Upper-division Writing Requirement Review Form (12/1/08)

### I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Course # (i.e. ANTH 455) or sequence</th>
<th>Description of the requirement if it is not a single course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMICS</td>
<td>ECON 488-ECON 489 (ECNS 488-ECNS 499)</td>
<td>Students write a senior thesis over the course of two semesters.</td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derek Kellenberg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeff Bookwalter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Douglas Dalenberg</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone / Email</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5612 / 4667 / 4406</td>
<td><a href="mailto:Derek.kellenberg@mso.umt.edu">Derek.kellenberg@mso.umt.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Jeff.bookwalter@mso.umt.edu">Jeff.bookwalter@mso.umt.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Doug.dalenberg@mso.umt.edu">Doug.dalenberg@mso.umt.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Program Chair: Douglas Dalenberg

### III Overview of the Course Purpose/Description

ECON 488 is used to develop the senior thesis proposal, give oral presentations on topics and solidify research methods used in economics. ECON 489 is used to complete the senior thesis and orally present the research results.

### IV Learning Outcomes:

**Student learning outcomes:**

Identify and pursue more sophisticated questions for academic inquiry

<table>
<thead>
<tr>
<th>Student learning outcomes:</th>
<th>Explain how each of the following learning outcomes will be achieved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and pursue more sophisticated questions for academic inquiry</td>
<td>Students spend a fall and spring semester writing a focused senior thesis which they propose, develop and complete. This requires more in-depth and sophisticated academic inquiry than they have performed up until this point in their academic career.</td>
</tr>
<tr>
<td>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>The senior thesis requires a literature review and some analysis. Since this is a comprehensive research project, students must find, evaluate and synthesize information from diverse sources.</td>
</tr>
<tr>
<td>Manage multiple perspectives as appropriate</td>
<td>The senior thesis requires students to apply the appropriate economic model or models, so students must manage multiple perspectives to the degree that there are multiple models of economic behavior.</td>
</tr>
<tr>
<td>Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline</td>
<td>Researching and writing like an economist is one of the major challenges students must face in writing a senior thesis in economics.</td>
</tr>
</tbody>
</table>
Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
Students must submit multiple drafts and incorporate faculty comments and editorial suggestions in their senior thesis proposal (fall) and their senior thesis (spring).

Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
Students are required to follow conventions of citation, documentation and formal presentation required by the discipline of economics. This is covered in both semesters in the course.

Develop competence in information technology and digital literacy
Since students are required to do original research, they must master competence in information technology and digital literacy. These topics are covered in the courses as well.

<table>
<thead>
<tr>
<th>V. Writing Course Requirements Check list</th>
</tr>
</thead>
</table>
| **Is enrollment capped at 25 students?** | □ Yes x No  
Students are assigned an individual faculty member to read and comment on drafts and final versions of the senior thesis. The instructor of record teaches the course, coordinates and acts as a resource but only comments on students he or she directly supervises. The instructor reads all of the final theses in order to calibrate grades, but does not comment on the theses. That is the responsibility of the advisor. |
| **Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?** | □ Yes X No  
A separate handout with the senior thesis assignment provides the expectations regarding outcomes. (Attached below syllabi.) |
| **Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?** | □ Yes X No  
A separate handout with the senior thesis assignment gives the detailed requirements for the drafts and final senior thesis including criteria for evaluation is provided. (Attached below the syllabi.) |
| **Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.** | Students are required to meet weekly with their senior thesis advisor for individualized instruction in effective writing and editing. In addition, this is one of the topics of the class. |
| **Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.** | X Yes □ No  |
| **Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?** | □ Yes X No  
A separate handout with the senior thesis assignment includes expectations for information literacy. (Attached below syllabi.) |
### VI. Writing Assignments

Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

<table>
<thead>
<tr>
<th>Formal Graded Assignments</th>
<th>ECON 488 50% = 5% (Initial Proposal) + 35% (Final Proposal) + 10% (Written Homework Assignments). 10 page minimum with at least one set of revisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 489 65% (Senior Thesis Paper). Expected to be 20-25 pages with minimum of one set of revisions (generally more).</td>
<td></td>
</tr>
<tr>
<td>Informal Ungraded Assignments</td>
<td>0%</td>
</tr>
</tbody>
</table>

### VII. Syllabus

Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Paste syllabus here.

