

W2 Course Review Form

draft revisions as of Spring 2021

To complete this form, please type responses below. You will also need to provide supporting documents by adding them to the bottom of this application form or including them as attachments with your proposal. Email your complete proposal, consisting of the following items, to the Writing Across the Curriculum Coordinator:

1. This W2 Course Review application
2. A syllabus draft that covers the policies, goals, and grade breakdown for the course and includes the schedule to show deadlines and writing instruction. Your syllabus should explain to students why writing is important in this class and what they will learn.
3. Documents that demonstrate the following:
 - a. writing assignments (detailed in question #2)
 - b. instruction (detailed in question #3)
 - c. assessment (detailed in question #4)

1. Instructor name: **Oliver Cooke**

Instructor program/school: **SOBL/ECON**

Course acronym, number, & title: **ECON 4695 Senior Seminar**

2. **Assignments:** Fill out the table below to show what writing students will do in the course, and what students will learn about writing through those assignments. Please include at least 3 separate, distinct examples of writing assignments listed below.

<i>Writing Assignment</i>	<i>Specify if the assignment is low, middle, or high stakes writing and briefly explain why</i>	<i>Specific Learning Objectives for this Assignment</i>
See comments below.		

Thesis. High stakes (30-40% of final course letter grade.) The senior thesis is a central component of the ECON program’s capstone course. Through a carefully designed, multi-step chronological (due date driven) process, students are guided through the various stages required to produce an original, high-quality undergraduate economics thesis project. This process includes initial topic identification and selection, a one-page initial framing writing exercise, a comprehensive literature review (that requires a separate annotated bibliographic document), a rough draft, and the final thesis document (approximately 25 pages in length exclusive of notes, charts, tables, and bibliography). Students must also present their theses at the end of the semester to a panel of ECON program faculty members.

The thesis’s overarching learning objective is to foster the development of an array of concrete skills that will prove valuable to Stockton economics majors across a range of diverse professional settings and careers. These include time management, literature research (including interpretation and conceptual organization of diverse and contradictory findings and conclusions), methodological design, critical thinking and writing, and oral presentation. The development of these skills dovetails with the economic program’s overarching goals (as set out in its most recent Self Study (2018)): the cultivation of majors who are well-positioned to:

- Successfully pursue a wide array of occupational positions or graduate education
- Think critically and analytically
- Communicate well in both written and oral forms
- Consider and value multiple perspectives and interests

Analytical Labs. Middle stakes (20-25% of the final course letter grade). Over the course of the semester, students complete several analytical lab assignments that require them: obtain publicly available socio-economic data, manipulate and present these data in various formats (tables, charts, etc.), describe and critically interpret (in written form) empirical trends. These lab assignments’ difficulty builds over the course’s opening six weeks. Students demonstrate their progress on mastering these data and analytical writing skills via a midterm analytical lab exam.

The analytical lab component’s chief learning objective is to foster the development of a concrete set of data-oriented skills—from acquisition, organization, manipulation, presentation, and *critical written interpretation*—that should prove valuable across a range of diverse professional settings and careers.

Reading Notes. Low stakes (10-15% of the final course letter grade). Over the course of the semester's final six weeks, students explore a rich body of literature that explores the question: What factors led to the Great Recession and financial crisis of 2008-2010? Students read excerpted chapters from several books and academic journal articles that provide widely divergent answers to this question. For each reading, students produce a "reading note." These assignments comprise four parts: a succinct 200-word **summary** of the central argument; a **surprise** (something from the reading that was surprising; a **connection** between something in the reading and some other source/venue, e.g., a prior class discussion, an economics lecture, a different reading, etc.; and, a **question** about the reading.

While reading notes requirements are minimal (they are often no more than one page) their objective is to enhance several important skills: critical reading and interpretative ones of course, but, equally, the ability to distill (in written form) the central ideas and arguments of complex (and often lengthy) material.

3. Writing Instruction: In addition to identifying *what* you will teach, we are also interested in *how* you will teach writing in this course. For this section, please include documentation demonstrating how students will learn the skills that the course is designed to teach. Please include at least 2 separate, distinct examples. Examples might include: handouts or worksheets that walk students through particular writing skills; teaching notes or a lesson plan that demonstrate how you teach writing; sample teaching slides used in the classroom; sample papers that you distribute to students to show them applied examples of the skills; a summary or synopsis of a writing skills textbook or other “how to write” resources that you assign; screenshots of interactive digital lessons on writing skills; a description of a skill-building writing activity that you assign to students; assignment sheets or instructions for assignments that make clear which skill(s) the student is learning and how the assignment will cultivate those skills; a writing workshop worksheet.

Note: The WAC committee is particularly interested in how the lesson plans will align with your learning objectives, the writing assignments, and/or how you will assess student writing.

learning objective	how you're teaching it/class activity
<p>After accessing and downloading a publicly available data set, students will be able to manipulate and present its data in an organized, meaningful, and legible format and analytically describe and interpret it (in writing) in a professional manner.</p>	<p>The course's first six weeks are devoted to a series of data-heavy analytical labs that require students to describe and interpret trends in various data they access, download, manipulate, and organize into tables and charts, etc.</p> <p>In the course's opening weeks, students are guided through two "economics writing and its conventions" lessons.</p> <p>A sample analytical lab and the two "economics writing and its conventions" handouts used in these lessons are included with this application.</p>
<p>Students will learn how to organize, construct, and write an annotated</p>	<p>Approximately 2-3 weeks before its due date, students are provided a guide to</p>

bibliography. This exercise is a constituent part of the thesis project.

writing an annotated bibliography. After an in-class discussion and walk-through of this guide, students practice writing a single AB entry using an article they've identified for their thesis. The class collaboratively reviews 2-3 of these entries.

I've included the University of Toronto annotated bibliography guide with this application.

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4. **Assessment:** Explain your method for responding to student writing. What kinds of feedback do you give on drafts and final papers or projects? What areas do you focus on as you comment on student writing? You can include a sample rubric and/or feedback to demonstrate.

Note: The WAC committee is interested in how your method of assessment contributes to the teaching and learning of writing in the class, not simply as a means of ranking and assigning grades

I provide significant feedback on students' written work throughout the course. This includes comments on analytical labs, the analytical midterm, the thesis draft, and reading notes.

As the enclosed examples demonstrate, my feedback on students' analytical (lab) writing centers on: 1) the quality of basic writing skills (spelling, punctuation, grammar, organization, etc.) and the quality of analytical/economic writing and reasoning, and 2) attention to analytical detail, e.g., did charts and tables include appropriate titles, legends, axis information, source information, etc?

While I provide basic grammar/editorial comments on students' theses rough drafts, much of the feedback on rough drafts centers on organizational and conceptual concepts, e.g., framing of arguments, summarizing key holdings in the literature, data sources, and data organization advice and suggestions.

Documents included with this application:

- Analytical Labs Grading Rubric
- Example of student feedback on analytical midterm (Joseph Zappacosta, Spring 2013).
- Example of student feedback on analytical lab (Gerard Panella, Spring 2021, ECON 36020).
- Feedback on thesis rough Draft (Sean Halpern, Spring 2014).

5. **Optional.** Please note any other information the Advisory Council might find useful.

Analytical Lab 1: Population

Background

Understanding an area's population and population dynamics can provide invaluable insight into its larger economic structure. For instance, population is among the most important determinants of the demand for all sorts of goods and services, as there is an obvious correlation between population and "number of buyers". Similarly, population is also connected to the supply of labor in an economy and thus plays an important role in an area's labor force dynamics.

This exercise will allow you to: 1) gain familiarity with U.S. Census Bureau population data, 2) learn how to access, download, and manipulate these data, and 3) organize and critically analyze these data.

Data Acquisition and Analysis

Part I: Population Levels

Direct your browser to the Census Bureau's homepage (<http://www.census.gov/>). Once there, select (near the top left) "Topics/Population/Population Estimates". Then click on the "Historical Data" link on the left-hand side, and then "Intercensal Estimates" and then the "State" option under the header Intercensal Estimates (2000-2010). Then open the XLS file attached to the first bullet shown on the page (Intercensal Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico: April 1, 2000 to July 1, 2010). **Now, save this file to your flash drive. Then open it FROM your flash drive.** When the excel file opens, right mouse click the worksheet tab and rename it "Original Data". Then right mouse click on this worksheet tab and choose "Move or Copy" and then check the "Create a copy" option and then OK. This creates a duplicate copy of the Original Data worksheet. When working with downloaded data in Excel it is always a good idea to make a duplicate copy of the originally downloaded data. This will ensure that whatever manipulations you perform, you will always have an original copy of the downloaded data.

