

Ottawa-Carleton Graduate School of Economics

ECO7001 (Ottawa)/ECON 6513 F&W (Carleton) PhD Second-Year Research Paper 2022-23 Academic Year

Instructors

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Meeting Times & Locations

- Fall semester: Wednesdays, 8:35a-11:20a, FSS 4014 (Ottawa)/Canal Building 2104 (Carleton)
- Winter semester: Thursdays, 2:35p-5:20p (locations TBD)

Note: Students are expected to be available to attend in-person at the above hours. However, with some important exceptions, we will typically only meet for 1.5 hours each week (9:50a-11:20a in the Fall, 3:00p-4:30p in the Winter), and alternating location between UO and CU. Actual time and location will be confirmed at least one day in advance.

Course Website: [Brightspace \(Carleton\)](#)

Course Description

This course aims to help students transition from consumers to producers of research, and to guide them towards the completion of a second-year research paper. Students are expected to (i) form their own research questions based on a comprehensive and thorough review and understanding of the literature in their topic of interest; and (ii) produce original research outcomes, culminating in a second-year research paper which will be evaluated by a jury.

Class Meetings

Students are expected to attend weekly meetings in person. No online option will be available. Approximately half of the meetings will take place on the University of Ottawa campus, and half on the Carleton campus.

Course requirements

Students are expected to complete the following requirements:

1. Make short presentations on a key paper in the literature of interest (3 times, Fall semester)
2. Submit a critical literature review paper (roughly 10-15 pages, due week #6 in the Winter semester).
 - Students are expected to show a deep command of 15 recent, high-quality research papers in their intended area of research. The focus should be on identifying clear gaps in the literature.
 - The first draft will be graded by the First Reader as one of:
 - Category I: minor improvements needed
 - Category II: major improvements needed, to be re-evaluated simultaneously with the research proposal (see below)
 - Category III: substantially poor quality, resubmit before moving on to the research proposal
 - Students also present the critical literature review (Winter semester, week #2-6).
3. Submit a research proposal (roughly 5 pages, due week #11 in the Winter semester).
 - The proposal should clearly explain the research question, significance of the research based on the gap in the literature identified in the literature review, proposed methodology (and datasets if empirical), and expected outcome and contribution.
 - Students also present the research proposal (Winter semester, week #7-11).
4. Submit the second-year-paper (due at the end of August 2023).
 - See “Expectations for Second-Year Paper” below.
 - The paper submitted at the end of August will be graded by the Readers as Pass/Adjourned.
 - If graded as Adjourned, the student should resubmit a revised draft by the end of the Fall semester of the 3rd year.
 - The resubmitted paper will be graded as Pass/Fail by the Readers.
 - If the decisions by the Readers are not unanimous, a third evaluator will be identified.
 - Students also present the second-year paper (September in the 3rd year; students with “Adjourned” in September may be asked to present the revised draft in December).

Expectations for Second-Year Paper

A solo-authored research paper (approximately 5000 words, plus references, figures, tables, and appendices—roughly equivalent to a journal article). The format of the paper should be in accordance with what is commonly done in working papers and published articles in economics (e.g. in-text citations, properly formatted references, formatting of tables of results, etc.).

The necessary ingredients in the second-year paper will differ depending on the type of project undertaken (more below), but the following are required for all second-year papers:

1. Precise research question;
2. Motivation (e.g., why should economists care?);
3. (Expected) contribution to the literature;
4. Extensive review of the literature.

Project type-specific requirements

Empirical papers that **don't** require confidential data or ethics approval:

- Precisely describe the source of data used and why these data allow the research question to be answered;
- Present the methodology used to answer the research question;
- Describe the pros and cons of this methodology;
- Present and discuss findings.

Empirical papers that **do** require confidential data or ethics approval (including experiments):

- Precisely describe the data that will be used and why these data allow the research question to be answered;
- Present the methodology used to answer the research question;
- Describe the pros and cons of this methodology;
- If there exists a publicly-available version of the data, present initial findings using these data;
- Attach the pre-analysis plan (and ethics approval request) to the paper.
 - Some templates for pre-analysis plans: <https://osf.io/exyb8/files/osfstorage>
 - Examples of pre-analysis plans: <https://www.socialscienceregistry.org/>

Theoretical (and applied theory) papers:

- Precisely describe the model;
- Present and discuss model results and/or implications.

