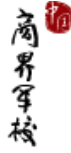




**PHBS**  
北京大学汇丰商学院



# GEN501 Research Methodology Module 3, 2020-2021

## Course Information

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**Instructor: Insook Lee**

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Office Hour: Monday 3:30-5:30 pm or by appointment

Teaching Assistant: TBA

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**Classes:**

Lectures: Thursday, 15:30-17:20

Venue: PHBS Building, TBA

## 1. Course Description

### 1.1 What is this course about?

This course aims to provide the guidelines for organizing, planning, designing and conducting research in economics. The first part of this course is for introducing students who are preparing to write their thesis the manner of conducting research generally accepted in the economics field. In particular, this course is divided into the following three: (1) general outline (from brainstorming a research topic to presenting research outcome) (2) research methodology for microeconomics (3) research methodology for macroeconomics (4) research methodology for (applied) econometrics. The remaining part is for learning by doing. That is, students critically review others work and present their own preliminary research paper.

### 1.2 Textbooks and Reading Materials

Main Textbook

No main textbook

Supplementary Textbook

Don Ethridge “Research Methodology in Applied Economics” 2<sup>nd</sup> edition, 2004, Wiley-Blackwell  
Manas Dasgupta “Research Methodology in Economics” 2007, Deep & Deep Publications.

Readings

Aghion, Philippe, David Hemous, and Enisse Kharroubi (2014) “Cyclical Fiscal Policy, Credit Constraints, and Industry Growth” *Journal of Monetary Economics*, 62: 41-58.

Amarante, Verónica, et al. (2016) “Do cash transfers improve birth outcomes? Evidence from matched vital statistics, program, and social security data.” *American Economic Journal: Economic Policy*, 8.2 : 1-43.

- Chiappori, Pierre-André, Bernard Salanié, and Yoram Weiss (2017) “Partner Choice, Investment in Children, and the Marital College Premium” *American Economic Review*, 105(11): 3443-70.
- Fan, Haichao, et al. (2016) “News Shock, Firm Dynamics and Business Cycles: Evidence and Theory,” *Journal of Economic Dynamics and Control*, 73: 159-180
- Fuster, Luisa, Ayşe İmrohoroğlu, and Selahattin İmrohoroğlu (2007) “Elimination of Social Security in a Dynastic Framework” *Review of Economic Studies*, 74: 113-145.
- Gottardi, Piero, Atsushi Kajii, and Tomoyuki Nakajima (2015) “Optimal Taxation and Debt with Uninsurable Risks to Human Capital Accumulation” *American Economic Review* 105(11): 3443-70.
- Man, Priscilla T. Y. and Shino Takayama (2013) “A Unifying Impossibility Theorem,” *Economic Theory*, 54:249–271
- Merion, Elena Claudia, and Esperanza Vera-Toscano. (2017) “The persistence of overeducation among recent graduates.” *Labour Economics*, 48: 120-143.
- Millner, Antony and Geoffrey Heal (2018) “Time consistency and time invariance in collective intertemporal choice” *Journal of Economic Theory*, 176: 158-169.
- Piguillem, Facundo, and Alessandro Riboni (2015) “Spending-biased Legislators: Discipline through Disagreement” *Quarterly Journal of Economics*, 130: 901-949.
- Rafael Lopes de Melo (2018) “Firm Wage Differentials and Labor Market Sorting: Reconciling Theory and Evidence” *Journal of Political Economy*, 126(1):313-346.
- Ramnath, Shanthi P., and Patricia K. Tong. (2017) “The Persistent Reduction in Poverty from Filing a Tax Return.” *American Economic Journal: Economic Policy*, 9(4): 367-94.
- Rothschild, M., and J. Stiglitz (1976) “Equilibrium in Competitive Insurance Markets: An Essay on the Economics of Imperfect Information” *Quarterly Journal of Economics*, 90(4):629-49.
- Song, Zheng, Kjetil Storesletten, and Fabrizio Zilibotti (2012) “Rotten Parents and Disciplined Children: A Politico-Economic Theory of Public Expenditure and Debt” *Econometrica*, 80(6): 2785-2803.