Using the duplicate worksheet you just created, use Excel's "Hide" function to hide all the data rows **except** New Jersey, New York, Pennsylvania, and the US. In order to hide a row of data, click the row number and then right mouse click and choose hide. You can select multiple rows to hide at once.

Now, highlight these data plus the column headers (place your mouse in cell A2 and highlight the rest of the data) and use the Control + G function to open the "Go To" function. Then select "Special" and then check the "Visible cells only" radio button and then OK. Then use the Control + C function to copy these data. Then select the "Insert Worksheet" tab located on the worksheet tabs near the bottom of the page. Once this new worksheet has been created click cell A1 and then right mouse click and select "Paste Special" and select the "Transpose" function and then OK. Now, Delete row 13, and then type 2010 in cell C13. Rename this worksheet "Data". You may also want to highlight columns D-G and then hover over the border between D and E and quickly double-click the left mouse button. This will remove the exponential notation shown for the U.S. figures.

On your “Data” worksheet, highlight the population data for New Jersey for 2000 to 2010 in cells E3-E13. (Note: DO NOT include cell E2 in your selection.) Now choose the Insert/Column/2-D option. This should produce a bar chart of New Jersey’s total annual population. If your chart automatically produced a legend with a “Series 1” legend entry just delete the legend. Now click on the chart and the “Chart Tools” menu will appear in the top of Excel (highlighted in green). Click on this green highlighted menu and then in the “Design” submenu select “Select Data”. Now choose the “Edit” icon under “Horizontal Axis labels”. This should open the “Axis labels” prompt. Now highlight the years data in cells C3-C13. Then click OK twice. This should place the appropriate years inside your chart along the bottom horizontal axis.

You should now have a bar chart on this worksheet showing annual intercensal population estimates for New Jersey from 2000 to 2010.

Now, change the units of the data shown in your chart. Notice that because New Jersey’s population is in the millions, the vertical column shows these actual numbers and makes it difficult to read. First, double click on the population numbers running up the vertical axis which should bring up the Format Axis menu on the right-hand side. Then change the “Display Units” to millions. Next click and drag the axis label text box with “Millions” so that it is vertically centered on your chart. It is often preferable when creating tables/charts to reduce numbers to some base unit as they are easier for a reader to understand.

You will now add title and source information to your chart. Select your chart and then double-click the title. This should open up the Format Chart Title menu on the right-hand side. Now click inside the “Chart Title” textbox in your chart and then double-click to highlight the entire text. Type “New Jersey Population” hit return and on the next line type “2000 to 2010”. You should also reduce the font size of this second line in the title. Providing succinct, accurate descriptive titles for readers is important.

To add source information to your chart, return to the “Chart Tools/Layout” and select the textbox icon in the “Insert Shapes” submenu. Then create a textbox inside the chart area and type: “Source: U.S. Census Bureau.” Position this text box below the horizontal axis and left-justify it. You may need to shrink the chart size a bit to squeeze in the textbox. All source data for all charts and tables in all course labs should be positioned in this manner.

You are now going to move this chart you just created to its own worksheet. Select the chart and then the “Chart Tools” menu. On the far right-hand side you will see the “Move Chart” option—select it. Select the “New Sheet” radio button and then OK. In order to resize the chart (which now resides on its own worksheet) select the “View” submenu” and then the “Zoom” menu and then choose the 75% option. **Paste Special your chart in the space below by pasting it as a “Picture (Windows Metafile)”**. **If the chart doesn’t fit on the page properly, right mouse click the chart and resize it (40% should shrink it enough to fit).**

After you have done this, save your excel file as “Analytical Lab 1” to your flash drive. As you go through the remainder of the exercise, repeatedly save this file.

Part I Questions

1. What was New Jersey’s population in 2000?

2. What was New Jersey’s population in 2010?

3. By how much did the state’s population increase in absolute terms between 2000 and 2010?

4. By how much did the state’s population increase in percentage terms between 2000 and 2010?

5. Assume someone asks you whether or not the state's increase in population during the last decade was large or small. What would your response be?

Part II: Population Growth

In order to answer question #5 above, you need to know something about New Jersey's population growth *relative to some benchmarks*, e.g., the nation's rate of population growth, or other neighboring states' rates of population growth. Part II of this exercise will enable you to answer question #5 above as it focuses on New Jersey's population growth relative to some benchmarks.

Return to your data table and calculate the absolute and percentage change in population that occurred in New York, Pennsylvania, and the US between 2000 and 2009. (You should already have the New Jersey figures from above.)

6. Complete the following table. You can click directly in the table cells below. Use the tab key to navigate through the table.

	United States	New Jersey	New York	Pennsylvania
Population Change 2000-2010				
% Change 2000-2010				

7. Now that you have the above information, how would you answer question 5 from Part I?

Because a picture is worth a thousand words (or, so we're told), you are now going to create a chart in which annual rates of population growth for the above four areas are shown. Return to your data table and do the following:

Copy and paste the four area headers (in cells D1:G1) into columns H-K ROW 3. Then using excel calculate the annual rates of population growth between 2000 and 2010 for the four areas. For instance, in cell H4 type an "=" sign and then select cell E3 (the US population for 2001), then "/", then select cell E2 (the US population for 2000) and then type a "-1" and hit enter. Thus, the formula is: "=D4/D3-1".

Remember: the rate of growth between Year 1 and Year 2 =

$(\text{Year 2 Population Level} - \text{Year 1 Population Level}) / (\text{Year 1 Population Level})$ or:

$(B - A) / A = B/A - 1$ which is the formula you typed in cell H4. Typing this formula is much quicker than typing all those parentheses!

You will then have to reformat this using the % icon in the toolbar. Copy this formula to all other relevant cells. Once you have done this you are in position to create the population growth chart.

To do this, highlight the area headers and the annual growth rates you just calculated (select the data array H3:K13). Then select "Insert/Line Chart/2-D". This will generate a chart showing 4 series with a legend indicating which line corresponds to each state. Now select the chart, select "Chart Tools/Design/Data/Select Data" and then add the years to the chart's horizontal axis (per instructions above). Make sure the first year shown on the chart is 2001. Then, move the chart to its own worksheet (per instructions above) and add a title, source, and ALSO a title for the vertical axis, "% Change Year Ago". You should also position the year indicators along the horizontal axis below the chart. To do this, click on one of the years in the chart, right mouse click and select "Format Axis". Then click "Labels" then under "Label Position" choose "Low". You may also want to move the legend to a more suitable place and resize it. To do this click on the legend then right mouse click and then "Format legend". Deselect the "Show the legend without overlapping the chart." Then move it to a better place and stretch the actual chart itself to fill the box. Finally, add a source box to your chart per the instructions above.

Paste Special your chart below by pasting it as a "Picture (Enhanced Metafile)". Then right mouse click the chart and resize it so that it fits on THIS page (40% will shrink it enough to fit).

8. In one succinct paragraph briefly describe the pattern of New Jersey's population growth over the past decade. While New Jersey is the primary state of interest, you will need to consider its rate of population growth in relation to other areas' rates of growth.

A slightly different (and, sometimes more helpful) way of presenting the growth of time series is to use **indexing**. In order to create an indexed-based chart of population growth, do the following:

Return to your Data worksheet and copy and paste the areas' respective titles into columns L-O ROW 2. Then in cell L3 type: "=", then select cell D3, then type "/", then select cell D3 (again), and then hit the F4 function key once, then enter. This will freeze the formula's denominator (which represents your index's BASE YEAR). If you look at this cell's formula you'll see it will be: "=D3/\$D\$3". The \$ signs are an indication that the numeric value in cell D3 (in this denominator) is now frozen. So, any time you copy and paste this formula to other cells, the dominator will remain the D3 cell value. You may also want to reformat the results so that they appear in percentage terms. (Cell L3-O3 thus should show 100%.) Copy this formula down the column and then repeat for the remaining areas.

Now create a line chart (per instructions above) of these indexed population data. Make sure you place a title and source in this chart. And, make sure that your vertical axis label reads, "Index, 2000=100%".

Paste Special your chart below by pasting it as a "Picture (Windows Metafile)". Then right mouse click the chart and resize it so that it fits on THIS page (40% will shrink it enough to fit).

9. Return to your data and look at cell L13 (the final indexed figure for the U.S. in 2010). You may need to increase the decimals so that at least one decimal point is showing. Explain how this figure relates to a figure you calculated for the U.S. in question 1 above.

10. Examine this indexed chart. Explain why the US line in the chart is significantly more linear than the other lines. (Hint: carefully examine the annual indexed figures on your data sheet.)

