first day of class in the spring with your revised research question and elevator spiel. (The ‘elevator spiel’ is explained in more detail in the deliverable section.) I expect you to end the semester with a draft of a proposal for either the main paper in your dissertation (for third-year students) or for your second-year paper (for second-year students). I also hope that you end the semester as a cohesive group of colleagues who can continue to provide feedback for one another through writing your dissertations and through the job market experience.

You will submit a deliverable each week of class. Each deliverable is due *before* class on the day it is due, and should be submitted as a pdf (not a word document). Your proposal will be due on Monday May 6th. Grading will be based on all deliverables.

4 Proposals versus Papers & 3rd Years versus 2nd Years

A dissertation proposal and a second-year paper are very different things. In some ways, a dissertation proposal is more demanding. The research that you propose to do in a dissertation requires more originality, more developed theoretical underpinnings, and a more convincing identification strategy. A second-year paper can be more derivative, repeating an existing paper’s strategy but in a different setting, or in the same setting but with a small tweak. In other ways, a second-year paper is more demanding. A second-year paper is a completed paper with summary statistics, regression results, robustness checks, and a conclusion. A dissertation proposal proposes research that is not yet conducted - in many cases there are very few or no actual statistical results presented, and sometimes there aren’t even summary statistics if the data hasn’t been collected yet or the student doesn’t yet have access to the cleaned data.

The expectations of and requirements for 3rd year and 2nd year students in this class will also be slightly different. For a few of the deliverables, the parameters of the assignment will be slightly different for the two cohorts. See below in the description of the deliverables for details. Also, because it is assumed that third year students have settled on the faculty member who will advise their dissertation research, third year students will share drafts of some of their deliverables with their advisor as well as with me. Second year students are only required to share their deliverables with me.

The final deliverable for third-year students is a draft of the proposal for what they believe will be their job market paper. After this class, third-year students should then work on the proposals for the other two papers in their dissertation. To be in good standing, students must defend their dissertation proposal by December (before the end of the first semester of Year 4).

The final deliverable for second-year students is a proposal for their second year paper. After this class, second-year students should work on completing the paper. The details of the timeline are being finalized in the coming weeks. I have copied and pasted the general plan below. The general idea as I currently understand it is that second-year students will submit their completed second-year paper at the beginning of the fall semester. They will then get feedback on it from two faculty members and have time to revise and resubmit by December (before the end of the first semester of Year 3).

- By December of Year 2, students will have written an “elevator spiel” for their proposed second year paper.
- In Spring of Year 2, students take 780 to help kickstart the paper.
- Students are expected to continue working on the paper over the summer between years 2 and 3, taking into account feedback from 780 (and, when appropriate, their advisor).
- In Fall of Year 3, students enroll in a colloquium led by two faculty members.
- Students present their initial results in the first few weeks of September Year 3 in the colloquium.
- First **complete** drafts of papers are due in the colloquium by October 15 of Year 3. Feedback will be given to students promptly by the faculty.
- Final drafts are due by the end of the fall semester of Year 3. Students will make satisfactory progress by getting a Satisfactory grade in the colloquium.

5 Some Recommended References

These two websites are filled with wonderful hints for how to conduct your academic career: “[Tips 4 Economists](#)” and “[Resources for PhD Students](#)”. Below I list some useful books with good advice on how to conduct research and write. You are required to read some chapters from some of these books throughout the course, which are posted on the course website. However, you might find additional chapters of these books to be of interest.

- Bellemare, M. F. (2022). *Doing Economics: What You Should Have Learned in Grad School - But Didn't*. Cambridge, MA: MIT Press.
- McCloskey, D. N. (2000). *Economical Writing*. Long Grove, IL: Waveland Press Inc.
- Silva, P. J. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington DC: American Psychological Association.
- Thomson, W. (2011). *A Guide for the Young Economist: Writing and Speaking Effectively about Economics*. Cambridge, MA: MIT Press.

6 Interactions with Your Advisor

Third-year students are required to interact with their advisors, while second-year students can decide whether or not to do so. It can be a nice way for a second-year students to get a sense of their fit with a specific faculty member and to build a relationship with an advisor.