Readers

Students will be matched by the instructors to a faculty First Reader based on the topics of interest at the beginning of the Fall semester. The First Reader will be involved in grading all of the course requirements.

During the summer of 2023, students will also be matched to a Second Reader, who will be involved in the grading of the second-year paper.

Following submission of the second-year paper, if the decisions by the two Readers are not unanimous, a third evaluator will be identified.

Note that being a Reader **does not** imply being the thesis supervisor for the student. Finding a thesis supervisor is the responsibility of the student, and is completely separate from the second-year paper course.

Expected Timeline

Expected meeting location: UO = University of Ottawa, CU = Carleton University.

*NOTE: All meeting locations are tentative. Locations will be confirmed in advance.

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| YEAR ONE (Summer) | |
| | Outside of the classroom: A separate schedule of activities has already taken place (see Appendix). Students are encouraged to start reading papers in their area of interest. |

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| YEAR TWO (Fall) | |
| Week #1 (Sep. 7) UO* | <p>Classroom activities: Course introduction. Introduction to the research process.</p> <p>Outside of the classroom: Students begin taking field courses and attending classes related to second-year paper (2YP) course.</p> <p>Students submit the following information:</p> <ul style="list-style-type: none"> (i) Fields of interest (ii) Topics of interest (iii) Whether have a supervisor in mind and whether have already contacted someone. |
| Week #2 (Sep. 14) UO & CU | <p>Classroom activities: 3rd-year students present their completed 2YPs. Two parallel sessions, one at Carleton, one at Ottawa. 2nd-year students are expected to attend one of these parallel sessions (of their choosing).</p> <p>Outside of the classroom: Begin making list of 15 papers to be covered in lit review.</p> |
| Week #3 (Sep. 21) UO & CU | <p>Classroom activities: 3rd-year students present their completed 2YPs. Two parallel sessions, one at Carleton, one at Ottawa. 2nd-year students are expected to attend one of these parallel sessions (of their choosing).</p> <p>Outside of the classroom: Continue making list of papers for lit review. Students expected to be matched to First Reader by this week.</p> |
| Week #4 (Sep. 28) CU* | <p>Classroom activities: 2nd-year student short presentations, round 1, session 1 (4-5 students). Each student presents one key paper from their literature of interest.</p> <p>Outside of the classroom: Complete the list of papers for lit review.</p> |
| Week #5 (Oct. 5) UO* | <p>Classroom activities: 2nd-year student short presentations, round 1, session 2 (4-5 students).</p> <p>Outside of the classroom: Obtain feedback on the list of papers for lit review. Start working on the literature review.</p> |
| Week #6 (Oct. 12) CU* | <p>Classroom activities: 2nd-year student short presentations, round 1, session 3 (4-5 students).</p> <p>Outside of the classroom: Keep working on literature review.</p> |
| Week #7 (Oct. 19) UO* | <p>Classroom activities: 2nd-year student short presentations, round 2, session 1 (4-5 students).</p> <p>Outside of the classroom: Keep working on literature review.</p> |
| Week #8 (Nov. 2) CU* | <p>Classroom activities: 2nd-year student short presentations, round 2, session 2 (4-5 students).</p> <p>Outside of the classroom: Keep working on literature review.</p> |
| Week #9 (Nov. 9) UO* | <p>Classroom activities: 2nd-year student short presentations, round 2, session 3 (4-5 students).</p> <p>Outside of the classroom: Keep working on literature review.</p> |