While population data are extremely useful in a variety of economic contexts, equally important are the underlying components which account for population dynamics. The final part of this exercise will allow you to explore these components in the New Jersey case. Go to the following url:

http://www.census.gov/popest/data/historical/2000s/vintage_2009/index.html

Open the Excel file under the first bullet listed under the subheader “Components of Population Change”. Using the data in this file and Excel functions, answer the following questions:

11. Between April 2000 and July 2009, New Jersey’s population increased 293,361. What portion of this increase was accounted for by “Natural Increase”? By “Net Migration”? Do these two components’ respective portions sum to 100%? Why not?

12. During the period in question, which component—natural increase, domestic migration, or international migration—of New Jersey’s population change was the largest in an absolute terms sense?

13. Finally, pose one or two questions that these population data raise in your mind.

You’ve now successfully completed Lab #1. Make sure you print out a completed copy of your lab and bring it to class on Friday.

Analytical Labs Grading Rubric

Economics Senior Seminar ECON 4695_Spring 2015

NAME:

Analytical Lab #

Completeness: this part of your score reflects whether or not you turned in a completed lab assignment. In addition to reflecting whether or not you completed all of the required work, this part of your score also reflects the general quality of your final product, e.g., all charts/tables had complete and proper titles, sources, axes' explanations, etc.

Calculations: this part of your score reflects whether or not you correctly answered specific numeric-oriented questions. In most cases, I will base this part of your score on a selected group of these questions.

Analytical Writing: this part of your score reflects the quality of your written, analytical-oriented and interpretive responses. In addition to reflecting whether or not you identified and properly interpreted “big picture” trends and patterns in the data, this part of your score also reflects the quality of your analytical writing—including basics, e.g., spelling and grammar.

Completeness					
1	2	3			
Incomplete	Somewhat incomplete	Complete			
Calculations					
1	2				
Several errors	Few/no errors				
Analytical Writing					
Subcomponent	1	2	3	4	5
Identification key trends and patterns	Failure to identify key trends, patterns, etc.	Identification of some key trends, patterns, etc.	Identification of some key trends, patterns, etc.	Identification of most key trends, patterns, etc.	Identification of all key trends, patterns, etc.
Quality of analytic writing	Very Poor	Poor	Adequate	Good-Excellent	Excellent
TOTAL POINTS (out of 10)					

Additional comments:

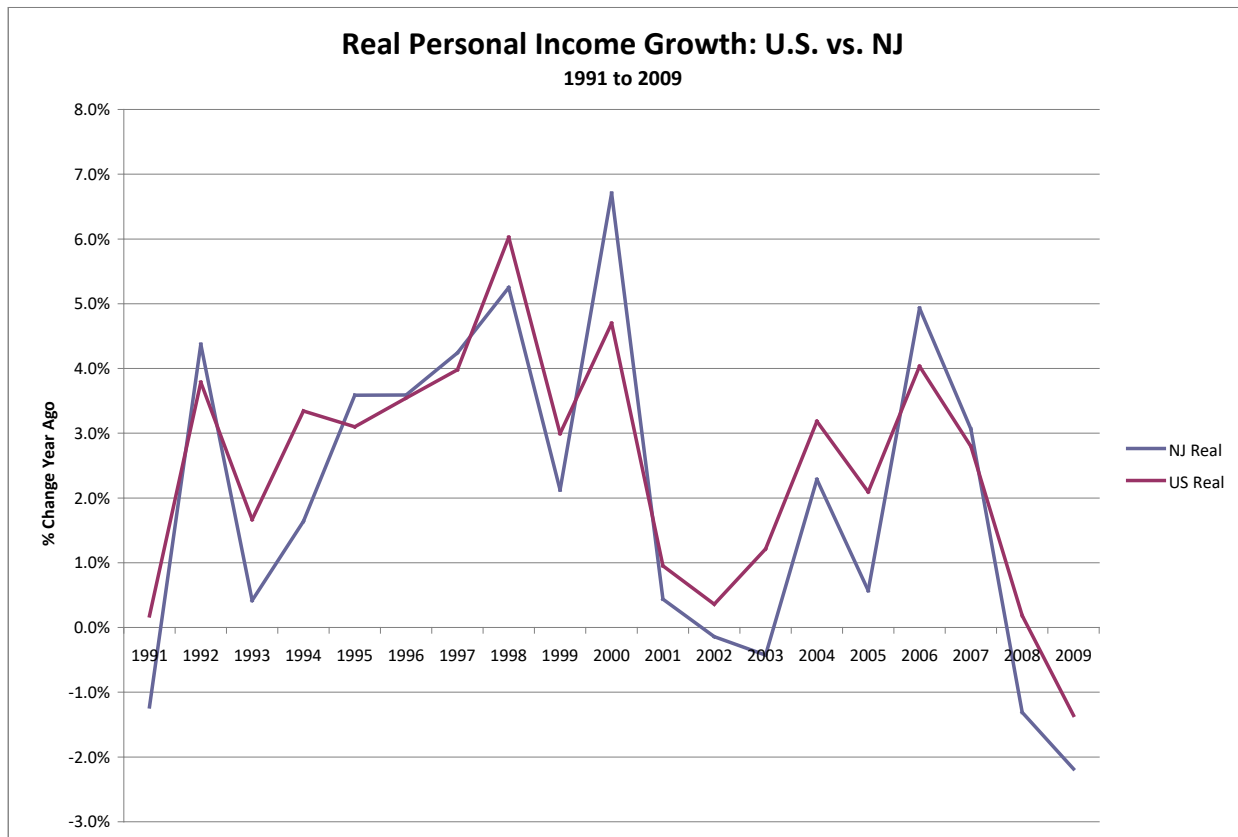
ANALYTICAL LABS: WRITING ABOUT ECONOMIC DATA (PART I)

Write with authority and write what you mean!!

Over the course of the semester, you will complete several analytical assignments that ask you to: obtain data, manipulate, and present it in various forms (tables, charts, etc.), and describe and interpret key trends. To successfully complete lab assignments you must do the following:

1. Make sure you follow all instructions carefully. Most importantly, present your data in formats that are easily grasped by a reader. Your reader should be able to quickly look at your tables, and graphs, and follow your written analytical text. Thus, proper spelling and punctuation are critically important.
2. Make sure you correctly title and label (the axes) of all tables and graphs. And make sure all legends are clear. If you print your labs in black and white, be mindful of the fact that readers will not be able to differentiate differently colored lines or bars on a graph. Thus, you will likely need to change the style and format of trend lines and bars so that a reader can differentiate them.
3. Number all your pages in a lab.
4. **MOST IMPORTANTLY: write with authority and write what you mean!**

Consider, for example, the chart below which depicts real personal income growth for the U.S. and New Jersey between 1991 and 2009. Students were asked to compare these two series' trends.



Actual sample student text: “For the most part real personal income growth in both New Jersey and the United States emulate each other. Although, New Jersey’s real personal income growth exceeds the rest of the united states. (except for 1997-1998 and 2003-2004) Furthermore, the graph depicts New Jersey’s real personal income to be a lot less stable than the rest of the US (i.e., more drastic decreases and inclines).”

Issues with this text

- “For the most part” sounds wishy washy. **The revised text (below) starts with the relevant statistic in question (real personal income growth)** and makes clear what the basic comparative situation between the two series was.
- The *tense* of the sentence that begins, “Although . . .” is wrong (*present*), as the data are through 2009, i.e., *past* tense.
- The second sentence makes no sense because it is not complete, i.e., it fails to complete the (relative) comparison. What does it mean to say that New Jersey’s real personal income growth exceeds “the rest of the united states”? The author clearly meant to point out that the state’s rate of growth exceeded the nation’s rate of growth. **But this is not what they wrote. Make sure that what you write is what you mean.** And, importantly, it’s not the “united states”. It’s the “United States” or the “U.S.” Do not use smartphone texting conventions in your labs or in professional email communiques.
- This sentence is also awkward due to the hanging parenthetical passage (that is also poorly placed after the period that closes the sentence). In the revised edition, a stronger sentence that highlights the exception to the first statement is provided without recourse to a confusing parenthetical phrase.
- The final sentence involves a mistake often made when data trends are described. In particular, its use of “the graph depicts” is unnecessary and cumbersome as it detracts from the point being made: New Jersey’s rate of real personal income growth during this period often lagged the nation’s. Avoid referring to the graph itself and its “lines” and their movements (e.g., the line spikes or the line drops) when you describe data trends. Instead, reference the relevant statistic in question: real rates of personal income growth, in this case.

A significantly improved version

Real personal income growth in New Jersey closely tracked the nation’s rate of growth during much of the past two decades. The only major exception to this general pattern occurred during the three national recessions that have occurred since the early 1990s. In all three recessions (early 1990s, 2001, and the most recent recession, 2007-2009), New Jersey’s rate of real personal income growth fell short of the national benchmark.

