

Economics 3111 Winter 2019
Writing in Economics

Instructors:

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Section 01

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Econ B25

Office Hours:

Wednesday 1.00 p.m – 2.00 pm and Thursday 10.00 a.m – 11.00 a.m, or by appointment.

Sections:

R 11:35 – 13:55 Mac Cain 2132

Tutorials:

NA

Course Description:

ECON 3111 Writing in Economics

CREDIT HOURS: 3

This course provides instruction in principles and practice of good writing about economics. Students read and examine writing samples and practice writing for various venues (such as government, firms, and news media) in various formats (such as opinion editorials, government policy papers, economics blogs, and journal articles).

NOTES: All Economics courses, unless stated otherwise, have a minimum grade requirement of C for their prerequisite courses.

Course Prerequisites:

[ECON 2200.03](#), [ECON 2201.03](#), a Dalhousie Writing Course

Course Objectives/ Learning Outcomes:

This is a reading and writing intensive course. Our goal in this class is for you to improve communication skills in conducting economic research. This includes writing, public speaking, teaching, informal conversation, and collaboration. This will be achieved using a scaffolding approach. You will first learn from already existing economic articles to recognize and assess journal articles in economic journals, videos, books, and magazine (e.g., NY times, The Economist). Please note that form and content have approximately equal weight in writing assignments.

Your responsibilities in this class include the following:

- **Before every class**, you will have a **homework assignment** based on readings (research articles, various online materials, chapters from assigned books). You will be graded both on form and content of your work. It is crucial that you complete the assignment as a portion of the ensuing class is based on what you learned then.
- **Each class** will require your **active participation** in class discussion
- **At the end of the semester**, you will have to complete a **final project**. You will write a research proposal (10-15 pages, APA style) on the topic of your choice, using Latex. This work will require that you perform an extensive and thorough literature review, then outline a research question, and the means by which this project would be undertaken (methodology, timeline, budget, personnel). Here again, the grade you will receive will be based on both form and content. You will also **present** your proposal orally (15 mn presentation).

Course Materials:

Suggested readings:

Writing by Economists, by S.E. Hume & B. Ahmadi (Eds.) (2013) Victoria: Open Leaf Press

A Guide to Writing in Economics, by P. Dudenhefer (2009), Duke University

Writing Economics, by R. Neugeboren and M. Jacobson (2001), Harvard University

Economical Writing, 2/E, by Deirdre N. McCloskey (1999)

Course Assessment:

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|---|--|
| Assignments (best 5/6) - 25% of final grade | Jan. 17, 24, 31, Feb. 7, March 7 and 14. |
| Draft 1 of proposal - 10% of final grade | Feb 14, |
| Peer editing of proposal - 5% of final grade | Feb 28 |
| Class participation and oral presentations - 10% of final grade | Jan. 31 |
| In class writing assignment - 10% of final grade | Feb. 28, |
| Final draft of proposal - 30% of final grade | April 4, |
| Project presentation - 10% of final grade | March 21 or 28 |

Other course requirements:

There will be six assignments. You will complete your assignments alone. The first page of the assignment must clearly include your name and ID number. Assignments are to be submitted at the beginning of class time on the due date. You do need to have the cover page on your assignment; make sure that all sheets of paper are stapled together; do not put them in a folder or binder. Marked assignments will be returned in class.

Brightspace Information:

This course has a Brightspace page for all registered students; see <https://dal.brightspace.com> for details. **Marks, and announcements will all be posted to Brightspace.** There is also two discussion boards, one to post questions or comments on the material covered in class, and the other to post comments or questions related to grades and overall administration of the course. It is essential that you familiarise themselves with how to use the Brightspace system.

Conversion of numerical grades to Final Letter Grades following the Dalhousie Common Grade Scale:

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|-------------|------------|------------|---|---------|
| A+ (90-100) | B+ (77-79) | C+ (65-69) | D | (50-54) |
| A (85-89) | B (73-76) | C (60-64) | F | (<50) |
| A- (80-84) | B- (70-72) | C- (55-59) | | |

Course Policies:

Assignments are to be your own work. If you are caught using anyone else's work, both parties to the plagiarism will be dealt with severely. Please read the Department statement on academic integrity.