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**UNIVERSITY OF MONTANA**

**Economics 488: Research Methods and Thesis Design**

**Section 1**

Douglas Dalenberg

Office: LA 403  243-4406  
Office hours: MWF 12:00-1:00 or by appointment or discovery  
e-mail: doug.dalenberg@mso.umt.edu


Prerequisite: Senior or graduate status and Economics major.

Description and Objectives: This course is designed to help students begin to write their senior thesis. As such it will allow you to integrate the knowledge and skills you have developed in your economics courses and give you an opportunity to refine your skills of accessing, summarizing and using economic information. You will further your understanding of economic theory, discourse and statistics as we apply them to selected
economic topics. We will examine how economists make their arguments and present their work.

Goals: This course has three goals:
(1) to have students demonstrate the skills they have acquired by writing a successful senior thesis proposal;
(2) to solidify and enhance students’ communication, quantitative and analytic skills;
(3) to expose students to new material and allow them to apply economic tools in these areas.

Grading:
These course goals and the student’s performance will be assessed by the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due</th>
<th>Graded by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>25%</td>
<td>various</td>
<td>Dalenberg</td>
</tr>
<tr>
<td>Initial Proposal</td>
<td>5%</td>
<td>9/20</td>
<td>Dalenberg</td>
</tr>
<tr>
<td>Attendance at Oral Presentations</td>
<td>10%</td>
<td>various</td>
<td>Dalenberg</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>25%</td>
<td>various</td>
<td>Dalenberg</td>
</tr>
<tr>
<td>Written Proposal</td>
<td>35%</td>
<td>12/4</td>
<td>Supervisor</td>
</tr>
</tbody>
</table>

Late work is penalized, work is considered late if I receive it after I have finished grading those assignments handed in on time. Late work is penalized based upon the cost it imposes on me. I will use plus/minus grading with 100-92=A, 91-90=A-, 89-88=B+, 87-82=B, 81-80=B-, 79-78=C+, 77-72=C, 71-70=C-, 69-68=D+, 67-62=D, 61-60=D-, 59 and below=F.

Notes:
1. If my office hours conflict with your schedule, see me for an appointment or try to catch me in my office by chance.
2. Late homework, proposals and presentations cause particular difficulties and will be penalized based upon the degree of extra work they entail for me or other faculty. In the case of illness, please contact me before the presentation.
3. Academic dishonesty will result in a score of zero for the assignment or exam in question. University policy requires that I include the following statement: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.”
4. The last day to add or drop classes or change the grade option is October 9. From October 10 through December 8 students must petition to drop or change grade options. No petitions are allowed after December 8. To petition to drop a course you will need a Dean’s signature in addition to your advisor’s and instructor’s signature. My understanding is that the Dean of the College of Arts and Sciences accepts only four reasons for a drop (medical, change in work, emergency, no evaluation) and requires written verification.
5. Please set your cell phones on vibrate rather than ring and please leave the classroom to talk on a phone.
6. This is a two credit class, yet at certain times in the term we need to meet three times per week in order to be fair to all students. Therefore, I will announce approximately 15 dates that we will not meet since you are only earning 2 credits for this class.