The bottom line is this: write your labs in a manner consistent with what you would submit to a manager or group of colleagues in a professional job one day. Basic grammar, spelling, organization, and clarity in your writing will prove essential to a successful professional career. Succinctness is also high valued in professional settings. In the context of this exercise, that means you should *not* describe *every* increase or decrease in these rates of growth. Rather, you should highlight (for the reader) major trends, inflection points, reversals, etc.

ANALYTICAL LABS: WRITING ABOUT ECONOMIC DATA (PART II)

Writing Conventions in Economics

Many academic disciplines have their own writing conventions. Because you are a budding economist, you should know some of the most important ones in economics! 😊

Percentage Points vs. Percentages

Consider a situation in which you are asked to describe the change in a rate (say, the unemployment rate) between two points in time. For example, say the unemployment rate in February 2009 was 9% and the rate in June 2009 was 10%.

Many would naturally be inclined to say that the unemployment rate rose “one percent.”

This is **NOT** a 1 percent increase in the unemployment rate. Rather, it is a **one percentage point** increase in the unemployment rate.

Do the math! $(10\%/9\%) - 1 = .111$ or 11.1%. Economists (and most other social scientists) describe rate changes in **percentage point terms**, not percentage terms. One percentage point is equal to 1 percent (.01).

Three More Percentage-Related Writing Conventions

- When you write about rates or percentage changes in economics (and most other social sciences) make sure you **don't** use the “%” sign. Instead, the convention in economics is to write out the word “percent.” So, for example, if you are describing the rate at which real wages rose last year, you should write, “Real wages increased by 3.5 **percent** last year.” Don't write, “Real wages increased by 3.5% last year.” Why do economists write like this? Who knows?! 😊 That's the convention and thus the expectation. Follow it if you want your reader(s) to understand what you write!
- When you write about rates in economics, **always use one decimal place** as I did above when I referenced the 3.5 percent increase in real wages.
- Finally, make sure you also **always use a “leading 0”** if you are writing about a rate that is less than 1 percent. For example, if some rate of increase you are writing about is “**0.8 percent**” make sure you add a leading “0” in front of the decimal point as it ensures that a quick reader doesn't mistakenly assume that you are talking about an 8 percent increase.

Data Is, or Data Are?

The word data is the plural of datum. Thus, when using this word you should always write:

“The data **suggest** that . . .”

NOT

“The data **suggests** that . . .”

To be fair, many economists and other social scientists *don't* adopt this convention. But I do! For more on this see: <https://www.merriam-webster.com/dictionary/datum>

Then vs. Than (One of my pet peeves!)

Economics writing often involves comparisons, e.g., ones across different social, age, and racial cohorts, or ones involving countries, regions, or states. Given this, you must avoid confusing “then” and “than” when you are writing in an economics context.

The English words *than* and *then* look and sound a lot alike, but they are completely different. If this distinction is harder **than** it should be, read this lesson and **then** try again! 😊

Than is a conjunction used in comparisons:

Tom is smarter than Bill.

This is more important than you might think.

Is she taller than you?

Yes, she is taller than I.

Technically, you should use the subject pronoun after than (e.g., I), as opposed to the object pronoun (me). However, English speakers commonly use the object pronoun.

Then has numerous meanings.

1. At that point in time:

I wasn't ready then.

Will you be home at noon? I'll call you then.

2. Next, afterward

I went to the store, and then to the bank.

Do your homework and then go to bed.

3. In addition, also, on top of that

He told me he was leaving, and then that I owed him money. It cost \$5,000, and then there's tax too.

4. In that case, therefore (often with "if")

If you want to go, then you'll have to finish your homework.

I'm hungry! Then you should eat.

***Than* is used only in comparisons, so if you're comparing something use *than*. If not, then you must use *then*. What could be easier *than* that?**

Source: <http://www.elearnenglishlanguage.com/difficulties/thanthen.html>

Economics Senior Seminar
ECON 4695
MWF 11:20

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Office Hours: Zoom-based TBD

Course Description

ECON 4695 constitutes the economic program's capstone course. The course is designed to provide you a venue within which you can actively apply the knowledge and skills you have developed as an economics major. In other words, it will afford you the opportunity to actively work, think, write, and communicate like an economist. In addition to allowing you to enhance and further hone your analytical thinking and writing skills, these opportunities will also allow you to develop a set of practical economic research skills. These will include: the development of a familiarity and facility with several important economic data sets, data acquisition, manipulation, and presentation skills. Analytical writing and interpretation of data are key foci of the course.

Required Books and Software

All the Devils Are Here: The Hidden History of the Financial Crisis, Bethany McLean and Joe Nocera

Meltdown: A Free-Market Look at Why the Stock Market Collapsed, the Economy Tanked, and Government Bailouts Will Make Things Worse, Thomas E. Woods Jr.

The Great Financial Crisis: Causes and Consequences, John Bellamy Foster and Fred Magdoff

The Housing Boom and Bust, Thomas Sowell

The Return of Depression Economics and the Crisis of 2008 (2009 copyright edition), Krugman

These books are *not* available via the College's textbook store. They are all readily available via several on-line vendors. In many cases, electronic versions of these books can be purchased for significantly cheaper than a traditional book edition. I do not care which version of the texts you purchase (electronic or traditional). Some may also be available in the library. **However, it is often handy to have the books with you in class when we discuss them.**

All other required readings will be made available on the course Blackboard.

Microsoft Office 365: For this course, you will need programs in Microsoft Office loaded onto your laptop or personal computer. In particular, you will need legal access to Excel and Word. You can also use the University's computer labs. **You may not use Google- or Apple-based software in the course, e.g., Pages, Works, Numbers, or Sheets.**

Good news! Stockton's Office of Computer & Telecommunication Services has contracted to make the Microsoft Office download available to you **for free** if you are a Stockton student. This download comes with storage space on a cloud. Information about this service is here: <https://stockton.edu/information-technology/office365.html>

Course Objectives

There are four primary objectives for the course. First, the course's analytical segment will allow you to develop a concrete set of analytical research skills, competencies, and points of view regularly employed by professional economists. Second, the course's analytical writing emphasis will allow you to enhance and improve your critical writing and interpretive skills. Third, the course's Great Recession and financial crisis module will allow you to hone your ability to analyze and critically evaluate ideas, arguments, theories, and empirical work. Finally, the course's thesis component will provide you an opportunity to develop a variety of skills required to produce a significant piece of original undergraduate research. These skills will prove valuable across a range of professional settings and careers. These objectives connect directly to the end-of-semester instrument you will use to evaluate the course.

IDEA Possible Course Objectives	Relative Importance
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential
Developing skill in expressing oneself orally or in writing	Essential
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	Important
Learning how to find, evaluate, and use resources to explore a topic in depth	Important
Learning to analyze and critically evaluate ideas, arguments, and points of view	Important
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	Minor
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	Minor
Learning to apply course material (to improve thinking, problem solving, and decisions)	Minor
Acquiring skills in working with others as a member of a team	Minor
Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	Minor
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor
Developing ethical reasoning and/or ethical decision making	Minor
Learning to apply knowledge and skills to benefit others or serve the public good	Minor

Course Format

This is a seminar course. As such, there will be very little formal lecture. Class time will be used to engage in computer-based analytical work and exercises and discussions of readings. Portions of several classes will also be devoted to writing instruction. *This format will require significant work outside-the-classroom.* The analytical exercises and critical reading assignments (described below) are designed to afford a maximum of student-led analytical/lab work and discussion.

Grading

Your final grade in the course will be based on the following assessments:

Grading Scheme	
Assessment	Weight in Final Course Grade
Thesis (all components except bibliography)	35.0%
Thesis Annotated Bibliography and presentation	5.0%
Analytical labs	15.0%
Analytical midterm	10.0%
Reading Notes	20.0%
Discussion facilitation	5%
Great Recession & Financial Crisis Reflective Essay	10.0%
	100.0%

Attendance Policy

Attendance is required and will be taken every class. An attendance sheet will be circulated each day in class. *It is your responsibility to sign the sheet each day.*

You will receive **two** free absences for the semester. These are intended to accommodate a variety of reasons you might miss a class, e.g., sickness, bereavement, flat tire, court appearance, vet visit, sports-related commitments, child-care issues, etc. If you accumulate two or fewer absences during the semester, two percentage points will be added to your final numeric score, i.e., a final numeric score of 80 will be adjusted upward to an 82.

ONCE YOU HAVE MISSED YOUR SIXTH (6TH) CLASS, YOU WILL AUTOMATICALLY RECEIVE AN 'F' IN THE COURSE. THIS WILL BE THE CASE REGARDLESS OF WHAT SCORES YOU EARNED ON WORK PRIOR TO THE SIXTH ABSENCE.