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| Week #10 (Nov. 16) CU* | Classroom activities: 2nd-year student short presentations, round 3, session 1 (4-5 students). Outside of the classroom: Keep working on literature review. |
| Week #11 (Nov. 23) UO* | Classroom activities: 2nd-year student short presentations, round 3, session 2 (4-5 students). Outside of the classroom: Keep working on literature review. |
| Week #12 (Nov. 30) CU* | Classroom activities: 2nd-year student short presentations, round 3, session 3 (4-5 students). Outside of the classroom: Keep working on literature review. |
| Week #13 (Dec. 7) UO* | Classroom activities: Overflow session: To be held only if necessary (in case short presentations are not completed). Outside of the classroom: Keep working on literature review. |

| YEAR TWO (Winter) | |
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| Week #1 (Jan. 12) CU* | Classroom activities: Recap session. How to write in the academic economics style. Outside of the classroom: Start writing the literature review paper. Due in Week #6. |
| Week #2 (Jan. 19) UO* | Classroom activities: Literature review presentation, session 1 (3-4 students). Note: The literature review presentation should (i) give an overview of where the literature on your topic stands as a whole, (ii) identify a clear gap, and (iii) explain how you plan to fill that gap. Outside of the classroom: Keep working on the literature review paper. |
| Week #3 (Jan. 26) CU* | Classroom activities: Literature review presentation, session 2 (3-4 students). Outside of the classroom: Keep working on the literature review paper. |
| Week #4 (Feb. 2) UO* | Classroom activities: Literature review presentation, session 3 (3-4 students). Outside of the classroom: Keep working on the literature review paper. |
| Week #5 (Feb. 9) CU* | Classroom activities: Literature review presentation, session 4 (3-4 students). Outside of the classroom: Keep working on the literature review paper. |
| Week #6 (Feb. 16) UO* | Classroom activities: Literature review presentation, session 5 (3-4 students). Outside of the classroom: Submit the literature review paper. Start working on research proposal. Due in Week #11. |
| Week #7 (Mar. 2) CU* | Classroom activities: Research proposal presentation, session 1 (3-4 students). Outside of the classroom: Keep working on the research proposal. |
| Week #8 (Mar. 9) UO* | Classroom activities: Research proposal presentation, session 2 (3-4 students). Outside of the classroom: Keep working on the research proposal. |

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| Week #9 (Mar. 16) CU* | Classroom activities: Research proposal presentation, session 3 (3-4 students). Outside of the classroom: Keep working on the research proposal. |
| Week #10 (Mar. 23) UO* | Classroom activities: Research proposal presentation, session 4 (3-4 students). Outside of the classroom: Keep working on the research proposal. |
| Week #11 (Mar. 30) CU* | Classroom activities: Research proposal presentation, session 5 (3-4 students). Outside of the classroom: Submit research proposal. |
| Week #12 (Apr. 6) | Classroom activities: None. Outside of the classroom: Discuss with readers to improve the research plan. Start working on the research paper. |
| Apr.-Aug. | Work on 2YP. Submit by end of August. |

| YEAR THREE | |
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| Sep. | Present paper in workshop. 2YP to be graded as either “pass” or “adjourned”. |
| Oct.-Dec. | If the final draft is not graded as “pass” in September, then the student must submit a revised draft by the end of the Fall semester. The student may be asked to present the paper at the end of the Fall semester. The resubmitted paper will be graded as “pass” or “fail” by the Readers. A third evaluator will be identified if the decisions are not unanimous. If this draft is graded as a “fail” then the student is normally required to withdraw from the program. |

Important deadlines for students

1. Fall Week #1 (Sep. 7): Proposal of field/topic/reader(s).
2. Fall Week #4-#6 (Sep. 28): Submit list of 15 papers for lit review.
3. Fall Week #4-#6 (Sep. 28-Oct. 12): 1st short presentation of key paper from literature.
4. Fall Week #7-#9 (Oct. 19-Nov. 9): 2nd short presentation of key paper from literature.
5. Fall Week #10-#12 (Oct. 19-Nov. 30): 3rd short presentation of key paper from literature.
6. Winter Week #2-#6 (Jan. 19-Feb. 16): Present lit review.
7. Winter Week #6 (Feb. 16): Submit lit review.
8. Winter Week #7-#11 (Mar. 2-Mar. 30): Present research proposal.
9. Winter Week #11 (Mar. 30): Submit research proposal.
10. Summer 2023: Submit 2YP at end of August.
11. Fall 2023: Present 2YP in mid-September.