There are seven deliverables that third-year students will need to send to their advisors in addition to submitting on Canvas. In the fall, you will have to send your research question and elevator spiel to both your advisor and me. In the spring, you will have to send a revised draft of your research question and elevator spiel, your word model, math model, identification strategy, literature review, and final proposal to both your advisor and me. To do so, send an email to your

advisor with me on cc. Also, please additionally submit the assignment on Canvas. All submissions should be pdfs, not word documents. Third-year students should also invite their advisors to the presentations they give at the end of the semester.

Advisors are encouraged to send both of us comments on your deliverable. This serves both as a mechanism for students to get more feedback from their advisors, and to ensure that I am not giving you feedback which is in contradiction to the feedback of your advisor. To maximize communication and minimize misunderstandings, I will also send my comments to your advisor for each of these deliverables.

7 Fall Activities

This course is offered in the spring of each academic year. As mentioned above, the goal of this course is to help you complete a proposal for either the main paper in your dissertation (if you are a third year), or a proposal for your second year paper (if you are a second year). One semester (actually only three and a half months) may sound like it is more than enough time to write a proposal. But for those who do not enter the class with a clear vision of what this paper will be about and what data it will use, it ends up feeling extremely rushed.

Because this class is most useful at the stage when you have a clear vision of what the research project you will be working on, we will have one initial introductory meeting on November 27 at which we talk about the logistics of the course. By Friday December 29th, you will have to submit your research question and your elevator spiel (described in more detail under deliverables below). Both your advisor (if you are a third-year student) and I will give you comments on this document soon thereafter. This will give you time to work on the document before the first day of class when you must submit a revised version, at which point you will also recite your elevator spiel to the rest of the class.

8 Learning Objectives

In this course you can expect to learn how to:

- Give constructive peer feedback.
- Compose a proposal for the main paper of your dissertation or for your second-year paper.
- Produce a clear and professional proposal presentation.
- Summarize the main characteristics of the data and empirical strategy for the paper you are proposing.

9 Course Outline

Every day of class you will have to email deliverables to some set of individuals. A description of each deliverable appears at the end of this document. Below each deliverable it tells you to whom you need to send the document. [P] means the professor (me), [A] means your advisor (required if you are a third-year student, optional if you are a second-year student), and [G] means the other two students in your feedback group. Please cc me on your emails to anyone else. Some assignments

also need to be uploaded on Canvas. Assignments are due before class on their due date in pdf format. There are three types of assignments which determine to whom you must send copies.

- Some assignments will only be submitted to me on Canvas. These assignments usually end up being inputs to a later stage of research and do not need to be read and commented on by many people.
- You will email some assignments to me (and also upload on Canvas), to your advisor, and to two of your classmates. There are four such assignments throughout the year, and these assignments are the major building blocks of the proposal. You will be paired in groups of three to comment on each other's work, and these groups will change across each of the four assignments. I will post the groups on Canvas.
- For the four assignments described in the previous bullet point, you will have to write comments on two of your classmates' work. You should send your comments to the classmate who wrote the assignment, in addition to sending a copy to me. These comments do not need to be uploaded in Canvas.

Because economists believe in incentives, each deliverable will be graded. That said, I don't want you to get stressed about grades. The important thing is that you start moving forward on doing great exciting research. Future employers do not care about your grades.

For most days of class, there is an assigned reading to be read before class. Some days these readings are required (denoted [Rq]) and some days the readings are recommended (denoted [Rc]). On many days we have outside speakers. It is always important that you come on time, but it is especially important on the days we have outside speakers to be respectful to them.

- Pre-class
 - Date: Dec 29
 - Deliverable: Version 1 of research question and elevator spiel
 - Send to: [P - email], [A - email].
- Week: 1
 - Date: Jan 24
 - Class Activity: Verbal sharing of research questions. *Presentation by Librarian: Google for Research Purposes*. Introduction to literature search.
 - Reading: [Rq] Davis, D. (2001), [Ph.D. Thesis Research: Where do I start?](#)
 - Deliverable: Version 2 of research question and elevator spiel.
 - Send to: [P - Canvas and email], [A - email].
- Week: 2
 - Date: Jan 31
 - Class Activity: Discussion of plagiarism. Word models. Continuation of verbal sharing of research questions.