In the event of special circumstances, e.g., a prolonged *documented* sickness, adjustments to your accumulated absences (over the semester) may be made at my discretion. It is your responsibility to initiate a dialogue with me in these types of circumstances.

You do not need to email me regarding class absences. And you should not submit documentation for class absences unless some life event leads to three or more consecutive absences.

Other Policies

Cheating and plagiarism will be addressed in accordance with the College's policies and procedures that govern such behavior.

Electronic Devices Policy

We will use a computer-lab classroom this semester as this will allow much of the course's required analytical work to be undertaken in class. This classroom is *not*, however, an invitation to spend class time browsing the web, checking your email, etc. The use of all electronic and/or wireless voice/data devices (including smartphones, laptops, and tablets) is prohibited from class unless I have granted permission for their use.

Reading Notes

Reading notes are brief writing assignments intended to facilitate *critical* engagement with a reading. A reading note has four parts. First, you must briefly **summarize** the reading. This summary should be short—no longer than 200 words (about the length of the paragraph you are currently reading!). This may prove challenging at first, but the ability to succinctly distill (in written form) the key ideas and arguments of complex and lengthy articles and books is a skill you must practice and (eventually) master as it will pay significant dividends across a range of professional settings and careers. Second, you must identify something from the reading that **surprised** you and explain (after you have spent time thinking about it) why it surprised you. Third, you must make a **connection** between something in the reading and something else from a different reading, a lecture, or a peer’s (or my) in-class comment(s). Finally, you must pose a **question** about the reading.

Reading notes should generally be no more than one page. There is no minimum or maximum number of pages or words required, however. The only requirement is that you write enough to demonstrate that you have critically engaged a reading. Proper grammar, spelling, and punctuation are expected. A sample reading note appears below.

Reading notes will be graded credit/no-credit. Combined, reading notes account for 20 percent of your course grade. They must be submitted via the Blackboard by 11 p.m. on the due dates set out in the “Assignment Due Date Guide.” In addition to submitting your notes to me, you must also post them to Blackboard discussion forums so that your peers can read them. I’ll provide directions on how you’ll do this at the appropriate time.

Reading notes are not only important to your grade in the course, but they will also determine how much you and your peers get out of our in-class discussions. They often provide the raw material upon which our dialogues will build. Come to class prepared to discuss your notes. Over the course of the semester, I will provide feedback and comments on several of your notes.

SAMPLE READING NOTE

Summary: Anyon’s *Ghetto Schooling* paints a grim picture of American public education as she extensively documents the gross racial disparities that permeate this institution—one often taken as a bedrock component of the country’s basic democratic pillars.

Surprise: Anyon’s remark that “nationally, advantaged suburban schools spend as much as ten times that spent by urban poor schools” (p. 9) surprised me. This surprised me because I imagined that part of a commitment to “equal opportunity” involved some equality in educational expenditures/financing.

Connection: Anyon’s Chapter 4 provides a longer time perspective from which to view Wilson’s argument concerning the disappearance of jobs—especially manufacturing ones—in the inner city. In particular, whereas much of Wilson’s argument relates to economic restructuring of the 1970 and 1980s, Anyon’s suggests that (at least in Newark), such restructuring began well before the 1970s.

Question: Because Anyon’s book is largely tied to Newark, I wonder whether her basic analysis and argument would be applicable to other cities.

Analytical Labs

You will be given several opportunities this semester to roll up your sleeves and dig into some macroeconomic data. Labs will allow you to hone your analytical and statistical literary skills as you will learn to download, manipulate, present, and interpret a variety of data relevant to the macroeconomy and current policy debates. We will use Excel extensively in these labs. Thus, as noted, you will need a working, legal, version of Excel loaded onto your laptop and/or personal computer. Each lab is worth 10 points. Additional details regarding lab requirements and expectations will be provided on the first lab assignment. **LATE LABS WILL NOT BE ACCEPTED.** See the “Assignment Due Data Guide” for due dates.

Senior Thesis

The thesis is a central component of the course. Combined, its various components account for 40 percent of your final course grade. Theses should be approximately 25 pages exclusive of all charts, tables, endnotes, bibliographies, etc. The topic of your thesis is entirely up to you. At the same time it obviously must relate to economics. Most importantly, *the topic should interest you*. You should begin thinking about your thesis project immediately. I encourage you to begin discussing possible topics with me as soon as you’ve done some initial exploration.

Project Steps and Due Dates

1. **Select a topic.** To select a topic you might revisit readings or syllabi from intermediate courses, e.g., the history of economic thought, political economy, intermediate macro/micro, trade, or finance. Alternatively, you might focus on a particular theory (or theoretician/economist) or policy debate you’ve been exposed to. There are ample policy think-tanks (Brookings, Economic Policy Institute, Cato, Heritage, etc.) that can provide you with a host of viable topics. The single most important requirement of selecting a topic is that it interests you! **Remember, the narrower the topic/issue the better. The faster you can narrow your focus the better off you’ll be.**
2. **Write a one-pager** that clearly lays out in 2-3 short paragraphs:
 - the general topic (background)
 - a *preliminary* thesis statement
 - why you believe the topic/question is important
 - an initial methodological plan explaining how you will proceed

This one pager is due in class (in hardcopy form) on Friday, February 6th. I will meet with you the following week during an analytical lab class to discuss your one pager. Once we’ve met and I’ve signed off on your project you should begin work immediately.

3. **Conduct a literature review and prepare an annotated bibliography.** Once I’ve signed off on your one-pager, you need to conduct a comprehensive literature review. This literature review should include books, journal articles, and working/policy papers relevant to your thesis. A good rule of thumb is that you will need 1.5-2 times the number of sources as the number of pages you write. Hence, a 25-page thesis will need 35-50 sources. Most importantly, you should be sure your literature review spans a variety of empirical and/or theoretical perspectives.

As you conduct your literature review you should concurrently write the annotated bibliography (AT) that is part of the thesis process. Your AT (which must include at least 15 separate entries) is due Friday, February 27th in class. On that day, you will also make a 5-minute presentation to the class of your general topic/question. Approximately three weeks before this due date, we will devote class time to discussing how to structure and organize an AT, and you will be afforded class time to try your hand at writing an AT entry.

The literature review is critically important to writing a successful thesis. It will take considerable time. **Note that you have but three weeks between the submission of your one-pager and the annotated bibliography. In other words, you need to work very hard in February on your literature review. In addition to orienting you on the current state of research surrounding your topic/question, the literature review will also allow you to develop a methodological plan of attack (comparative analysis, econometric project, historical analysis, etc.) and narrow down your thesis statement.** (See additional notes on methodology below.)

- 4. Finalize and write your thesis statement.** After you have conducted your literature review and further narrowed your focus, write down what YOU think about the topic/issue, i.e., get your own perspective on paper. **Then you need to transform this perspective into a succinct thesis statement.** Based on what you have digested via the literature review process, thought about, and brainstormed, the thesis statement should make clear what you want to say about the topic/issue. **Alternatively, once you have a basic organizing question/topic, the thesis is an answer to that question.**

Your thesis should take the form of a statement, not a question. For example, “Will the recently passed financial sector regulations ensure the financial system’s stability?” is an interesting *organizing question*, but it does not state your perspective like the following statement does: “Recently passed financial sector regulations **will fail** to ensure the financial system’s future stability **because they will not limit the size of financial institutions.** Without such limits some financial institutions will remain “too big to fail” and thus the underlying source of financial sector instability—moral hazard—will remain.” The remainder of your paper must marshal support for this statement.

Your final thesis statement is due (in hardcopy format) in class on Friday, March 4.

- 5. Write a rough draft.** Structural organization is critically important in producing a solid thesis. As you write your rough draft **keep your reader in mind.** You are trying to craft a convincing, coherent argument. Organizing your paper into logical sections is critical to doing this. I have sketched out a common organizational framework (see details below) that you are free to use or adapt.

You must submit a rough draft of your thesis in class (in hardcopy form) on Friday, March 27th.

This rough draft should be at least 20 pages long and clearly demonstrate that you are well on your way toward successfully completing your thesis. At a minimum, it should include these sections: intro/background; thesis statement; methodology discussion; literature review; some initial analytical work and preliminary findings. It should *not* include the abstract which is the final section you will write.

I will meet with you the following week to discuss your rough draft.

6. **Submit a *second* draft of your thesis in class (in hardcopy form) on Friday April 10th.** This draft should be nearly completed, thoroughly edited and spellchecked, and must include *all* of the thesis sections outlined below. It must show clear evidence of engagement with my comments on the rough draft. I will return your second draft with final comments by Wednesday of the following week.

7. **Submit your final thesis in class (in hardcopy form) on Friday, April 24th.** Formal thesis presentations will be scheduled the following week.

Thesis Process Due Dates

[INSERT TABLE HERE!]