Recent Senior Thesis Paper Titles

2005-2006 – EC 488, EC 489
A Public Education Production Function: Explaining Variations in Quality
The Impacts of Growth on Amenities: Implications for the Intermountain West
Do Urban Growth Boundaries Increase Housing Prices?
A Point of No Return: An Analysis of Why a Renminbi Revaluation is Beyond China’s Control
Does Rapid Growth Lead to Currency Crisis: An Empirical Analysis
The Impact of Mad Cow Disease on U.S. Beef Exports to Japan
Coal-to-Liquid Fuels and the Future of Montana Energy Policy
A Hedonic Model of Missoula’s Residential Property
An Examination of the Costs Associated with Wildland Fire Use in Forest Service Region One
The Costs of the Chechen Conflict
The Value of Skill Position Players in the N.F.L.
Factors the Influence the Survival of Rural Hospitals
Technology and the Market for Popular Music
The Effect of ETFs on the Liquidity of Underlying Shares
The Benefits and Costs Associated with the Bitterroot Resort
Economics and Obesity
Max Weber and His Challengers

2004-2005 – EC 488, EC 489
State Banking Regulations, Fiscal Policy and Income Growth
The Effects of Regulation on Foreign Direct Investment
Immigrant Labor in Japan
Property and the National Parks
The Effect of Cigarette Excise Tax on Youth Smoking
The Brown Trout: A Costly Benefit
Financing the Nation’s Waterfowl Production Areas
Electricity Deregulation and Utility Default
EU Regional Support: Impacting the Poor Four
Saving Social Security or Gambling with the Future?
Immigration’s Effect on the Earnings of Native-born U.S. Workers
Turkey: Joining the EU
Modeling the Number of Applicants Based on Characteristics of Public Four-Year Colleges and Universities
Current University of Montana Students’ Response to Tuition Increases
The Canadian Softwood Lumber Dispute Does Not Have a Major Impact on Montana Wood Products Industries

2003-2004 – EC 488, EC 489
British Influence Over Indian Agriculture
Cost-Benefit Analysis and Social Decision Making
Privatization in Macroeconomics: A Study on Developing Countries
Inflation Targeting
U.S. Agriculture Subsidies in Transition
An Economic Analysis of Baseball Players’ Salaries: Are They Overpaid?
An Estimation of Willingness to Pay and Overall Recreational Value of a Whitewater Park in Missoula, MT: A Study of Brennan’s Wave

________________________________________________________________________
# University of Montana

## ECONOMICS 489: SENIOR THESIS

### Section 1

### Basics:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: LA 403 phone 243-4406</td>
<td>Meeting time: See below</td>
</tr>
<tr>
<td>Office hours: M 3-4, T 2-3, F 3-4</td>
<td>Classroom: LA 401</td>
</tr>
<tr>
<td>or by appointment or discovery</td>
<td>Credits 2</td>
</tr>
<tr>
<td>e-mail: <a href="mailto:doug.dalenberg@mso.umt.edu">doug.dalenberg@mso.umt.edu</a></td>
<td>CRN 32480</td>
</tr>
</tbody>
</table>

This class will meet:

- January 23 – April 3: T 1-2
- April 9 – May 4: MWF 1:10 – 2:00 or 2:10-3:00 depending on which time you met for EC 487.

Final Meeting: Thursday, May 10, 10:10-12:10

### Text:

None.

### Prerequisites:

EC 311, EC 313, six additional upper-division credits and upper division standing.

### Description and Objectives:

This course is designed to assist and monitor your progress on your senior thesis and to provide you an opportunity to present your research findings.

### Grading:

The course grade will be based upon the student's performance on the following components. The weights for the course grade are:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation in Class</td>
<td>10%</td>
<td>Between Jan. 23 and April 3</td>
</tr>
<tr>
<td>Attendance at Oral Presentation</td>
<td>10%</td>
<td>Between April 9 and May 10</td>
</tr>
<tr>
<td>Senior Thesis Oral Presentation</td>
<td>15%</td>
<td>Between April 9 and May 10</td>
</tr>
<tr>
<td>Senior Thesis Paper</td>
<td>65%</td>
<td>Monday, April 30, later with advisor’s permission</td>
</tr>
</tbody>
</table>


Attendance means coming to class on time and participation means being well-prepared and contributing intelligently to the conversation without dominating it. Hence participation includes both listening and speaking.