- Reading 1: [Rq, Section 3 only, pages 149-151] Fafchamps, M. (1992), “Solidarity Networks in Preindustrial Societies: Rational Peasants with a Moral Economy,” *Economic Development and Cultural Change* 41(1), 147-174.
- Reading 2: [Rq, Sections 2 and 3 only, pages 136-141] Roy, A.D. (1951), “Some Thoughts on the Distribution of Earnings,” *Oxford Economic Papers* 3(2), 135-146.
- Deliverable 1: Annotated bibliography with references from 10/5 good journals.
- Send to: [P - Canvas].
- Deliverable 2: Answers to word model questions.
- Send to: [P - email only].
- Week: 3
 - Date: Feb 7
 - Class Activity: Math Models.
 - Reading: [Rq, pages 51-64 and 74-90] Thomson, Chapter 2, *Writing Papers. A Guide for the Young Economist*.
 - Deliverable: Word model.
 - Send to: [P - Canvas and email], [A - email], [G - email].
- Week: 4
 - Date: Feb 14
 - Class Activity: Feedback on word models.
 - Reading: [Rq] Varian, H. R. (2009), “How to Build an Economic Model in Your Spare Time”.
 - Deliverable 1: Comment on two other students’ word models.
 - Send to: [P - email], [G - email].
 - Deliverable 2: Find 3/1 paper(s) with related models and write summary/ies.
 - Send to: [P - Canvas].
- Week: 5
 - Date: Feb 21
 - Class Activity: *Presentation by Research Data Services*: Data management essentials.
 - Reading: [Rq] Gentzkow, M. & Shapiro J.M. (2014), *Code and Data for the Social Sciences: A Practitioner’s Guide*.
 - Reading: [Rc] IFPRI (2018), *A Guide to Data Cleaning Using Stata*.
 - Reading: [Rc] Pollock, H.D., Chuang E., & Wykstra S. (2015), *IPA’s Best Practices for Data and Code Management*.
 - Deliverable: Basic math model (only third-year students).
 - Send to: [P - Canvas and email], [A - email], [G - email].

- Week: 6
 - Date: Feb 28
 - Class Activity: Identification I.
 - Reading 1: [Rq] Kennedy, P. E. (2002), “Sinning in the Basement: What are the Rules? The Ten Commandments of Applied Econometrics,” *Journal of Economic Surveys* 16(4), 569-589.
 - Reading 2: [Rq] Bellemare, (2022). *Writing Papers*, Chapter 2. [Doing Economics: What You Should Have Learned in Grad School - But Didn't.](#)
 - Deliverable: Testable hypotheses.
 - Send to: [P - Canvas].
- Week: 7
 - Date: Mar 6
 - Class Activity: Feedback on math models (only third-year students).
 - Reading:
 - Deliverable: Comment on two other students' math models (only third-year students).
 - Send to: [P - email], [G - email].
- Week: 8
 - Date: Mar 13
 - Class Activity: Identification II.
 - Reading 1: [Rq] McKenzie D. (2022) “A Crowd-Sourced Checklist of the Top 10 Little Things that Drive us Crazy with Regression Output,” World Bank Blog.
 - Reading 2: [Rq] McCloskey, D. N. & Ziliak, S. T. (1996), “The Standard Error of Regressions,” *Journal of Economic Literature* 34, 97-114.
 - Deliverable: Data description and challenges to identification.
 - Send to: [P - Canvas].
- Week: 9
 - Date: Mar 20
 - Class Activity: *Presentation by Writing Center*: Writing Literature Reviews.
 - Reading 1: [Rq, pp 1-11] Taylor, C. (2022), “[Cicadian Rhythm: Insecticides, Infant Health, and Long-Term Outcomes](#),” Recent job market paper.
 - Reading 2: [Rq, pp 1-6] Sberman, C. (2022), “[The Labor Market Effects of Disability Hiring Quotas](#),” Recent job market paper.
 - Reading 3: [Rq] Evans, D. (2020), “[How to Write the Introduction of Your Development Economics Paper](#),” CGDev blog post.
 - Deliverable 1: Answer literature review questions.