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing

portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. For further information on how to avoid plagiarism, please see "[Academic Integrity and Offenses of Conduct](#)".

Treatment of Course Materials

Student, teaching, assignment or professor materials created for this course (including but not limited to lecture slides, presentations and posted notes, labs, case studies, assignments, exams and solutions to assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>

- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after

reviewing, please contact covidinfo@carleton.ca.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Appendix — Research Workshops

OCGSE Second Year Paper Course

Spring 2022 Schedule

Dates: Monday May 9th to June 24th

Schedule Summary

The second year research paper course actually starts in the Spring of your first year. In May and June students attend various research presentations and workshops, see the summary of the schedule below. During July and August students are encouraged to read papers in their area of interest and think about topics for their second year paper. You should also visit faculty webpages to identify common research interests. Alternatively, this is also a time to prepare for 1st year make-up exams if necessary.

| | Date | Time | Location |
|--|------------|----------|---------------------|
| Development Economics | May 9 | 10-11:30 | Online |
| Labour Economics | May 10 | 10-15:30 | uOttawa FSS 10003 |
| Industrial Organization | May 11 | 10-11:30 | Online |
| Economic Theory | May 12 | 10-11:30 | uOttawa FSS 10003 |
| Experimental Economics | May 13 | 10-11:30 | Carleton Nicol 3020 |
| Macroeconomics | May 16 | 10-11:30 | Carleton Nicol 3020 |
| Monetary Economics | May 17 | 10-11:30 | uOttawa FSS 10003 |
| Public Economics | May 18 | 10-11:30 | uOttawa FSS 10003 |
| Econometrics | May 19 | 10-11:30 | Carleton Nicol 3020 |
| Environmental Economics | May 20 | 10-11:30 | uOttawa FSS 10003 |
| Data and the RDCs | May 24 | 10-11:30 | Carleton Nicol 3020 |
| International Economics | May 25 | 10-11:30 | Carleton Nicol 3020 |
| Health Economics | May 26 | 10-11:30 | uOttawa FSS 10003 |
| Career Paths | May 27 | 10-11:30 | Carleton Nicol 3020 |
| CEA Meetings Online | May 31 | All Day | Online |
| CEA Meetings In-person | June 3-4 | All Day | Carleton |
| Matlab Workshop | June 6-8 | 10-11:30 | Carleton Nicol 3020 |
| L ^A T _E X Workshop | June 9-10 | 10-11:30 | uOttawa FSS 8003 |
| Stata Workshop | June 20-22 | 10-11:30 | uOttawa VNR 2025 |
| Intro to R Workshop | June 23-24 | 10-11:30 | Carleton Nicol 3020 |

Appendix — Research Workshops

Research Presentations by Field

The first three weeks of the course will consist of research presentations in various fields of economics by OCGSE faculty, senior PhD students and visiting faculty. The purpose of these presentations is to give you an idea of the type of research undertaken in the various fields. This should help you when choosing your second year elective courses and a topic for your second year paper.

A requirement of this course is that you attend at least eight of the twelve workshops below. Of course, you are welcome to attend more. Please sign up for those you plan to attend using this form: [OCGSE 2YP Sign Up Form](#).

From the presentations that you attend you should pick one *unpublished* paper to review in more depth. These papers are either linked in the schedule or available for download on Brightspace. You should write a report which summarizes and critiques the paper, and propose a research idea that is related to the paper you are reviewing. The deadline to submit your review is June 10th. To get some ideas on how to summarize, comment on and critique a paper listen to discussants comments during the CEA meetings.

May 9th: Development Economics

Organizer: Ana Dammert

Location: <https://carleton-ca.zoom.us/j/94492585917>.

- Jason Garred *When are Tariff Cuts Not Enough? Heterogeneous Effects of Trade Preferences for the Least Developed Countries*
- Jose Galdo *Single or Joint Savings Account?: Agricultural Labor Responses in Rural Ethiopia*
- Ana Dammert [Skills Training and Business Outcomes: Experimental Evidence from Liberia](#)

May 10th: Labour Economics

Organizer: Jonathan Créchet

Location: University of Ottawa – FSS 10003.