Tentative Course Schedule:

| Class time activities (R) | Homework (<u>Due the following class</u>) |
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| <p>January 10</p> <p>1. Presentation of myself, students, class.</p> <p>2. Presentation based on: - What is good writing? Intro, Neugeboren & Jacobson; Ch1, Dudenhefer - Write a summary. Appendix A Hume & Ahmadi</p> <p>3. Video followed by discussion and first in class writing assignment (summary)</p> | <p>HWK1 due January 17th:</p> <p>Choose 1 article below:</p> <ol style="list-style-type: none"> 1. Claborn K. A. and J. S. Brooks (2019) Can We Consume Less and Gain More? Environmental well-being at the Individual Level. <i>Ecological Economics</i> 156: 110-120. 2. Fanning A. L., and D. W. O’Neill (2019) The Wellbeing-Consumption paradox: Happiness, health, income, and carbon emissions in growing versus non-growing economies. <i>Journal Of Cleaner Production</i>, 212(1):810-821. <p>Write a <u>short summary</u> (1 page). Note the author’s position and main arguments or examples. Discuss one idea from the text. How does it relate to the video seen in class?</p> |
| <p>January 17</p> <p>1. Presentation based on: - How to Research Economic Topics; Ch5 and 6 Dudenhefer - Finding a Topic for a Term Paper. Part 3. Neugeboren & Jacobson - Making Economic Arguments. Ch7 Dudenhefer, App. B. Hume & Ahbadi - Handout on description versus analysis - Handout on Critical Analysis</p> <p>2. Cities design. Video</p> | <p>HWK2 Due January 24th:</p> <p>Choose 1 article below:</p> <ol style="list-style-type: none"> 1. Past visions of future cities: Where are our flying cars and hoverboards?- Feb 5, 2015 – <i>the Guardian</i> 2. Khazan O (2014) There is something about Cities and Suicide. <i>The Atlantic</i>. 3. Appelbaum A (2016) Choosing the unwalkable Suburbs or Settling for Them? <i>CityLab.com</i> 4. Marital Choices are exacerbating household income inequality. <i>The Economist</i>, Sept 21, 2017. 5. Taxing fat and subsidizing healthy eating widens inequality (<i>The Economist</i>, Oct 5, 2017) 6. China’s food-delivery business is booming. So is waste. (<i>The Economist</i>, Oct 19, 2017). <p>Write a short summary (1 paragraph), and write a <u>critical analysis</u> of the article.</p> |
| <p>January 24</p> <p>1. Presentation based on: - Article writing: structures, abstract, references. - In Class Presentation. Appendix H Hume & Ahbadi</p> <p>In class exercise:</p> | <p>HWK3. Due January 31st:</p> <p>Choose one of the following:</p> <ol style="list-style-type: none"> 1. Vance J.D. (2016) <i>Hillbilly Elegy: A Memoir of a Family and Culture in Crisis</i>. Harper. Conclusion pp249-257, + Rothman J. (Sept 12, 2016) The lives of Poor White People, <i>The New Yorker</i>. 2. Sachs J. (2008) <i>Common Wealth. Part 4: Prosperity for all</i> (pp205 – 255) 3. Montgomery C. (2013) <i>Happy City: transforming our lives through urban design. Ch10</i> (pp233-256). 4. Adshade M. (2013) <i>Dollars for Sex, Ch2. Hooking up in college.</i> (pp37-60) <p>In pairs: Have 3-5 PPTs slides to present. Make sure to explain: What the research question was; how it was studied or approached; and findings or conclusions.</p> |
| <p>January 28</p> <p>1. Students presentations (in pairs) based on HWK3.</p> <p>2. Presentation based on: - Genres of Economics Writing: Literature reviews. Ch12 Dudenhefer - Proposal writing</p> | <p>HWK 4. Due February 7th:</p> <p>Find 3 peer reviewed articles related to your research interest (using library resources). Write down your research question. (<u>Hand in two copies</u>, include citation of the source of your articles)</p> <ul style="list-style-type: none"> - How did you pick this topic? - How are the articles you picked related to your choice of |