### Policies:

1. Make-up presentations will only be considered in exceptional cases.
2. Academic dishonesty will result in a score of zero for the assignment or exam in question. University policy requires that I include the following statement: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).”
3. The last day to add or drop classes or change the grade option is March 5. From March 6 through May 4 students must petition to drop or change grade options. No
petitions are allowed after May 4. To petition to drop a course you will need a Dean’s signature in addition to your advisor’s and instructor’s signature. My understanding is that the Dean of the College of Arts and Sciences accepts only four reasons for a drop (medical, change in work, emergency, no evaluation) and requires written verification.

4. University policy requires that you cannot change to audit status after February 9.

5. University policy now states “A P is given for work considered to be passing (A, B, or C) and therefore deserving credit, and an NP for work not passed (D or F). P and NP grades do not affect grade point average.”

6. Please set your cell phones on vibrate rather than ring and please leave the classroom to talk on a phone.

7. Late work is penalized according to the cost it imposes on me. Work is considered late if I receive it after I have finished grading those assignments handed in on time. Since your senior thesis is graded by your advisor also, your advisor may impose a different penalty for a late thesis.

8. Except in very unusual circumstances, you will only receive attendance and participation credit for attending the section that you are assigned to.

9. You are expected to meet weekly with your thesis advisor.

10. The Economics Department will present an award to the best senior thesis paper at graduation.

Advice:

1. My experience with the senior thesis shows me that what you get out of it depends upon what you put into it.

2. If my office hours conflict with your schedule, see me for an appointment.

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The Senior Thesis

Each senior Economics major is invited and required to submit a senior thesis. This senior thesis is an integrative project that allows the student to work closely with faculty to investigate an interesting problem and demonstrate competency in the skills we expect majors to possess. The economics major is a liberal arts major, not a professional or pre-professional program; thus graduates from our program are not professional economists, and are not expected to conduct unsupervised economic research. Graduate programs in economics are designed to develop those skills. However, economics majors should understand the basic elements of applied economic analysis and should be able to perform supervised research.

The senior thesis requires the integration of several types of knowledge and skills. The senior thesis allows students to demonstrate certain skills and create a work product that students can share with potential employers or graduate schools. This senior thesis may be on any subject the student chooses provided it contains significant economic content. It may deal with the analysis of a current economic problem, applied empirical analysis, economic history, analysis of philosophical or methodological issues, or other appropriate topics.
It should be an integrative work meaning that it should demonstrate the wide range of skills that we expect our majors to have mastered. Students should demonstrate the following competencies:

1) the ability to write a clear, organized and well-written paper.
2) the ability to explain the institutional and historical context in which the particular problem has to be understood;
3) the ability to apply the appropriate basic economic theory to the problem. Economic theory offers valuable insights but also has important limitations. Good analysis requires recognition of both rather than solely disciplinary and/or ideological enthusiasm;
4) the ability to find the types of empirical data that would be relevant to analyzing the problem at hand and the likely sources of that data when appropriate;
5) the ability to apply economic logic and/or quantitative tools to the economic problem;
6) the ability to summarize the relevant existing literature;
7) the consideration of the actual public policy implications of the results.

While we recognize that not every problem will require each of these considerations to be addressed in detail, students should seek to demonstrate each of these competencies that is relevant to their senior thesis. For instance, a methodological or philosophic thesis might well not engage in any empirical analysis. However, such a thesis would be expected to discuss the types of data or other considerations that would be relevant to judging the reliability of the thesis’ results or conclusions. An empirical thesis might not emphasize methodological or philosophic issues but would be expected to explain the basic economic theory or model that supports the empirical analysis. Most theses will allow some demonstration of competency in almost all of these areas. Each thesis, however, will emphasize some of these competencies more than others.