Students are invited to join the Macro-Labour Workshop at uOttawa. Please note that this event is from 10am to 3:30pm. If you are planning to attend please [register here](#) so Jonathan knows how many people to expect for lunch.

- 10:00 - 10:30: Welcome and coffee.
- 10:30 - 11:15: Gabriela Galassi (Bank of Canada) *What COVID-19 may leave behind: technology-related job postings in Canada, and potential skill bottlenecks.*

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- 11:15 - 12:00: João Galindo da Fonseca (Université de Montréal) *How are wages determined? A quasi-experimental test of wage determination theories.*
- 12:00 - 12:30: Lunch break
- 12:30 - 13:45: Shu Lin Wee (Bank of Canada) *Job applications and labor market flows.*
- 13:45 - 14:00: Coffee break
- 14:00 - 14:45: Normann Rion (Université de Cergy-Pontoise) *Waiting for the Prince Charming: fixed-term contracts as stopgaps.*
- 14:45 - 15:30: Davide Alonzo (Université de Montréal) *The distribution of labor market surplus.*

May 11th: Industrial Organization

Organizer: Kostas Metaxoglou

Location: <https://carleton-ca.zoom.us/j/3535756477>.

- Gamal Atallah, Ibrahim Bousmah and Claudia De Fuentes (2021) “Previous Intrapreneurship Experience as a Determinant of Entrepreneurial Activity and Performance” *Economics of Innovation and Technology* pp1-18.
- Zhiqi Chen [A Theory of Partitioned Pricing](#)
- Kostas Metaxoglou will give an overview of the following papers:
 1. [The Role of Output Reallocation and Investment in Coordinating Environmental Markets](#)
 2. [Exporting Global Warming? Coal Trade and the Shale Gas Boom](#)
 3. Christopher R. Knittel, Konstantinos Metaxoglou and André Trindaded (2019) “Environmental Implications of Market Structure: Shale Gas and Electricity Markets” *International Journal of Industrial Organization* pp511-550.
 4. Christopher R. Knittel and Konstantinos Metaxoglou (2014) “Estimation of Random-Coefficient Demand Models: Two Empiricists’ Perspective” *The Review of Economics and Statistics* 96(1) pp34–59.

Students interested in Industrial Organization should also consult the following:

- [NBER Industrial Organization Program](#)
- [CEPR Industrial Organization Program](#)
- [Virtual IO Seminar](#)

May 12th: Economic Theory

Organizer: Vikram Manjunath

Location: University of Ottawa – FSS 10003.

- Aggey Simons *Common Agency with Asymmetric Information*
- Vikram Manjunath [Interview Hoarding](#)

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May 13th: Experimental Economics

Organizer: Rado Vadovič

Location: Carleton University – Nicol 3020.

May 16th: Macroeconomics

Organizer: Hashmat Khan

Location: Carleton University – Nicol 3020.

- Minjoon Lee *Economics of aging: retirement, portfolio management, long-term care, and cognitive decline*. References:
 1. John Ameriks, Joseph Briggs, Andrew Caplin, Minjoon Lee, Matthew D. Shapiro and Christopher Tonetti (2020) “Older Americans Would Work Longer If Jobs Were Flexible” *American Economic Journal: Macroeconomics* 12(1) pp174-209.
 2. Guodong Chen, Minjoon Lee and Tong-yob Nam “Forced Retirement Risk and Portfolio Choice” *Journal of Empirical Finance* 58 pp293-315.
 3. [Portfolio Allocation over Life-Cycle with Multiple Late-in-Life Saving Motives](#)
 4. [Cognitive Decline, Limited Awareness, Imperfect Agency, and Financial Well-being](#)
 5. [Nursing Home Aversion Post-Pandemic: Implications for Savings and Long-term Care Policy](#)
 6. [Nursing Homes in Equilibrium: Implications for Long-term Care Policies](#)
- Jonathan Créchet *Labour-market flows and employment outcomes over the life cycle: empirical facts and theory*. References:
 1. Lise, J., and Postel-Vinay, F. (2020) “Multidimensional skills, sorting, and human capital accumulation” *American Economic Review* 110(8) pp2328-76.
 2. Guvenen, F., Kuruscu, B., Tanaka, S., and Wiczer, D. (2020) “Multidimensional skill mismatch” *American Economic Journal: Macroeconomics* 12(1) pp210-44.
 3. Jung, P., and Kuhn, M. (2019) “Earnings losses and labor mobility over the life cycle” *Journal of the European Economic Association* 17(3) pp678-724.
 4. Gervais, M., Jaimovich, N., Siu, H. E., and Yedid-Levi, Y. (2016) “What should I be when I grow up? Occupations and unemployment over the life cycle” *Journal of Monetary Economics* 83 pp54-70.
- Dana Galizia *Feedback mechanisms in the creation and propagation of business cycle fluctuations*. References:
 1. Paul Beaudry, Dana Galizia, and Franck Portier (2016) “Is the Macroeconomy Locally Unstable and Why Should We Care?” *NBER Macroeconomics Annual*
 2. Paul Beaudry, Dana Galizia, and Franck Portier (2018) “Reconciling Hayek’s and Keynes’ Views of Recessions” *Review of Economic Studies* 85(1) pp119–156.