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| | <p>topic? - How do these articles analyze/ study this topic? What is missing/ where could you take it from there? (max. 4 pages).</p> |
| <p>February 7. Video</p> <p>And discussion</p> | <p>Draft 1- Due Feb 14th: Have <u>first draft</u> of proposal ready. It should include your question, a lit. review (with at least 5 peer-reviewed economic articles), and a methodology section (how are you going to address this question? Where will you get the data?). <u>Hand in 1 copy.</u></p> |
| <p>Feb. 14:</p> <p>No class – individual meetings to discuss research interests.</p> | <p>Peer editing - due Feb 28th: <u>Comment</u> on the proposal you reviewed, and suggest 2 other peer-reviewed articles you think are important for this research question. Hand in 1 copy.</p> |
| <p>Feb. 18 – 24:</p> <p style="text-align: center;">BREAK</p> | |
| <p>Feb. 28:</p> <p>1. Latex presentation 2. Video Discussion (also lead by students), and after break, Writing exercise: summary and critical analysis (graded)</p> | <p>HWK 5 - due March 7th: Write a response paper (referee report) on one of the articles below: 1. O’Neil C. (2016) <i>Weapons of Math Destruction</i>. (Ch3 Arms race – Going to college, pp50-67). 2. Rodrik D. (2018) <i>Straight Talk on Trade: Ideas for a Sane World Economy</i> (Ch10 New Rules for the Global Economy, pp 222-238). 3. Stiglitz J et al (2009) <i>Mismeasuring our lives. Why GDP doesn’t add up</i>. Ch2. Quality of Life. (pp61-95).</p> |
| <p>March 7: NO class (instead, attend Economics Seminar (either Friday, March 1 or 8, or Tuesday 5 or 12))</p> | <p>HWK 6 - due March 14th: Attend Economics Seminar, March 1, 5, 8, or 12. Hand in summary (1 paragraph) and reflection on the presentation itself. What was good/ interesting/. How could be improved?</p> |
| <p>March 14: Video and discussion</p> | <p>Prepare for individual presentation of research proposal (3-5 slides : Intro&question/why important/how/ budget and timeline)</p> |
| <p>March 21: Individual meetings on proposals (or catch up if behind schedule)</p> | |
| <p>March 28: Students’ proposal presentations</p> | |
| <p>April 4: Students’ proposal presentations</p> | <p>Final draft of proposal due by 5pm on Friday, March 5th.</p> |

ACADEMIC INTEGRITY

Academic integrity, with its embodied values, is seen as a foundation of Dalhousie University. It is the responsibility of all students to be familiar with behaviours and practices associated with academic integrity. Instructors are required to forward any suspected cases of plagiarism or other forms of academic cheating to the Academic Integrity Officer for their Faculty.

The Academic Integrity website (<http://academicintegrity.dal.ca>) provides students and faculty with information on plagiarism and other forms of academic dishonesty, and has resources to help students succeed honestly. The full text of Dalhousie's *Policy on Intellectual Honesty* and *Faculty Discipline Procedures* is available here:

http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html

STUDENT CODE OF CONDUCT

Dalhousie University has a student code of conduct, and it is expected that students will adhere to the code during their participation in lectures and other activities associated with this course. In general:

“The University treats students as adults free to organize their own personal lives, behaviour and associations subject only to the law, and to University regulations that are necessary to protect

- the integrity and proper functioning of the academic and non – academic programs and activities of the University or its faculties, schools or departments;
- the peaceful and safe enjoyment of University facilities by other members of the University and the public;
- the freedom of members of the University to participate reasonably in the programs of the University and in activities on the University's premises;
- the property of the University or its members.”

The full text of the code can be found here:

http://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

DEPARTMENT OF ECONOMICS STATEMENT ON ACADEMIC INTEGRITY

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, adherence to the values of academic integrity and related policies is a requirement of being part of the academic community at Dalhousie University.

What does academic integrity mean?

Academic integrity means being honest in the fulfillment of your academic responsibilities, thus establishing mutual trust. Fairness is essential to the interactions of the academic community and is achieved through respect for the opinions and ideas of others. “Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose class an offence occurs.”

<http://ug.cal.dal.ca/UREG.htm#12>

How can you achieve academic integrity?

- Make sure you understand Dalhousie's policies on academic integrity.
- While discussion with your fellow students is valuable, do not submit an assignment or essay that is essentially identical to an assignment or essay submitted by another individual or group.
- In assignments or essays, use an approved method of citation for any material taken directly from an existing source or any material that is a paraphrase of an existing source.
- Do not download the work of another from the Internet and submit it as your own.
- Do not submit work that has been completed through collaboration or previously submitted for another

assignment without permission from your instructor.