In order to help students successfully complete a senior thesis, two courses are offered to senior majors. EC 488: Research Methods and Thesis Design is offered in the fall. This course will be used to develop a senior thesis proposal and get a start on the senior thesis. Students will receive feedback and help from the course instructor and will be assigned a faculty supervisor. Near the end of the semester the student will make a presentation of the thesis topic to the class and interested faculty. In addition, towards the end of the semester the student will turn in a written senior thesis proposal. This presentation and proposal needs to contain a clear statement of the problem or thesis to be examined, a summary of the relevant literature and an indication of the methods of analysis that will be used in the senior thesis. Indication of data sources needs to be included when applicable. The grade in EC 488 will be determined by a combination of factors including a grade on the oral presentation and a grade on the written proposal.

EC 489: Senior Thesis is offered spring semester and allows students time to write their senior thesis. The student will work primarily with their faculty thesis advisor to complete a senior paper of at least 20 pages. Near the end of the term, the student will give an oral presentation to the class and interested faculty. At the end of the semester students will turn in 3 copies of their senior thesis in the specified format shown in EC
The oral presentation will be graded by the faculty attending the presentation and the written paper will be graded by student’s faculty supervisor.

Grading criteria for the senior thesis include the demonstration of the relevant competencies outlined above along with weight given for clarity in writing, appearance, grammar and spelling. The relevant competencies include the depth of the analysis, the use of economic theory and tools, institutional and historical analysis, critical thinking, empirical skills, and public policy considerations. The overall integration of the various competencies demonstrated will also enter into the thesis grade. Plagiarism will not be tolerated and those who plagiarize will get a failing grade.

We are not interested in specific results. The senior thesis does not need to advance economic thought or find significant results to be successful. Rather we are interested in the process and your demonstration of growth and the achievement of certain capabilities. Although this senior thesis may sound daunting, we have found that most students find that them educational, rewarding and even enjoyable. What you get out of it is almost solely determined by what you put into it.

Senior Thesis Proposal Assignment
(Due dates: Wednesday 11/8 and Monday 12/4)

The Senior Thesis Proposal is a medium length (approximately 15 pages, minimum 10) paper that explains what you intend to do in your senior thesis.

Following a title page, there should be an introduction that contains a clear statement of the problem or hypothesis that you will examine or test. The second section will contain a brief review of the literature followed by a section explaining the economic theory you will apply. The fourth section will discuss the methodological approach you intend to take and description of any data sources or sources of institutional background that are appropriate. Your conclusion will describe your vision of your senior thesis and re-state the problem or hypothesis that you will be examining. You will include a working bibliography or references. Your advisor may alter the format to better fit your project but a written product is required.

On Wednesday, November 8 you will turn in two copies of your edited draft proposal. I will give one copy to a writing assistant for comments on the introduction and literature review and the other copy to your advisor. On Monday December 4 turn in two copies of your final senior thesis proposal, one of which I will read and grade and the other copy will be given to your advisor for a grade.
Please feel free to contact me if you have questions or need clarification.

EC 488/489
Dalenberg

Senior Thesis Technical Requirements Quick Reference

1. Style: In general, the senior thesis should be modeled in style on an economics journal article. The paper should be broken into sections and include a reference section.

2. Length: As a guideline, we expect 20-25 double-spaced pages counting tables and references. Longer or shorter papers may be appropriate and the ultimate judgment on length is up to you and your advisor.

3. Citation: Use “in-text” citation and use APA or the American Economic Review citation style.

4. Title page: Include a title page with the title, your name, the date and your advisor’s name and indication that this is your senior thesis. Do not include a page number. On the second page include the title and start the paper, usually with a section heading of ‘Introduction’. This page should be numbered page 1.

5. Tables: Tables may either be included in the text or may appear at the end of the paper. If you put them at the end of the paper, indicate in the text where they would appear by using: [Table 1].

6. Footnotes: You may use footnotes or endnotes for additional information, but we don’t generally use them for citation.

7. Appendices: You may include appendices. I especially like to see Stata programs or data sets included as an appendix.