Class Format:
This course uses a seminar style approach. We will discuss numerous contemporary policy questions at the national, state, regional and local level. We will build persuasive arguments using sound economic reasoning to learn how to inform policy debates in a meaningful fashion.

Prerequisite:
A grade of C or better in ECON 2843, 3113 and 3133

Learning Objective:
By the end of this class you will be better equipped to write, present, and discuss economic issues using sources available to the public and economists.

Attendance, Grading, and Class Protocol:
This class will be in a discussion format with a heavy emphasis placed on class participation, reading, and persuasive writing. Accordingly, it is imperative that you attend class and thoroughly analyze the required reading.

Grades will be determined as follows:
- Attendance & Participation: 20%
- Reading synopsis: 20%
- Quizzes (2): 20%
- Peer Project evaluations: 5%
- Project poster presentation: 5%
- Project Paper: 30%

Attendance & Class Participation:
The size of this class is optimal for classroom discussion. Students are expected to participate in the daily discussion of assigned topics. I will call on students who have not participated first. If you are reluctant to join the conversation orally, please see me about other ways you can contribute to the discussion. Each student will record their participation on a daily log file which I will hand out each class meeting. I will check these periodically. Students will get a score of 0 (absent without excuse), 1 (present but no comment), 2 (one or two contributions), or 3 (multiple contributions) each day of class discussion. Your average daily participation (averaged over the entire semester) will determine your grade; 2=A; 1.5 to 1.99=B; 1 to 1.49 = C; .5 to .99 = D; <.5 = F
**Reading synopsis:**
On the days that there is an assignment you are required to turn in a short 5 paragraph synopsis of the topic with a paragraph for each of the following components:

1. The main point of the reading or video;
2. Brief explanation of the key economic principles/theories applied;
3. How the topic relates to your project topic or an explanation of why it does not relate
4. One or two original (your thoughts) criticisms of the article;
5. Further questions related to the article and/or links to additional readings/articles.

These must be submitted on Canvas by **11 am** on the day the reading will be discussed. BE SURE TO USE YOUR OWN Words and indicate quotes as needed. These will be reviewed.

**Quizzes:**
There will be two required quizzes on the topics discussed in class, including reviews of basic principles of Microeconomics and Macroeconomics. These will consist of multiple choice and short answer questions. An optional/make up quiz will be given during the final exam period for students who miss a quiz or desire to improve a quiz grade.

**Peer Evaluation:**
Students will provide feedback to peers on their projects. This will be done during class period and during poster presentations.

**Presentations:**
During the last 2 weeks of class, each student/group will complete a poster presentation of the results of their semester-long research project. The presentations will last 10-15 minutes with 5 to 10 minutes for questions. If students work in pairs, then each member of the group must present and be able to answer questions asked.

**Student Project:**
Each student will complete an original analysis of a policy issue. Detailed instructions will be provided. It should be 15 -18 pages with standard (1 inch) margins, Times Roman 12 point text (or similar), and must be double spaced. The bibliography and cover page do not count in the 15 page minimum, but **original** graphs and tables do.

**I. Title Page:** Title and with names of authors

**II. Introduction:** What is the topic? Why is it important? How will it be analyzed in the paper? (1-2 pages, 10 points)

**III. Background and literature review:** Provide background on the topic. This might include current policy discussion, economic research related to the topic, discussion of current and proposed policies. (2-4 pages, 20 points)

**IV. Original Analysis:** Collect data, create charts, graphs or do basic empirical analysis related to the topic. Present a theoretical model if relevant. Explain the basic economic concepts? (6-8 pages; 40 points)

**V. Original conclusion and recommendations (1-2 pages; 20 points)**

**VI. Bibliography with complete information about sources used. (10 points)**

**NOTE:** The use of internet sources must be limited unless they are online versions of hard copy periodicals, such as the Wall Street Journal Online, New York Times Online, etc. Wikipedia and similar sites are not valid research references.
Possible Topics:
- Flooding and storm water policy management
- Recycling – economic analysis and feasibility for municipal governments
- Incentives Evaluation Commission – incentives under review (www.iec.ok.gov)
- Female incarceration rates in Oklahoma, Foster Care
- Gender pay inequalities
- State Minimum wage policies

Required Texts: None. We will use a variety of articles, Tedtalks, etc.

Americans with Disabilities Act:
If you require an accommodation based on an issue that may prevent you from fully demonstrating your abilities, please contact me personally in my office during the first week of the semester. Students are responsible for informing instructors of accommodations and for registering with the Disability Resource Center www.ou.edu/drc.html. Exams must be taken at the scheduled times UNLESS prior approval is obtained from Dr. Rogers.

Drop Dates:
The last day to drop the course without petitioning the College Dean is April 12. If you are planning to drop, it would be best to do it early so that you can have plenty of time to find a suitable class replacement.

Academic Misconduct Policy:
The academic misconduct policy is stated in the University of Oklahoma honor code. Misconduct includes:
1. Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts
2. Cheating: using or attempting to use unauthorized materials, information, study aids, or computer-related information
3. Fabrication: presenting as genuine any invented or falsified citation or material
4. Plagiarism: representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one’s own

Violations of the integrity code will be taken seriously and can lead to your removal from the university and will definitely result in failing this course. If you sign the class roll for someone else, or have someone sign the class roll for you, this is considered academic fraud.

Preliminary Schedule: Topics TBA per student preferences

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 13</td>
<td>Course Content and Introductions</td>
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<td>Jan 15</td>
<td>Efficiency as a Bench Mark (See Canvas for readings)</td>
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<td>Jan 17</td>
<td>Research Skills: How to write a research paper in Economics</td>
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<td>2</td>
<td>Jan 20</td>
<td>- no class in honor of Martin Luther King</td>
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<td>Jan 22</td>
<td>Thinking, Fast and Slow by Daniel Kahneman</td>
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<td>Jan 24</td>
<td>*Research: Students pitch topic/economic question</td>
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<td>3</td>
<td>Jan 27</td>
<td>New Economics and Matching Markets (Al Roth)</td>
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<td>Jan 29</td>
<td>Growth as Measures of Wellbeing</td>
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<td>Jan 31</td>
<td>Research: How to do an economics literature review?</td>
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4 Feb 3  tba
Feb 5  tba
Feb 7  Research: Data sources for Economic Research (Susan Hahn)
5 Feb 10  tba
Feb 12  tba
Feb 14  Research: Empirical models – correlation vs. causality
6 Feb 17  tba
Feb 19  tba
Feb 21  Research: Experimental Models - (Stitzel and Rogers, water)
7 Feb 24  tba
Feb 26  tba
Feb 28  Research: Empirical Models – correlation vs. causality
8 Mar 2  tba
Mar 4  tba
Mar 6  *Research: Outline research model/approach/economic analysis
9 Mar 9  tba
Mar 11  tba
Mar 13  Research: Discuss research progress/analysis
March 16-20 Spring Break!
10 Mar 23  tba
Mar 25  tba
Mar 27  Research:
11 Mar 30  tba
Apr 1  tba
Apr 3  No Class/work on research!
12 Apr 6  tba
Apr 8  tba
Apr 10  *Research: Complete project draft is due (review in class)
COURSE DROP DEADLINE IS APRIL 12; PETITION DEAN TO DROP APR 13-MAY 1
13 Apr 13  Research: How to do a poster session/ Example
Apr 15  Previews
Apr 17  Presentations
14 Apr 20  Presentations
Apr 22  Presentations
Apr 23  Presentations
15 Apr 27  Presentations
Apr 29  Presentations
May 1  Review

Final Quiz Friday, May 8, 1:30 – 3:30 pm