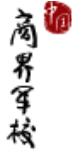




**PHBS**  
北京大学汇丰商学院



Course Code  
**Applied Microeconomics**

## Course Information

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**Instructor:**

Office: PHBS Building

Email:

Office Hours:

**Teaching Assistant:**

Email:

TA Office Hours: PHBS Building 213/214

**Classes:**

Lectures: Mon & Thur 15:30-17:20

Venue: PHBS Building

**Course Website:**

Course Management System

## 1. Course Description

### 1.1 Context

Course overview:

The field of applied microeconomics (“applied micro”) is a fundamentally outward-looking branch of economics. Applied microeconomists take economic theories and methodologies out into the world and apply them to interesting questions of individual behavior and societal outcomes. This upper-level seminar will start with an overview of the field and its methodologies, followed by foundational material in econometric identification. We will then address substantive areas such as labor, development, finance, environmental econ, applied macro, and trade. Specific topics will vary from year to year.

This course differs from many other econometrics courses in that it is oriented towards applied practitioners rather than future econometricians. It therefore emphasizes research design (relative to statistical technique) and applications (relative to theoretical proofs), though it covers some of each.

Most of the course will be devoted to close reading of research papers, including discussion of the relative merits of particular theoretical and empirical methodologies. Students will participate actively in class discussion, make oral presentations, evaluate empirical data, and write analytical papers.

**Prerequisites:** An introduction course to econometrics.

## 1.2 Textbooks and Reading Materials

The course is not based on any one textbook. Lecture notes and supplemental materials will be provided to students.

We will pick and choose from a variety of texts, papers, and other resources. We will draw most heavily from the following four resources:

[AP] Angrist, Joshua and Jorn-Steffen Pischke (2009). *Mostly Harmless Econometrics*. Princeton University Press.

[JW] Wooldridge, J., (2001), *Econometric Analysis of Cross Section and Panel Data*. MIT Press.

## 2. Learning Outcomes

### 2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment (YES with details or NO)
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	research proposal
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	research proposal, presentations, discussion
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.	group presentations
	2.2. Students will be able to apply leadership theories and related skills.	group presentations
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.	NA
	3.2. Our students will practice ethics in the duration of the program.	NA
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	lectures
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	lectures, presentations, discussion
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	research proposal, presentations
	5.3. Our students will demonstrate competency in critical thinking.	research proposal, presentations, discussion

### 2.2 Course specific objectives

This course is meant to provide a solid foundation for and develop students' interest in conducting empirical research.

## 2.3 Assessment/Grading Details

### Tentative weights:

Item	Weight
Participation	20%
Presentation	20%
Individual Report	20%
Research Proposal	40%

**Participation (20%):** This grade reflects **my** judgment of your contribution to our learning environment. The grades take into account (1) the *frequency* of your questions and responses in class, (2) their *quality* (e.g., relevance to course materials; insights that differ from others' points of view; elaboration or clarification of others' opinions), and (3) the *professionalism* of your conduct (e.g., no side conversations, no cell phones, preparedness, and respect to your fellow students and their contributions). Note that an interactive environment is not only essential to learning, but also makes the class a more interesting experience.

At times, there may be scenarios when there are too few responses. In those moments, I will randomly choose students to answer my questions based on Excel's random name generator. Your responses will be evaluated to form class participation grades.

Note the School's policy regarding attendance. I generally do not take attendance, but may check it sporadically: the probability of checking is inversely related to the attendance rate. While occasional absence is excused without punishment, in-class discussion and participation are strongly encouraged, and I reserve the right to make small upward adjustments to your final grade using attendance. However, if you don't attend, you can't participate! Miss classes at your own risk.

**Presentations (20%):** Some lecture time will be devoted to discussing research papers related closely to material we cover. Students form a group and give a presentation of a paper assigned to them. See the Rule for Presentations below.

**Individual Report (20%):** Each student reviews a recent paper and write a referee report to evaluate the paper to offer comments and criticisms. The goal is to get familiar with the format and content of an eligible thesis and eventually help you write your own. Each report should be **1-2 pages single-spaced**. The report should start off with a one paragraph summary of the main argument of the article. You should describe your main 3-4 points in detail as if you were writing directly to the author. Conclude the report with more minor comments. You can also discuss extensions that can be interesting to explore. A good report not only clearly states the shortcomings of the work, but also lays out clear, constructive and realistic suggestions for improvement. The report is due at the end of the final exam week. Please submit your report to TA via email.

**Research Proposal (40%):** An important goal of the class is to help you generate research ideas of your own, which can be a basis for your master's thesis or research project. Each student must turn in individual research proposals (**~4-5 pages, double-spaced**). The proposal consists of three key parts: an introduction of the research question, a literature review, and how you plan to answer the research question (data, model, methodology etc.). It also needs to include sufficient details to show that the project is feasible. The goal is to familiarize students with preparation of a qualified thesis topic and eventually help them start their own thesis topics. The proposal will be due after the exam week.

The final report should include a **concise abstract of no more than 150 words**, written as if your expected results will come to fruition. In other words, this is the ideal abstract that you hope you will be able to write after you complete the research (in the master's thesis, you will write more than 150 words, so consider this succinct abstract as the core upon which you can expand).

**Important:** You are not allowed to submit a proposal/project verbatim used for another class. It's okay to use the same topic only if you exert substantial efforts to improve it.

This grade is my evaluation of your research proposal in written format. Everyone is required to write and submit your proposal.

## ***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.

### **AI tools requirements:**

Using AI tools to complete assignments or assessments without the approval of the course instructor will be regarded as an act of academic dishonesty. Depending on the severity of the situation, penalties will be implemented in accordance with the provisions of the Peking University Graduate Student Handbook.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

## **3. Topics, Teaching and Assessment Schedule**

### Tentative Outline\*

Part I: Introduction and Randomized Control Trials

Part II: Selection on Observables: Regression, Matching

Part III: Selection on Unobservables: DID, IV, RD

## Part IV: Presentations

\* subject to change based on actual progression of the course

### 4. Miscellaneous

#### Communication

While the best way to reach me outside of class is generally during office hours, email is also appropriate in certain cases. Please limit email to questions that can be answered succinctly (e.g., asking for very brief clarification on problem sets, asking for a leave, scheduling office hour appointments) and follow the guidelines below:

- Include [Applied Micro] at the beginning of the subject followed by the subject of the email (in case I miss it). E.g., [Applied Micro] Difference between DID and PSM

I generally respond to emails within 24 hours. If two school days have passed and you still haven't received a reply, please send me a reminder.

#### **Readings:**

#### **Weeks 1-2: Introduction and Randomized Control Trials**

*AP* Chapter 3.1.

*AP* Chapters 1 - 2.

*JW* Chapter 2.

#### **Weeks 3-4: Selection on Observables**

*AP* Chapter 3.2.

*AP* Chapter 3.3.

*JW* Chapters 4, 18.3.1.

*JW* Chapter 18.3.2.

#### **Weeks 5-7: Selection on Unobservables**

*AP* Chapter 5.1 - 5.2.

*AP* Chapter 4.1 – 4.6.

*AP* Chapter 6.

*AP* Chapter 8.2.

*JW* Chapter 10.

*JW* Chapter 5.

*JW* Chapter 18.4.