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3. Paul Beaudry, Dana Galizia, and Franck Portier (2020) “Putting the Cycle Back into Business Cycle Analysis” *American Economic Review* 110(1) pp1-47.
 4. [Dynamic Cooper and John Economies: The Role of Coordination Failures and Accumulation in Equilibrium Emergent Phenomena](#)
 5. [Emergent Equilibrium and the role of Expectations in a Dynamic Macroeconomic Model with Weak Complementarities](#)
- Hashmat Khan *Market power concentration in labour markets: measurement, behaviour, and policy*. References:
 1. Alan Manning (2021) “Monopsony in Labour Markets: A Review” *ILR Review* 74(1) pp3-26.
 2. Monica Langella and Alan Manning (2021) “Marshall Lecture 2020 The Measure of Monopsony” *Journal of the European Economic Association* 19(6) pp2929–2957.
 3. David Card (2022) “Who Set Your Wage?” *American Economic Review* 112(4) pp1075-1090.
 4. *The Aggregate U.S. Wage Markdown: Measurement and Behaviour*. [Available on Brightspace](#).

May 17th: Monetary Economics

Organizer: Francesca Rondina

Location: University of Ottawa – FSS 10003.

- Lilia Karnizova *An Introduction to Monetary Economics*
- Chris Gunn *Recent Research*
- Francesca Rondina will give a review of her recent research. References:
 1. [Model Uncertainty and the Direction of Fit of the Postwar U.S. Phillips Curve\(s\)](#).
 2. Francesca Rondina (2018) “Estimating Unobservable Inflation Expectations in the New Keynesian Phillips Curve” *Econometrics* 6(1).
 3. Christian Matthes and Francesca Rondina (2017) “Two-sided Learning and Short-Run Dynamics in a New Keynesian Model of the Economy” *Economics Letters* 159 pp53-56.
- Casey Pender *TBA*

May 18th: Public Economics

Organizer: Till Gross

Location: University of Ottawa – FSS 10003.

- Jude-Henri Jeanniton [Heterogeneity within the Relationship between Capital and the User Cost of Capital](#)

Appendix — Research Workshops

- Paul Makdissi *A Stochastic Dominance Approach to Socioeconomic Health Inequality Measurement*. References:
 1. Mohamad A. Khaled, Paul Makdissi and Myra Yazbeck (2020) “On Absolute Socioeconomic Health Inequality Comparisons” *European Journal of Health Economics*
 2. Mohamad A. Khaled, Paul Makdissi, Rami V. Tabri and Myra Yazbeck (2018) “A Framework for Testing the Equality Between the Health Concentration Curve and the 45-degree Line” *Health Economics* 27(5) pp887-896.
- Till Gross [Optimal Tax Policy and Endogenous Growth through Innovation](#)

May 19th: Econometrics

Organizer: Thomas Russell

Location: Carleton University – Nicol 3020.