Additional Notes on the Thesis

Your thesis project may be a revamped and significantly improved version of your econometrics project. If you choose to go this route, you must submit your final econometrics paper along with your initial one-pager to me on **Friday, Feb. 6th**.

All in text/parenthetical citations and references should use APA style.

Tables and charts. All tables and charts should be appropriately labeled in sequential order as you reference them in your text. Cut and paste your tables/charts *directly into your text* using Word's Paste Special As/Picture/Enhanced Metafile option.

Notes on Methodology

As you begin to conduct your literature review, pay attention to authors' methodologies. While there are a variety of methodologies your thesis may deploy, some of the most common include:

Comparative analysis: there are a variety of ways that one can use comparative analysis to structure a thesis. For instance, you might think about a similar economic event, issue, or policy implementation in two or more states, countries, or population groups and the differential outcomes it yielded. Alternatively, you might try to compare "similar" states, countries, or population groups and examine/explore different outcomes they have experienced that may be linked to different policies, e.g., labor market policies, etc.

Econometric analysis: as many of you know, these types of projects involve using statistical techniques to explore a vast variety of economic issues and questions. As noted above, you are free to significantly expand and revise your existing econometric project, but you must speak with me first if you choose to go in this direction.

Historical analysis: like comparative analyses, historical analyses might use similar policies at two different points in time or places to explore an issue, policy, or event. Historical analysis might also be used to "test" and/or critique economic theories in various ways, i.e., via econometric techniques.

Case studies: done well, case studies can also serve as a basic methodological framework. Generally, they involve intricate study of an economic agent/issue, e.g., an institution, population group, public policy program implementation, etc.

There are of course many other methodologies (e.g., original survey work) that can also be used. If you have questions about methodology speak with me.

The Basic Sections of a Thesis

Section	What's in this section?	Approximate number of pages/words
Abstract	Summary of research	200-400 word paragraph that leads the thesis. Should include a brief statement of findings/conclusions.
Introduction & background	Brief introduction to topic and question as well as explanation of relevance	2-3 pages
Thesis statement	Succinct clear statement	1 paragraph
Methodology and data	General description of methodological approach and data (including basic source information)	2 pages
Literature review	Summary of existing research on the question/issue	5-7 pages
Analytical research component	Empirical/analytical research component, i.e., guts of the thesis project	8-12 pages
Findings	Discussion of key findings including how they relate to existing literature	3-4 pages
Conclusion	Discussion of possible shortcomings, caveats, and likely directions/avenues for additional research	1-2 pages
References	Bibliography (APA style)	Should include a minimum of 35 sources

NEEDS UPDATED!

Daily Schedule Economics Senior Seminar---ECON 4695			
Spring 2015			
** Thesis related assignment DUE!			
Day	Date	Session #	Topic/what is due
Wednesday	21-Jan	1	Syllabus and course overview
Friday	23-Jan	2	Excel bootcamp
Monday	26-Jan	3	Analytical lab 1: Population
Wednesday	28-Jan	4	Analytical lab workshop.
Friday	30-Jan	5	Two-pager on current personal views of Financial Crisis and Great Recession of 2008-2010 and Lab
Monday	2-Feb	6	Analytical lab 2: Personal income
Wednesday	4-Feb	7	Analytical lab workshop.
Friday	6-Feb	8**	RN Great Recession reading #1: All the Devils are Here; Lab; Thesis one-pager
Monday	9-Feb	9	Analytical lab 3: Unemployment and Labor Force Data
Wednesday	11-Feb	10	Analytical lab workshop.
Friday	13-Feb	11	RN Great Recession reading #2: Woods and Lab
Monday	16-Feb	12	Analytical lab 4: Establishment employment and the NAICS
Wednesday	18-Feb	13	Analytical lab workshop.
Friday	20-Feb	14	RN Great Recession reading #3: Foster and Magdoff and Lab
Monday	23-Feb	15	Analytical lab 5: Housing market
Wednesday	25-Feb	16	Analytical lab workshop.
Friday	27-Feb	17**	Thesis annotated bibliography and presentation and Lab
Monday	2-Mar	18	ANALYTICAL MIDTERM DISTRIBUTED IN CLASS
Wednesday	4-Mar	19	NO CLASS---ANALYTICAL MIDTERM WRITING PERIOD
Friday	6-Mar	20	ANALYTICAL MIDTERM DUE AND FINAL THESIS STATEMENT DUE (MY OFFICE)
Monday	9-Mar		SPRING BREAK -- WORK ON YOUR THESIS!!!
Wednesday	11-Mar		
Friday	13-Mar		
Monday	16-Mar	21	RN Great Recession reading #4: Pollin and Minsky (both located inside Minsky folder)
Wednesday	18-Mar	22	RN Great Recession reading #5: Sowell
Friday	20-Mar	23	RN Great Recession reading #6: Krugman
Monday	23-Mar	24	RN Great Recession reading #7: Bernanke and Mirowski
Wednesday	25-Mar	25	RN Great Recession reading #8: Lo
Friday	27-Mar	26**	Great Recession and Financial Crisis wrap up and essay distributed. THESIS ROUGH DRAFT DUE
Monday	30-Mar	27**	Great Recession and Financial Crisis essay writing period---NO CLASS---DROP-IN VISIT MANDATORY TO REVIEW ROUGH DRAFT
Wednesday	1-Apr	28	ADVISING DAY--NO CLASS
Friday	3-Apr	29	Great Recession papers due in class.
Monday	6-Apr	30	Thesis workshop
Wednesday	8-Apr	31**	THESIS DRAFT DUE
Friday	10-Apr	32	Thesis workshop
Monday	13-Apr	33	Thesis draft comments returned. DROP-IN VISIT MANDATORY TO REVIEW DRAFT COMMENTS.
Wednesday	15-Apr	34	Thesis workshop
Friday	17-Apr	35	Thesis workshop
Monday	20-Apr	36	Thesis workshop
Wednesday	22-Apr	37	Thesis workshop
Friday	24-Apr	38**	Theses Presentations---FINAL THESIS DRAFT DUE IN CLASS
Monday	27-Apr	39	Theses Presentations---FINAL MEETING

**Discussion Facilitation Grading Rubric
Economics Senior Seminar ECON 4695**

NAME:

Reading:

Preparedness: this part of your score reflects how well your facilitation reflected your general preparedness. In general, this portion of your score will likely reflect whether or not your facilitation made clear that you: read and thought critically about the reading; you read and digested your peers' reading notes; you were on time (!) and had a clear and organized facilitation plan.

Facilitation: in general, this part of your score reflects the overall quality of your facilitation skills, i.e, did you successfully engage the group in a serious discussion of the reading materials; did you think on your feet; respond to questions; ask/raise important questions/comments; make important connections, etc.

Command of Material: this part of your score reflects whether or not your facilitation/discussion made clear that you made a serious effort to understand the reading's central arguments, hypotheses, etc. Often times, this will require additional effort to understand/grapple with new terminology, ideas, concepts, definitions, etc.

Preparedness				
Not prepared 1	Poorly prepared 2	Somewhat prepared 3	Well prepared 4	Extremely well prepared 5

Facilitation				
Very poor 1	Weak 2	Adequate 3	Good 4	Excellent 5

Command of Material				
Very poor 1	Weak 2	Adequate 3	Good 4	Excellent 5

TOTAL SCORE

Comments

NAME

Discussion Facilitations Sign Up Sheet			Rank Order Top 3 Choices
Friday	6-Feb	Great Recession reading #1 All the Devils are Here (general audience)	
Friday	13-Feb	Great Recession reading #2: Woods (Austrian)	
Friday	20-Feb	Great Recession reading #3: Foster and Magdoff (Marxian)	
Monday	16-Mar	Great Recession reading #4: Pollin and Minsky (Keynesian)	
Wednesday	18-Mar	Great Recession reading #5: Sowell (Neoclassical)	
Friday	20-Mar	Great Recession reading #6: Krugman (Keynesian)	
Monday	23-Mar	Great Recession reading #7: Mirowski and Bernanke	
Wednesday	25-Mar	Great Recession reading #8: Lo (overview)	

Which 2000 and 3000 level ECON courses have you taken at Stockton?

Of all the economic schools of thought/theoretical approaches (e.g., Classical, Neoclassical, Keynesian, Austrian, Marxian) you've been exposed to or studied during your career as an economics major, which (if any) makes the most sense to you?

