

Syllabus for ECO 405.01

Seminar in Economics

Fall 2022

John Jay College of Criminal Justice

524 West 59th. Street, New York, NY, 10019

Professor Jay Hamilton: jhamilton@jjay.cuny.edu (212) 237-8093 Office 9.63.12 New Building

Class Meets Times & Mode: In-person Mondays and Wednesdays from 3:05 to 4:20 PM

Classroom: Haaren 222

Office Hours: After class, by appointment, and by appointment on Zoom.

Course Description

This seminar is a culmination of the economics major. In this course students will synthesize the various topics and techniques acquired in previous economics courses into the production of a significant research project. The project will include substantial analysis, policy recommendations and oral & written presentations. Students will engage in extensive peer review.

Learning Objectives

By the end of this class students will produce a research paper and presentation they would be confident using for a job interview.

Course Organization

This course has two aspects: the research paper and the presentation

Time in the classroom will discuss how to conduct research and how to present that research in writing and oral presentation with visual aids. Class meetings will include writing exercises, presentation exercises and peer review through both oral commentary and editing of written work.

Considerable expenditure of time outside the classroom should be dedicated to producing a literature review, conducting research (quantitative or qualitative), and preparing the research for presentation (writing & presenting). Students should schedule one-on-one sessions with the instructor.

Attendance

Prepared attendance is critical to the collective functioning of the class. Every class meeting requires interaction with your classmates. Absences slow down everyone's progress. Make sure you are prepared for the class session; look to the course schedule and your notes to see what is expected for every class session. You should bring paper and writing implement to each class because many writing exercises require handwritten responses. If you are ill or have other intervening circumstances, please email the instructor.

Readings and Other Media:

There are no required common readings. Students will find source materials for their research. The instructor may recommend readings on writing style

Grading:

In-Class Exercises 20% (see the *Course Schedule* for which classes include exercises)

Research Paper 60% (see rubric below for grade break down)

Final Presentation 20% (see rubric below for grade break down)

Research Paper

- Topic Statement (5% of course grade) DUE: September 19
- Annotated Bibliography (5% of course grade) DUE: October 17
- Outline with Thesis (5% of course grade) Due: November
- Draft (5% of course grade) DUE: December 10 via email
- Final: DUE: December 21 via email
 - Introduction (10% of course grade)
 - Body (25% of course grade)
 - Conclusion (5% of course grade)

Research Presentation

- Draft of visual aids (5% of course grade) DUE: Nov. 9 or Nov. 23
- Presentation SEE syllabus for assigned presentation dates
 - Ability to Communicate (5% of course grade)
 - Quality of Visual Aids (5% of course grade)
 - Persuasiveness (5% of course grade)

Policies

Academic Integrity (copied from the 2021-2022 Undergraduate Bulletin)

Note: The information that follows is excerpted from the CUNY Policy on Academic Integrity. For the complete text of the CUNY Policy on Academic Integrity, see [Chapter 13, Policies, Rules and Regulations](#).

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism

It includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining Unfair Advantage

It is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- depriving other students of access to library materials, by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Citation

Student may choose any citation style as long as it is widely recognized, and the student uses the citation style consistently. Group Projects must use a single citation style.

Americans with Disabilities Act (ADA) (copied from the 2021-2022 Undergraduate Bulletin)

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities and provide appropriate supporting documentation. The Student Disabilities Services Coordinator may consult with appropriate college officials such as the instructor or Provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Carrie Dehls is the Human Resources Benefits Coordinator. Employees may reach her at cdehls@jjay.cuny.edu or at 212.237.8504.

Malaine Clarke is the Director of Accessibility Services. Students may reach her at maclarke@jjay.cuny.edu or at 212.237.8185.

Silvia Montalban is the College's 504/ADA Compliance Coordinator, she can be reached at smontalban@jjay.cuny.edu or at 646.557.4409.

Additional information about this CUNY policy can be accessed at:
<http://www.jjay.cuny.edu/accessibility-services-appeal-process>

Attendance

Students are expected to actively participate in each class session.

Deadline Exceptions

Reasonable explanations of missed deadlines may exempt the student from grade point penalties. Late individual assignments will be accepted but will receive grade deductions. If you know you will miss a deadline, please inform the instructor as early as possible. If you miss a deadline for a reason that could not be communicated ahead of time, please contact the instructor as soon as possible.