- Do not have someone else write a test for you, or write a test for someone else.
- During a test, do not talk with other students and do not try to copy the work of another student.

What will happen if an allegation of an academic offence is made against you?

Instructors are required to report any suspected offence. The full process is outlined in the Discipline flow chart (found at <http://academicintegrity.dal.ca>) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors.
- The AIO decides whether to proceed with the allegation and you will be notified of the process.
- If the case proceeds, you will receive a PENDING grade until the matter is resolved.
- If you are found guilty of an academic offence, a penalty will be assigned ranging from a warning to suspension or expulsion from the University and can include a notation on your transcript, failure of the assignment, or failure of the course. All penalties are academic in nature.

Where can you turn for help?

- If you are ever unsure about ANYTHING, contact your instructor.
- See <http://academicintegrity.dal.ca> for links to policies, definitions, online tutorials, and tips on citing and paraphrasing.
- See <http://writingcentre.dal.ca> for assistance with proofreading, writing styles, and citations.
- See <http://libraries.dal.ca/research.html> for a set of research tools including Subject Guides, Assignment Calculator, and RefWorks.
- See <http://studentservices.dal.ca> for assistance with appeals and discipline procedures.
- See <http://senate.dal.ca> for a list of Academic Integrity Officers, a discipline flow chart, and the Senate Discipline Committee.

The [Policy on Student Submission of Assignments & Use of Originality Checking Software](#) states that “any instructor may require student assignments to be submitted in both written and electronic (computer-readable) form, e.g., a text file or as an email attachment, as defined by the instructor. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The results of such assessment may be used as evidence in any disciplinary action taken by the Senate.”

SERVICES AVAILABLE TO STUDENTS

The following campus services are available to help students develop skills in library research, scientific writing, and effective study habits. The services are available to all Dalhousie students and, unless noted otherwise, are free.

| Service | Support Provided | Location | Contact |
|-----------------------------------|--|--|---|
| General Academic Advising | <p>Help with</p> <ul style="list-style-type: none"> - understanding degree requirements and academic regulations - choosing your major - achieving your educational or career goals - dealing with academic or other difficulties | <p>Killam LibraryGround floor Rm G28 <i>Bissett Centre for Academic Success</i></p> | <p>In person: Killam Library Rm G28</p> <p>By appointment:</p> <ul style="list-style-type: none"> - e-mail: advising@dal.ca - Phone: (902) 494-3077 - Book online through MyDal |
| Dalhousie Libraries | <p>Help to find books and articles for assignments</p> <p>Help with citing sources in the text of your paper and preparation of bibliography</p> | <p>Killam Library Ground floor</p> <p>Librarian offices</p> | <p>In person: Service Point (Ground floor)</p> <p>By appointment:</p> <p>Identify your subject librarian (URL below) and contact by email or phone to arrange a time:</p> <p>http://dal.beta.libguides.com/sb.php?subject_id=34328</p> |
| Studying for Success (SFS) | <p>Help to develop essential study skills through small group workshops or one-on-one coaching sessions</p> <p>Match to a tutor for help in course-specific content (for a reasonable fee)</p> | <p>Killam Library3rd floor</p> <p>Coordinator Rm 3104</p> <p>Study Coaches Rm 3103</p> | <p>To make an appointment:</p> <ul style="list-style-type: none"> - Visit main office (Killam Library main floor, Rm G28) - Call (902) 494-3077 - email Coordinator at: sfs@dal.ca or - Simply drop in to see us during posted office hours <p>All information can be found on our website: www.dal.ca/sfs</p> |
| Writing Centre | <p>Meet with coach/tutor to discuss writing assignments (e.g., lab report, research paper, thesis, poster)</p> <ul style="list-style-type: none"> - Learn to integrate source material into your own work appropriately - Learn about disciplinary writing from a peer or staff member in your field | <p>Killam LibraryGround floor Learning Commons & Rm G25</p> | <p>To make an appointment:</p> <ul style="list-style-type: none"> - Visit the Centre (Rm G25) and book an appointment - Call (902) 494-1963 - email writingcentre@dal.ca - Book online through MyDal <p>We are open six days a week</p> <p>See our website: writingcentre.dal.ca</p> |