ECON 312L: ECONOMETRIC APPLICATIONS
FALL 2024

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Course Information: Mondays 12:00-2:50pm, Bell Tower 2582 (Lecture, concurrent course)
Wednesdays 12:00-2:50pm, Del Norte 2535

Textbook: We are going to use Jeffrey Wooldridge's *Introductory Econometrics* (5th edition). I have put the PDF in our Canvas.

Course Description: Application of economists' empirical methods to instructor- and student-generated research questions. Emphasizes the collection and manipulation of economic data, applications of estimation techniques, and interpretation of regression results using statistical software.

Course Learning Outcomes: Upon completion of this course, you will be able to:
1. Apply econometric models to real-world data to identify relationships
2. Analyze real-world data through an economic lens, with an emphasis on identifying truly causal relationships
3. Identify spurious relationships in data and applied techniques
4. Assemble a dataset using fundamental techniques of data analysis and cleaning and industry standard software
5. Develop hypotheses using economic theory and apply them to a unique data set
6. Analyze a novel dataset using appropriate econometric techniques
7. Author a draft report on an economic question using the student-assembled data

Translation: The lecture is why this works. The lab is how to do it.

Grades: The grades you earn will reflect the degree to which you meet the course learning objectives. I use the +/- system for grades; while people who get an 89 and a 91 are substantially similar in terms of the learning they have accomplished, people who get an 89 and an 81 are not. I round to the nearest tenth of a percentage point on the final grade, and use "top 3/bottom 3" for pluses and minuses. Curves are great for car ads, but not for this class. Do not expect one.

Here are how your grade will be determined in this class:

Assignments	50 percent
Project	50 percent

Assignments. Assignments will be activities where you'll write some code to manipulate data, sometimes to do practice problems from the text, and sometimes to do something entirely new. I'll be making these week-to-week depending on what we seem to need to practice.

Project. You will create a research question, write a short literature review, find a dataset, describe that dataset, and use the dataset to answer your research question. This is where you show me that you learned something in the lecture and the lab combined, gang! I will give you more details on this after the first few weeks, since getting used to coding and also interpreting output will take a minute.

Attendance: Attendance is essentially mandatory. We will code together each and every week, and I will reveal the remainder of the assignment in class. That said, there are no quizzes or tests in class, so please do not drag yourself to class sick—just email me once you realize you're sick!

Make-Up Exams: There are no exams to make up. Problem averted!

Grade appeals: If you believe that I misgraded your assignment, you may submit a written appeal no later than 2 classes after I return the grade. Attach the relevant exam or quiz along with a written explanation of the appeal. I will respond in writing. If there is still a disagreement, we can meet during my office hours. For the project, this deadline does not count any break between semesters (i.e., you have two weeks into the next semester to follow up with me).

Office Hours: Office hours belong to you, not to me. Please use them! They tend to get busy near exams and project deadlines, but otherwise tend not to be crowded. If they are crowded, we'll take over a nearby meeting room.

How to reach me: I will email you at your CSUCI email account; please check it regularly. Emaling me at my CSUCI email address is an effective way to reach me. Calling also works—I set up call forwarding on my office phone to my mobile. If you call and do not reach me, please leave your number in your message—I don't get full caller ID on forwarded calls to my mobile. Sorry.

Canvas: I use Canvas to post everything. Please check Canvas daily.

Disability Accommodations: CSU Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Academic Honesty: Most people don't cheat. If everyone doesn't cheat, then this part of the syllabus was unnecessary. Let's make it unnecessary, okay?

> 1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
> 2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.
4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. The Academic Appeals Board shall consist of faculty and at least one student.
7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

<u>Course Outline</u>:

Normally I have a very detailed plan here. This year, I do not. I have taught econometrics at CSUCI one time, and I'm not sure it went as well as it could have.

So here's the deal: we are going to proceed through the first nine chapters of Wooldridge and the associated Python chapters. Beyond that, I think we'll probably skip time series and go to section 3 of Wooldridge. We will have a midterm exam around week 8 (i.e., about October 14th) in the lecture. After the first two to three weeks, I'll have a good handle on how quickly we can go for the rest of the class.

For the project, here are our first two touch points:

1. Two ideas to discuss in lab by September 11th.
2. Find some related papers and a useable data set (or pieces thereof) by October 16th.

I will see how you're doing at that point and fill in the rest there, rather than put an ambitious schedule here and then constantly push it back.

I apologize for the lack of structure here, gang. I'm sure it's unsettling for many of you—it is for me! But I neither want to freak you out by suggesting we'll cover too much, nor fail to push you enough by making a cake syllabus for me. Thus the ambiguity; thank you for rolling with it.