- Send to: [P - email].
- Deliverable 2: Identification strategy.
- Send to: [P - Canvas and email], [A - email], [G - email].

- SPRING BREAK!

- Week: 10

- Date: Apr 3
- Class Activity: Feedback on identification strategies.
- Reading: [Rc] McCloskey, Chapters 1-14. [Economical Writing](#).
- Deliverable: Comment on two other students' identification strategies.
- Send to: [P - email], [G - email].

- Week: 11

- Date: Apr 10
- Class Activity: Discussion of publishing. *Presentation by IRB*: Human Subjects Q & A.
- Reading 1: [Rq] Bellemare, (2022). *Navigating Peer Review*, Chapter 4. [Doing Economics: What You Should Have Learned in Grad School - But Didn't](#).
- Reading 2: [Rc] McCloskey, Chapters 15-31. [Economical Writing](#).
- Deliverable: Introduction and literature review.
- Send to: [P - Canvas and email], [A - email], [G - email].

- Week: 12

- Date: Apr 17
- Class Activity: Feedback on introduction and lit review.
- Reading: [Rq] Cochrane, J.H. (2005), [“Writing Tips for Ph.D. Students”](#).
- Deliverable: Comment on two other students' intros and lit reviews.
- Send to: [P - email], [G - email].

- Week: 13

- Date: Apr 24
- Class Activity: How to give presentations.
- Reading 1: [Rq] Bellemare, (2022). *Giving Talks*, Chapter 3. [Doing Economics: What You Should Have Learned in Grad School - But Didn't](#).
- Reading 2: [Rq] Schwabish, J.A. (2014), [“An Economist’s Guide to Visualizing Data,” Journal of Economic Perspectives](#) 28(1), 209-234.
- Deliverable: None.

- Week: 14

- Date: May 1 [If the class is especially large this year, we may have to schedule an additional date to complete all the presentations.]
- Class Activity: Presentations.
- Reading: None
- Deliverable: Slides.
- Send to: Email to everyone in class plus your advisor.
- Monday May 6th: Proposal due. Send to: [P - Canvas and email], [A - email].

10 Description of Deliverables

- **Research Question and Elevator Spiel (5 points first time and 10 points second time):** The document must begin with your question. The question should be phrased so as to have a yes/no answer and it should be quite specific regarding the pre-supposed outcome. Some students have started by writing their question as: “Does policy X affect Y ?” But, this is not a fishing expedition. You need to have a hypothesis which you are testing. So, your question might instead be “Does policy X increase Y ?”

The question should be followed by a write-up of your elevator spiel. An elevator spiel is what you would say if you went to the ASSA meetings and were in an elevator with the president of the AEA and he asked you what your research is about. It is an informal concise description of your research that would take around five minutes to speak and should be approximately (just under) one page written. It should answer the following questions: what is your topic, what is your research question, why is it important and/or where does it fit into the literature, and how do you plan on answering it. You will hand one version in during the fall semester before the class begins, and a second revised version on the first day of class, where you will also speak your elevator spiel out-loud to your classmates. This is meant to be spoken so it should not contain footnotes or parenthetical citations. It should be written how you would feel comfortable talking with someone in an elevator.

- **Annotated Bibliography (10 points):** The annotated bibliography must reference articles from ‘good’ economics journals. Third-year students should include ten articles and second-year students should include five articles. Write, *in your own words*, a description of approximately one paragraph about each article.¹ You should state what the main point and finding of the article is. But, more importantly, you need to discuss how the article relates to your research. As a helpful reminder to me, please write your research question at the top of the document. I define a ‘good journal’ as one that is in the top 75 in the left-most column of Table 2 of [New Approaches to Ranking Economics Journals](#). You can also consider the four *AJ* journals and the two now *JPE* journals and *JAERE* to be ‘good,’ although they are too new to have made it onto that ranking list. All NBER working papers are fair game to be considered ‘good’ as well.

I am strict about only counting articles from the places I mention above. Your final proposal may cite papers published in other disciplines, unpublished working papers, World Bank or

¹Be very careful to avoid plagiarism in your annotated bibliography. Of course you should always be careful to avoid plagiarism, but this assignment is one where it can be particularly easy to make this mistake.

government reports, etc. That is totally fine. But every student should be able to find at least ten (or five for second-year students) relevant papers in good economics journals.