**Excel Survey Day 1
ECON 4695 Senior Seminar**

NAME _____

1. How familiar are you with Microsoft Excel?

1 Never used it 2 Used it 1-3 times 3 Used it 4-10 times 4 Used it more than 10 times

5 Use it regularly

2. If you selected anything but 1 above describe where you used it (work, a class, etc.) and what you did with it?

3. List other data/analysis software applications you have used (if any) and where you used them (work, a class, etc.).

4. Briefly describe the time series trend shown in the chart below.



Gerard Panella

Medicare 4 All Analytical Lab

Feedback

The first table doesn't say very much. Why? Because you needed to *think in per capita terms* as these countries have very different population sizes. Had you done that you would have seen that many of these other countries--ones with universal/nationalized health care systems--actually have a number of nurses per capita that tops/rivals/is very close to the U.S. Ergo, one of the arguments against M4A is that it would lead to a shortage of health care professionals, etc. This is clearly NOT the case based on evidence from other countries with similar systems.

Re your second table: this is health care expenditures per GDP. The important take-home here is that these other countries—again, ones with universal/nationalized health care systems—actually spend LESS in GDP terms than the U.S. So, the oft-hear argument against M4A that the U.S. can't afford it doesn't hold water because all of these other countries that have such systems actually spend LESS.

The LE chart is a good one--you're right. But the real take-home here is that the U.S. spends MORE on health care and actually has a LOWER LE than all these other countries, i.e., we spend more and end up with WORSE health care outcomes. That is a system that cries out for reform/change, no?

The final chart doesn't add much to the case for M4A. It just shows GDP per capita. The U.S. has the highest among these countries (though not the highest in the world). But not much here that supports/undermines the M4A issue.

Gerard Panella

Lab 2

Measure	Country	Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total (nurses and personal carers)	Canada		198681	202305	206184	204308	209303	214015	217918	220177	223332	..
	Germany		..	745932	..	791855	..	864082	..	918620
	Spain		339891	338120	335929	345557	357169	373521	391589	413266	425174	441300
	Sweden		220975	222446	223597	225504	231765	237583	240909	243524	242782	..
	United States		2366958	2412343	2493572	2681892	2781333	2804295	2791842	2817369	2861973	..

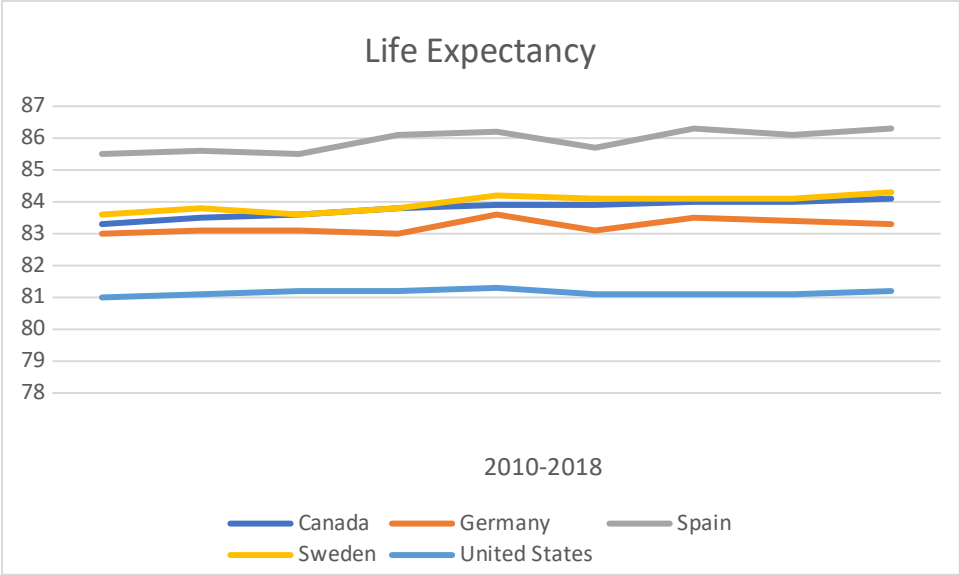
Long Term Care resources

This table shows a display of nurses throughout the countries I have chosen over the years. This is a good display for medicare for all because it shows that there are more nurses every year due to the increase in patients. In Canada, Sweden, Germany, and the US, the amount of nurses is increasing just about every year that is displayed. In Spain, you can see that the first few years the amount of nurses decreases but in the long run the number does increase greatly. I believe this is a good indicator of medicare for all because more money is being spent on the nurses because more people need to be taken care of in the hospital.

		Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Country	Unit											
<u>Canada</u>	Percentage	i	10.7	10.3	10.4	10.3	10.3	10.7	11.0	10.8	10.8	10.8
<u>Germany</u>	Percentage	i	11.1	10.8	10.8	11.0	11.0	11.2	11.2	11.4	11.5	11.7
<u>Spain</u>	Percentage	i	9.1	9.2	9.2	9.1	9.1	9.1	9.0	8.9	9.0	9.0
<u>Sweden</u>	Percentage	i	8.3	10.4	10.8	10.9	11.0	10.8	10.8	10.8	10.9	10.9
<u>United States</u>	Percentage	i	16.3	16.3	16.3	16.2	16.4	16.7	17.0	17.0	16.9	17.0

Health expenditure and financing

This table does a great job of displaying the increase or decrease of financing for health expenditures in each of the countries. It is easy to see how each of the countries are being effected from this table and to see how they are moving towards medicare for all. In this chart you can see a big increase in the amount of financing for the country of Sweden as they jump all the way from 8.3-10.9. The US, Canada, and Germany all see a small increase in their financing but do not have a jump like Sweden, however, they are still moving towards medicare for all. In this model, Spain is the only country that moves down .1, it seems they do not put a lot of emphasis on changing their financing.



This graph displays the life expectancy of women in these countries during the time frame of 2010-2018. I believe that this is a good display for medicare for all because when they are more taken care of they will be able to live longer. The countries outside of the US see a nice gain in the average age over the few years listed on the graph. The US also sees a gain in average life expectancy but it is very minimal and only about .1 compared to the rest that are closer to 1. I think this is partly because the US already has slightly advanced living than the other countries so it is harder to effect the numbers for the US.

Country	Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Canada		40113.5	41666.7	42290.9	44298.5	45753.8	44671.4	46480.5	48633.8	50077.8	50966.8
Germany		38978.7	42541.5	43359.6	44993.9	47011.6	47683.8	50564.3	53011.8	54456.9	55795
Spain		31703.9	31868	31720.1	32434	33525.7	34912.5	37282.4	39575.5	40482.6	41903.3
Sweden		42210.9	44503.7	45304.4	46138.5	47045.6	48975	50433.9	52692.9	53807.8	55094.9
United States		48467.5	49886.8	51610.6	53117.7	55065	56839.6	57951.8	60062.4	62996.7	65280.7

GDP

This GDP chart is a great way to see how the movement for medicare for all is going. GDP or gross domestic product helps show how the economy is growing for these countries over time. GDP per capita is a better way to see how it effects each citizen but GDP is still a very big factor. All of these countries see a great improvement on their GDP so it is a good sign that the economy is growing and there is more money to be spent. The fact that these countries are continuing to grow will be beneficial to healthcare and will help in medicare.

	Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Measure	Country										
Defined daily dosage per 1 000 inhabitants per day	Canada	78.8	82.7	83.7	85	87.4	90.1	106.6	110.6	114.4	121.7
	Germany	46.7	50	51.9	53.1	55.1	56.4	56.5	56.9	56.6	..
	Spain	61.2	63.9	64	65.2	71.3	73.1	75.5	77.2	80.4	..
	Sweden	75.8	79.4	81.1	84.3	87.8	92.5	95	96.9	98.7	102.7

Pharmaceuticals

Sadly, the US would not come up for the pharmaceuticals but I felt this was too important of a table to leave out of my lab. An increase in pharmaceuticals for each country shows that they have the ability to acquire medicines that they were not able to before. All four of these countries see an increase of over 10 to their pharmaceuticals over the last ten years. Canada saw a big jump during this time period as they went from 78.8 to 121.7 from 2010-2019 and this shows that their pharmaceuticals have come a long way over the last 10 years. I believe Medicare for all has made a big move over the last ten years and this chart does a great way of showing that.

WRITING AN ANNOTATED BIBLIOGRAPHY

What is an annotated bibliography?

An annotated bibliography gives an account of the research that has been done on a given topic. Like any bibliography, an annotated bibliography is an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance. Depending on your assignment, an annotated bibliography may be one stage in a larger research project, or it may be an independent project standing on its own.

Selecting the sources:

The quality and usefulness of your bibliography will depend on your selection of sources.