Incomplete Grade

An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details.

Extra Work During the Semester (copied from the 2021-2022 Undergraduate Bulletin)

Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Class Environment

This course discusses material some people consider sensitive. My goal is to provide a class where every student feels safe; but students should also feel "a little uncomfortable." You should feel safe in that other students do not verbally attack you personally. You should feel safe in expressing your opinions. You should feel safe enough to make mistakes and expect forgiveness from others when you do. (I cannot overemphasize the importance of feeling safe enough to make mistakes – college is all about a safe place to make mistakes – or at least it should be).

You should also feel somewhat uncomfortable about the subject matter and the policy positions of others including politicians, your classmates, your professors and even yourself. We need to confront the things in our lives and society that make us uncomfortable so that we can produce positive change. If you find the class has progressed beyond uncomfortable and transgressed into "unsafe." Please let me know immediately.

I do not provide "trigger" warnings for each item that may make someone feel unsafe. If you know that you are very sensitive to certain subjects, please discuss this with me at the beginning of the semester. I will work with you individually to navigate these subjects.

Course Schedule

The course schedule *may* change, please stay in communication for changes.

See Blackboard for resources and updates.

Please note: CUNY has a wacky schedule with various days cancelled or rescheduled to other days.

August 29

Introductions:

Oral Introductions: Name, career goals, & possible research interests.

Questions

August 31

Research Paper Topics Discussion

Detailed > Vague

Interesting Topic > Well-tread Subject

Doable > Pie-in-the-Sky

Topic → Thesis

September 7

Research Topics Discussion

Be prepared to discuss your chosen topic.

September 12 [I won't be there]

Unguided In-Class Exercise (4% of course grade)

Make sure you are prepared with the correct worksheet!

September 14

Research Paper Format

Introduction (must have thesis)

Body (various approaches)

Example 1

Literature Review

Methods

Data

Analysis

Discussion

Conclusion (must reiterate thesis)

Example. 2

History of Topic

Modern Context

Notable Contributions

Argumentation

Considerations

September 19

Topic Statement Due (5% of course grade)

Pass around for student review in-class

September 21

Topics to Thesis

September 28

Annotated Bibliography

Who is this for?

What are annotations?

Where should this go?

When to work on this?

Why bother?

From bibliography references, etc.

September 29 (Special Thursday Class Meeting)

Replaced with one-on-one meetings

October 3

In-Class Exercise (4% of course grade)

October 12

Annotated Bibliography workshop – *bring a draft of your Bibliography*

October 17

Annotated Bibliography Due (5% of course grade)

Discussions of sources with student examples

October 19

Research Updates (including thesis if you are ready)

October 24

Outline

Who really does this?

What really matters in an outline?

Where will I ever use this?

When do I make changes?

Why bother?

October 26

In-Class Exercise (4% of course grade)

October 31

Editing workshop – *bring drafts of your outline for others to edit*

November 2

Outline with Thesis Due (5% of course grade)

Dealing with burn-out/languish/fatigue/anxiety/blasé/rage/apathy/etc.

November 7

Presentation Pointers & Practice (pulling up slides, voice projection, pointing devices, etc.)

Questions

November 9

Draft of visual aids for presenters Nov. 21 thru Nov. 28 (5% of course grade) via email

In-Class Exercise (4% of course grade)

November 14

Presentation Preparation

Questions

Practice

Vocal Exercises

November 16

Research Updates

November 21

Presentations

Regina Smith
Callie Vargo
Azman Chowdhury

November 23

Draft of visual aids for presenters Nov. 30 thru Dec. 7 (5% of course grade) via email

Presentations

Fahad Mamun
Peng Yu
Fatma Belhadj

November 28

Presentations

Katherine Giron
Arun Budhoo
Drake Villavicencio

November 30

Presentations

Evin Lee
Jennifer Segura
Daniel David

December 5

Presentations

Peter Rivas
Sawanya Phinphattrakun
William Moya

December 7

Presentations

Akinola Ajayi
Jaelyn Bove-Domenech
Jorge Melendez

December 10 → Saturday!

Paper Drafts (5% of course grade) via email

December 12

Final Class Discussion:

Presentations Recap Papers: last minute questions
What's next: graduation, jobs, etc.

In-Class Exercise (4% of course grade)

Final Papers due no later than December 21.