- **Answers to Word Model Questions (5 points):** You will read two short word-models. Please answer the following 6 questions about each word model (both Fafchamps and Roy) in words (not math): 1. What are the characteristics of the setting (those which are important from a theoretical perspective)? 2. Who are the actors? 3. What are the objective functions and choice variables? 4. What are the constraints? In other words, what is the “subject to” part of the maximization? 5. What are the frictions? Frictions are things that prevent the actors from achieving first best and include asymmetric information, credit constraints, limited commitment, taxes, transaction costs, and externalities. 6. How is the equilibrium determined?
- **Theoretical Model in Words (10 points):** The word model should describe in words, with no equations, the economic theory in your paper. By model I do not mean an econometric model, but rather a microeconomic theoretical model (or macroeconomic or trade, as the case may be). This word model should not include any discussion of the data you will be using nor should it include long descriptions of the background in reality. It should purely be a verbal description of the theoretical model you have in mind. It should include the same elements as above i) discussions of who the main actors are, ii) what the actors’ utility functions or production functions look like, iii) what they are maximizing and what are the choice variables, iv) what constraints they face the ‘subject to’ part of a model, v) if there is uncertainty how it enters the model, vi) what frictions are in the market, and vii) how equilibrium is solved.

This document should be in paragraph form, not just a list of answers to the above questions. Do not add too many twists to this model. It should be simple enough that you would be able to convert it to an equation-based model, and will do so in the next two weeks if you are a third-year student. It cannot contain all the complexities of the real world. Please write your research question at the top of the word model as a reminder to your classmates.

- **3/1 Paper(s) with Related Models (5 points):** Find papers that have models which will help you turn your word model into a math model. If you are a third-year student find three, and if you are a second-year student find one such paper. Write a short summary, *in your own words*, about the model in each paper and how the model in that paper will influence your own theoretical model. You do not need to talk about any empirical analysis this paper may contain. Your description should purely focus on the theoretical modeling.
- **Comments on Word Models of Two Classmates (10 points)**
- **Theoretical Model in Math (10 points):** This assignment is only for third-year students. You will convert your word model into a math model with equations. All the same elements included in the word model should be included here, but now you intersperse revised word model paragraphs with equations. The goal is not to write a new document; it is to build off of your word model and the feedback you received to formalize your word model. You may solve the model, but you do not have to. You do have to set up the maximization problem and discuss how you *will* solve it.

Again, there should be no discussion of econometrics or of data. This is purely the theory underpinning your dissertation. Even if theoretical innovation is not part of your dissertation, you still must complete this assignment. Consider it an exercise in structuring your thinking about the behavior in which you are interested. Please write your research question at the top of the math model as a reminder to your classmates.

- **Comments on Math Models of Two Classmates (10 points):** This assignment is only for third-year students.
- **Testable Hypotheses (5 points):** Write out the predictions which you have derived from your model, or which you think you will be able to derive from your model. You should focus on those hypotheses which can be tested using the data to which you have (or will have) access. These hypotheses will form the basis for your empirical investigation, however, please do not describe your data or identification strategy for this assignment. Focus on what your theory tells you.
- **Data Description and Challenges to Identification (10 points):** Describe the data set which you plan to use to answer your research question. You should also state whether you already have access to the data and, if not, how and when you plan on gaining access to it. The description of the data should include information such as how many observations (households, firms, counties, etc), at how many points in time, collected by whom, collected when, and what kinds of variables are in the survey. If you are using multiple data sources describe how you will merge them. You should also identify in the data the main dependent variable(s) and the main explanatory variables you will be using.

Discuss the main identification challenge (or challenges) which you will face in trying to identify the causal impact of the explanatory variables on the dependent variables. Examples include simultaneity, endogeneity, and measurement error. Include an estimation equation. Be specific about how this challenge pertains to your specific question and your specific data. So, for example, do not just say you are worried about omitted variable bias; specify which important variable you believe is omitted. (I don't mean to suggest that everyone should be worried about omitted variable bias. Just be specific about whatever you think is the most pressing issue for your work.) You do not need to come up with a solution for these challenges. You will do that in a later assignment.