## 2. Learning Outcomes

### 2.1 Intended Learning Outcomes

Learning Goals	Objectives
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.
	2.2. Students will be able to apply leadership theories and related skills.
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.
	3.2. Our students will practice ethics in the duration of the program.
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.
5. Our graduates will be	5.1. Our students will have a good understanding of

skilled in problem-solving and critical thinking.	fundamental theories in their fields.
	5.2. Our students will be prepared to face problems in various business settings and find solutions.
	5.3. Our students will demonstrate competency in critical thinking.

## **2.2 Course specific objectives**

### **2.3 Assessment/Grading Details**

Assessment task	Weighting	Due date
Class participation (attendance)/attitude	27%	Every class
Assignments	21%	TBA
Presentation of preliminary research paper	40%	TBA
Team project for discussing given published paper	12%	TBA

Attendance will be checked for every class. Each class takes up 3% point of the total grade. Thus, in total, attendance comprises 27% points.

When learning research methodology from actually published research paper, a number of journal articles will be discussed during the class.

To this end, team will be formed for a given journal article. Through within-team discussion and debate, students can further understanding how actual research paper adopts and executes research methodology. Each team presents an assigned research article in the shoes of author and evaluator, respectively. At the presentation, each team should both the presentation slide on discussion for an assigned research paper. At the same time, each individual student submits referee report after reading each research article.

Each student presents his or her own research paper (which does not have to be finalized one but can be preliminary) for the later half of the course. Each presentation should have (i) one clearly defined research question, (ii) brief literature review (potential contribution of the research), (iii) research method for answering the question, (iv) the reason for choosing the research method, (v) preliminary result, (vi) [optional] conclusion and implications, (vii) references. Each student can choose their own topic and methodology.

### **2.4 Academic Honesty and Plagiarism**

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar. For more information of plagiarism, please refer to *PHBS Student Handbook*.

### 3. Topics & Teaching Schedule

Schedule	Topics	Lectures
1.	Introduction of the Course	Logistics, Scope and aim of the course; Overview of the course roadmap; Motivation
2 – 3.	Choosing Research Question	Guideline for choosing research question; What is required property for proper research question?
4.	Research Methodology For Economics	Differentiating research methodology and research method; Examples of ‘bad’ research methodology; Cases of failed defense
5.	Writing Research Paper	Usual organization of a research paper (from introduction to conclusion) and essential component of each part; Plagiarism issue; Useful tips for writing research paper in English
6.	Presentation of Research Paper	Need to develop presentation skills; Checklist for presentation slides; Guidelines for effective presentation
7.	Research Methodology for Microeconomics	Theoretical foundation of economics; Blurry and expanding boundary of microeconomics; Applied Microeconomics, The feature of research methods of micro-theory and applied microeconomics
8.	Examples of Microeconomics Research Paper	Reading some published research papers of microeconomics and understanding them in the shoes of author and evaluator, respectively.
9.	Research Methodology for Macroeconomics	The defining feature of macroeconomics, economic growth; Various research methods of macroeconomics
10.	Examples of Macroeconomics Research Paper	Reading some published research papers of macroeconomics and understanding them in the shoes of author and evaluator, respectively.
11.	Research Methodology for Empirical Analysis (Econometrics)	Quantitative methods for testing economic problem (hypothesis); Choosing dataset; Choosing proper estimator; Endogeneity
12.	Examples of Empirical Analysis (Econometrics) Research Paper	Reading some papers of empirical analysis and understanding them in the shoes of author and evaluator, respectively.
13.	Presentations of Preliminary Research Paper	Students make a presentation of their own preliminary research paper (which is not final but can potentially be thesis in the future).