- Ba Chu *Constructing Measures of Risk Perception with a Large News Corpus*
- Thomas Russell *Counterfactual Identification and Latent Space Enumeration in Discrete Outcome Models*
- Matt Webb [Fast and Reliable Jackknife and Bootstrap Methods for Cluster-Robust Inference](#)
- Lynda Khalaf *Weak Beta, Strong Beta: Identification-Robust and Simultaneous Inference*. [Available on Brightspace](#).

May 20th: Environmental Economics

Organizer: Maya Papineau

Location: University of Ottawa – FSS 10003.

- Louis Hotte *Trade, Vulnerability, and Comparative Advantage*
- Anthony Heyes *Pollution and Human Performance*. Reference:
 1. [Pollution Pictures: Psychological Exposure to Pollution Impacts Worker Productivity in a Large-scale Field Experiment](#)
- Maya Papineau *Human Behavior and Energy Efficiency*

Appendix — Research Workshops

May 25th: International Economics

Organizer: Jevan Cherniwchan

Location: Carleton University – Nicol 3020.

- Zhihao Yu *Recent Developments in the Field of International Trade*
- Raúl Razo-García *The Welfare and Distributional Consequences of Corporate Tax Cuts in Open Economies*
- Jevan Cherniwchan [Free Trade and the Formation of Environmental Policy: Evidence from US Legislative Votes](#)

May 26th: Health Economics

Organizer: Catherine Deri Armstrong

Location: University of Ottawa – FSS 10003.

Canadian Economics Association Meetings

This year the CEA meetings are in Ottawa and a requirement for this course is that you attend these meetings. The meetings are online on May 31st and in-person on June 3rd and 4th. While some in-person talks will be streamed online most will not, and so we encourage you to attend in-person on June 3rd and 4th. Your home department will cover the \$175 registration fee and \$40 student membership fee. Make sure that you register before May 13th and submit your receipt to Najia Haneefi (Carleton) or Martine Raymond (Ottawa) for reimbursement. Register here: [CEA Registration](#).

The preliminary program is available at <https://cea2022.exordo.com/programme/at-a-glance>. See a list of highlights at <https://www.economics.ca/cpages/cea2022>. You should spend sometime before the conference figuring out which sessions you will attend.

From the talks that you attend you should pick one to review in more depth. Obtain a copy of the paper from the conference website and write a report which summarizes and critiques the paper. You should also propose a research idea that is related to the paper you are reviewing. The deadline to submit your review is 5pm on June 24th. This review must be written in L^AT_EX.

Additional Workshops

In addition to the field presentations and the CEA meetings, students also attend various workshops. These are listed below. You should attend the workshop on Data and the RDCs, Career Paths, LaTeX and at least two of the three workshops on Stata, Matlab and Introduction to R. The software workshops will consist of 90 minute classes in the mornings) and exercises in the afternoons. While the requirement is that you attend at least two of

Appendix — Research Workshops

these, you are strongly encouraged to attend all three software workshops. Please indicate which you plan to attend using this form: [OCGSE 2YP Sign Up Form](#).

May 24th: Data and the RDC

Organizer: Frances Woolley

Location: Carleton University – Nicol 3020.

Panelists:

- Frances Woolley, Academic Director, Carleton University Research Data Centre.
- Xuefeng Hu, Analyst, Carleton University Research Data Centre.
- Philippe Kabore, PhD student, University of Ottawa.

May 27th: Career Paths

Organizer: Jevan Cherniwchan

Location: Carleton University – Nicol 3020.

Panelists:

- Jevan Cherniwchan, Associate Professor, Carleton University.
- Myra Mohnen, Assistant Professor, University of Ottawa.
- Panelist 3.
- Panelist 4.

June 6th - 8th: Matlab Workshop

Instructor: Mamoon Kader

Location: Carleton University – Nicol 3020.

June 9th and 10th: \LaTeX Workshop

Instructor: Paola Jaimes Santamaria

Location: University of Ottawa – FSS 8003.

June 20th - 22nd: Stata Workshop

Instructor: Kareman Yassin

Location: University of Ottawa – VNR2025.

Appendix — Research Workshops

June 23rd and 24th: Introduction to R Workshop

Instructor: Debora Loccisano

Location: Carleton University – Nicol 3020.