- **Literature Review Questions (5 points):** Answer the following three questions for the two literature reviews listed in the syllabus. 1) What organizational strategy does the author(s) use to structure the literature review? (While the introductions and literature reviews are mixed together, this question is just asking you about the organization of the literature review more narrowly, not the organization of the introduction as a whole.) 2) Discuss some stylistic elements of the literature review that you like or you think work well. 3) Discuss some stylistic elements of the literature review that you don't like or find annoying.
- **Identification Strategy (10 points):** This is a tricky and important assignment. In it you will discuss your strategy for overcoming the challenges you mentioned earlier. You should include your estimating equation(s). More common strategies include instrumental variables, matching, and regression discontinuity design. You must be very specific about your strategy. For example, if your strategy is instrumental variables, describe what instrument will you use

and why it is a valid instrument. It would be good to take this assignment seriously and really spend time thinking through the issues.

Also, given that you will be sharing this document with your classmates who will need to give you feedback on it, make sure that this document contains enough of the preliminary information on the hypothesis you are testing and the data you have so that your classmates can read and understand the document so they can give you helpful feedback. Write your research question at the top of the identification strategy as a reminder to your classmates.

- **Comments on Identification Strategy of Two Classmates (10 points)**
- **Introduction and Literature Review (10 points):** The introduction should focus on telling the reader what your question is and motivating why the question is important and interesting. It should also briefly discuss what the main innovation of your project is.

The literature review should not read as a laundry list of all the literature written on topics similar to your proposed research. Rather, it should be an explanation of what has been done before, focussing on how the previous literature relates to your work, and how your work builds on the previous work. In economics, many literature reviews are found in the introduction of papers and are quite short. Dissertation proposals tend to have longer literature reviews than published papers, partly to show professors that you have done your due diligence and you know the relevant literature well. Please write your research question at the top of the introduction and lit review as a reminder to your classmates.

- **Comments on Identification and Literature Review of Two Classmates (10 points)**
- **Slides and Presentation (10 points):** As part of your proposal defense and as part of your second-year paper colloquium, you will have to give a 10-20 minute presentation. Usually the only interruptions during these presentations are for clarifications. Proposal defense presentations are followed by questions from the members of your committee. Second-year paper colloquium presentations may be followed by questions from the two faculty members in charge of the colloquium. In the last week of class, each of you will present your proposal and hand in copies of your slides. Third-year students should invite your advisor to attend your in-class presentation.
- **Paper Proposal (40 points):** This is the final product of this class. Proposals vary a lot from person to person, and from field to field. As a vague estimate, dissertation proposals tend to be 20-30 pages long. Second year paper proposals may be 10-20 pages long. The proposal should include many of the elements that you handed in previously, but should not simply cut and paste these assignments together. Your proposal should not include an annotated bibliography and should not have both a word model and a math model. It should look like a proposal (say like a grant proposal, for example) with introduction, literature review, model (word and/or math), data description, identification strategy, conclusion and next steps (plus anything else you think belongs). Your proposal may or may not include summary statistics and preliminary empirical results. For this class, third-year students only need to submit the proposal for the main paper of their dissertation, without any information about the second and third papers.

11 Children in the Classroom

UW Madison does not have a formal policy on children in the classroom so I adapted one from a Yale Business School class taught by Florian Ederer and Kevin Williams.

1. All babies (bottle-feeding, nursing,...) are welcome in class as often as is necessary.
2. For older children, I understand that unforeseen disruptions in childcare often place parents in the position of having to miss class to stay home. You are welcome to bring your child to class in order to cover gaps in care. This is not meant to be a long-term solution.
3. I ask that all students work together to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases when your children come to class, please sit close to a door. This will allow you to step outside in case your child needs special attention.
5. I maintain the same standards and expectations for all students. However, please contact me if you are having difficulty with school-parenting balance.

12 Academic Misconduct

By virtue of enrollment, you agree to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Examples of academic misconduct include:

- presenting work that is not in the student's own words,
- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another,
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas, and
- knowingly and intentionally assisting another student in any of the above.

We will discuss plagiarism and explore examples of plagiarism early in the course.