Define the scope and limits of your research carefully so that you can make good judgments about what to include and exclude:

- What **problem** am I investigating? What **question(s)** am I trying to pursue? If your bibliography is part of a research project, this project will probably be governed by a research question. If your bibliography is an independent project on a general topic (e.g. aboriginal women and Canadian law), try formulating your topic as a question or a series of questions in order to define your search more precisely (e.g. How has Canadian law affecting aboriginal women changed as a result of the Charter of Rights and Freedoms? How have these changes affected aboriginal women? How have aboriginal women influenced and responded to these legal developments?).
- What **kind of material** am I looking for? (academic books and journal articles? government reports or policy statements? articles from the popular press? primary historical sources? etc.)
- Am I finding **essential studies** on my topic? (Read footnotes in useful articles carefully to see what sources they use and why. Keep an eye out for studies that are referred to by several of your sources.)

Summarizing the argument of a source:

An annotation briefly restates the main argument of a source. An annotation of an academic source, for example, typically identifies its thesis (or research question, or hypothesis), its major methods of investigation, and its main conclusions. Keep in mind that identifying the argument of a source is a different task than describing or listing its contents. Rather than listing contents (*Example 1 below*), an annotation should account for **why** the contents are there (*Example 2*).

Ex. 1

Only lists contents

McIvor, S. D. (1995). Aboriginal women's rights as "existing rights."
Canadian Woman Studies/Les Cahiers de la Femme 2/3, 34-38.

This article discusses recent constitutional legislation as it affects the human rights of aboriginal women in Canada: the *Constitution Act* (1982), its amendment in 1983, and amendments to the *Indian Act* (1985). It also discusses the implications for aboriginal women of the Supreme Court of Canada's interpretation of the *Constitution Act* in *R. v. Sparrow* (1991).

Ex. 2
**Identifies
the
argument**

Mclvor, S. D. (1995). Aboriginal women's rights as "existing rights."
Canadian Woman Studies/Les Cahiers de la Femme 2/3, 34-38.

This article seeks to define the extent of the civil and political rights returned to aboriginal women in the *Constitution Act* (1982), in its amendment in 1983, and in amendments to the *Indian Act* (1985). This legislation reverses prior laws that denied Indian status to aboriginal women who married non-aboriginal men. On the basis of the Supreme Court of Canada's interpretation of the *Constitution Act* in *R. v. Sparrow* (1991), Mclvor argues that the *Act* recognizes fundamental human rights and existing aboriginal rights, granting to aboriginal women full participation in the aboriginal right to self-government.

research question

method & main conclusions

The following reading strategies can help you to identify the argument of a source:

- Identify the author's thesis (central claim or purpose) or research question. Both the introduction **and** the conclusion can help you with this task.
- Look for repetition of key terms or ideas, especially those occurring in the thesis. Follow them through the text and examine what the author does with them.
- Notice whether and how a theory is used to interpret evidence. Identify the method used to investigate the problem/s addressed in the text.
- Notice how the text is laid out and organized. What are the main sections? What is emphasized? Why? Accounting for why will help you move beyond listing contents and toward accounting for argument. Look also for paragraphs that summarize the argument.

Assessing the relevance and value of a source:

Your annotation should now go on to briefly assess the value of the source to an investigation of your research question. If your bibliography is part of a research project, briefly identify how you intend to use the source and why. If your bibliography is an independent project, assess the source's contribution to the research on your topic. Keep in mind models for assessing arguments in your course materials and discipline.

- Are you interested in the way the source frames its research question or in the way it goes about answering that question (its method)? Does the source make new connections or open up new ways of seeing a problem? How effective is the method of investigation? (e.g. bringing the Sparrow decision concerning aboriginal fishing rights to bear on the scope of women's rights)
- Are you interested in the way the source uses a theoretical framework or a key concept? Why do you find this use valuable? Is it problematic in some ways? (e.g. analysis of existing, extinguished, and other kinds of rights)
- Does the source gather and analyze a particular body of evidence that you want to use? How good is the evidence? (e.g. the historical development of a body of legislation)
- How do the source's conclusions bear on your own investigation?

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ECON 4695
Economics Senior Seminar
Spring 2013
Midterm Analytical Exercise Grading Rubric
Joe Zappacosta

Completeness: this portion of your score reflects whether or not your midterm exercise was complete, i.e., did you follow all instructions provided and produce all charts/tables and written analysis required.

TOTAL POINTS OUT OF 20: 20

Quality of analytical writing and analysis: this portion of your score reflects the overall quality of your analytical writing and analysis. This includes both the general quality of your basic writing skills (spelling, punctuation, grammar, organization, etc.), and the quality of your actual analytical/economic writing and reasoning.

TOTAL POINTS OUT OF 70: 62

Details: this portion of your score reflects whether or not your midterm exercise “got” all the small details right, e.g., did your charts/tables include appropriate titles, legends, axis information, source information, etc.

TOTAL POINTS OUT OF 10: 10

TOTAL POINTS ON MIDTERM: 92

General comments on your midterm

Overall, this was an excellent midterm. See my written comments throughout your exam. The only major shortcoming concerns the relative lack of specific stat citations which allow a reader’s eyes to focus on what YOU want him/her to see. For example, in Figure 5, you might have added some detail about how high unemployment rates in the two states actually rose to and subsequently how much they have improved during the recovery. Your Figure 7 was also incorrect, as you calculated month-to-month rates of growth as opposed to year-on-year rates of growth. The latter (because it is far less volatile) would have allowed you to see the business cycle more clearly. So the difference for example is: February 2011 compared to January 2011 vs. February 2011 compared to February 2010. Also note for Figs. 8 and 9 (employment indexes) that the choice of a base period is largely tied to the story one is trying to show/tell. In the long-run picture, it makes sense to start at the beginning of the last decade to see how the two state economies performed (in job growth terms) over the entire decade. In the short-run view, one is more interested in showing what happened over the recent Great Recession. Finally, you could have dug lots more detail out of the sector tables than you did. See my comments on those pages—specifically, you could have highlighted trends in retail trade employment growth over the past several years. Perhaps even added an additional graph comparing the two trends—clearly relevant to the larger question at issue.

Still, overall very well done. Nice work.

Sean H. Thesis Draft Feedback

OK—you've clearly done a lot of good work here and are moving in a good direction. Here are some comments on your draft—ones we'll discuss on Monday when we meet. I'll also return your draft with my handwritten comments and go through them with you.

These aren't in any particular order—more train of thought oriented as I read through your draft.

On p. 5 you need to say something like: Because marijuana has only recently been legalized in Colorado and Washington, there is limited concrete data and/or anecdotal evidence to support this thesis' central argument. However, several countries have had liberal drug use policies for years. Specifically, I draw on these case studies to support . . . In addition to these case studies, I also rely upon economic theory—principally neoclassical economic theory—to support my argument >>> or something along these lines.

For each case study **you need to systematize your presentation** a bit. Talk first (say) about drug-related incarcerations, then criminal justice expenditures, then revenue receipts, etc. for each case study.

You really need to gather more hard data and add it in various placed throughout your paper. For instance, a long time series that shows total drug-related incarcerations in the U.S., estimated expenses associated with those incarcerations (not to mention the \$\$ associated with the criminal judicial process itself). And, would be nice to get similar stats for your case study countries. A good place to begin (if it contains lots of data—which it probably does—is the Cato article you cite on p. 10.

You may want to provide a summary table in which you bring all of your case studies together and provide some pre- vs. post-decriminalization/legalization snapshots of relevant data, e.g., average drug-related incarcerations, \$ expenditures process these individuals, pre vs. post rates of use, etc.

Another thought: why not use the legalization of alcohol to make some extrapolations regarding the likely economic impact of marijuana legalization? It's probably easy to get stats on total alcohol consumption, tax proceeds, etc. in the U.S. going way back. Not sure where to point you exactly but I'm sure you can find something. The point of course is to highlight the net economic benefits of legalization/decriminalization. We no longer of course speak/talk of moonshine and a mafia-based alcohol industry. Instead, we talk of drug cartels! Hence, prohibition has often provoked underground operations and the associated violence that accompanies it—as you note.

See this data table for your discussion of Colorado and Washington. Could use it to speculate about the likely revenue receipts. The second url provides estimates of pot usage rates in the 18 states where usage is estimated to be the highest—including both Colorado (3rd highest) and Washington (11th).

<http://www.taxpolicycenter.org/taxfacts/displayafact.cfm?Docid=399>

<http://www.cbsnews.com/pictures/18/>

Early tax receipts data for Colorado:

<http://www.reuters.com/article/2014/04/11/us-colorado-marijuana-idUSBREA3A1X720140411>

You also need to expand the section that explains the usual public health concerns argument against legalization. There must be something written by some think tank adamantly opposed to legalization that speaks to these types of public health/social concerns in an effort to support this position. Need some cites here.

Other sources I encourage you to read—and, check out their references too!

<http://www.coss.fsu.edu/economics/sites/coss.fsu.edu.economics/files/users/bbenson/escalating-stanford.pdf>

<http://www.vera.org/blog/costs-and-benefits-incarcerating-low-level-drug-offenders>