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**London
South Bank**
University

Module Guide

Economic Research

BBS_6_ERE

School of Business

Level 6

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1. MODULE DETAILS

Module Title:	Economic Research
Module Level:	Level 6
Module Reference Number:	BBS_6_ERE
Credit Value:	20 Credits
Student Study Hours:	200
Contact Hours:	60
Private Study Hours:	Blended Learning 60 Student managed learning 80
Pre-requisite Learning (If applicable):	BBS_5_MIC : Intermediate Microeconomics BBS_5_IMA : Intermediate Macroeconomics
Co-requisite Modules (If applicable):	None
Course(s):	None
Year and Semester	Year 3, Semester 1
Module Coordinator:	Dr Mark Winter
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Teaching Team & Contact Details (If applicable):	Not applicable
Subject Area:	Economics
Summary of Assessment Method:	Coursework (weighted 60%) two presentations (weighted 20% each)
External Examiner appointed for module:	Dr Vincent Rich

2. SHORT DESCRIPTION

A capstone to the economics course is a piece of independent research and to write an economic journal formatted article, into a present and relevant economic research topic. The module shall lead students to develop a full understanding of an economic topic, with the aim to develop expert knowledge into the chosen topic.

Through the module students will attain formative feedback on their work in researching and writing an economic journal formatted article within an approved economic topic (list of presently hot topics will be provided within the module). The economic research is a substantial piece of economic analysis and an opportunity to develop, implement and write up an independent research article on a trending topic. The module develops the independent scholar; identify resources, identify the problems needed to solve and/or address the research.

3. AIMS OF THE MODULE

The primary aim of the economic research module is for economics students to research and write an economic journal formatted article from a list of presently trending economics 'hot topics'. The economic research is a comprehensive study that in a sense 'brings the whole course together' in a significant piece of independent economic research for developing an article close to publication and/or presentation at an economic conference.

The economic research is aimed at developing the primary journal article that must involve conducting an extensive literature search in order to critically examine the ideas and views of the specific 'hot topic' approved. The 'hot topics' will focus on a trending economic topic of a specific issue or problem. With aims:

- to motivate and question economic logic;
- to critically analyse the past literature;
- to recognise empirical problems as they arise;
- to demonstrate knowledge, analytics; and sophistication about the economics subject matter;
- to develop skills in the use of econometric techniques within research; and
- to grasp the essentials of regression output assessment and developed through journal articles.

The research may be drawn from any applied or theoretical area of economics, in such that the work is student led, and develops the 'hot topic' in a journal article format. This is to be done under the guidance of a supervisor.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

- Demonstrate an understanding of the different theoretical research frameworks and methodologies for identifying key issues, topic or themes relating to economic theory or policy;
- Demonstrate knowledge to carry out economic research and identify ethical issues, risks, resource implications and literature review. While planning, developing and presenting a coherent and structured written argument on a key issue, topic or theme relating to economic theory or policy that is trending.
- Demonstrate a comprehensive knowledge and understanding of all stages of the research process, including the important links between its various components.

4.2 Intellectual Skills

- Effectively develop and gather, synthesised data that is employed through relevant empirical and theoretical materials in support of the economic research writing to emphasise the argument of the 'hot topic'. Thus identify and define the boundary of the economic research article
- Demonstrate an intellectual capacity to work independently under the guidance of an academic supervisor, in selecting, evaluating and justifying the appropriate research methodology for the writing and research of the article/paper. While showing good academic research practice to achieve a good level of competence in academic writing and journal development.

4.3 Practical Skills

- Develop practical and critical appraisal of the philosophical and ethical issues relating to research (particularly in economics); through the review of literature and previously published information from different and various sources;
- Consider and apply alternative theoretical frameworks in research; communicate research findings using an appropriate format, while identifying and analysing primary and secondary data sources. Demonstrate effective planning and time management of the research.

4.4 Transferable Skills

- Develop analytical and critical thinking; for enhancing research writing and the communication of findings within a self-managed environment;
- Work independently, to evaluate one's work objectively. That demonstrates the ability and capacity to learn in unfamiliar situations through the synthesising of the relevant literature, explaining how the theories have been tested and design a research profile, while carrying out research, specifically in economics.

5. ASSESSMENT OF THE MODULE

Coursework

Individual coursework of at least 3000 words and no more than 6000 words (60%). The questions will be set and posted on the Moodle website on Wednesday 2nd of October 2019. The deadline for submission **through Moodle only** is Monday 13th January 2020 at 5pm. The marks will be uploaded to Moodle with written feedback by Monday 3rd February 2020. The final coursework must also be submitted through Turnitin. This will be explained in seminar classes. **If the work has not gone through Turnitin, it will not be marked.**

Literature Presentation (20%)

This will take place in seminars from week 7 (6th November) till week 9 (20th November). This is a 5-7 minute presentation on a single academic paper from the list provided.

Conference Presentation (20%)

This will take place in the lecture and seminar week 11 (4th December). This is a PechaKucha style presentation (more details given two week prior to the presentation). Students will present 20 slides each for 20 seconds on a timer for a total of 6 minutes 40 seconds. This must give a short overview of their coursework they are writing. This will be used partly for assessment but also for feedback on the progress of their project.

A minimum average mark of 40% overall must be achieved to pass the module, with no element, (joint presentation mark or coursework) less than 30%.

6. INTRODUCTION TO STUDYING THE MODULE

6.1 Overview of the Main Content

The module will cover each step in researching and writing a journal article and giving advice to aid the write up of the main project. This will cover:

1. How to structure an article.
2. Researching and writing up a literature review.
3. Finding and tidying up data sources.
4. Presenting data both descriptive and analytic.
5. Structuring an argument and presenting a hypothesis.

6.2 Overview of Types of Classes

This unit will be taught by a weekly programme consisting of a single two-hour formal lecture plus a less formal, two hour seminar.

Lectures will provide students with a formal outline of the topic using PowerPoint slides. Slides along with supporting lecture notes will be made available to all students and students will be given guidance on further reading.

Seminars will be a chance to cover problem sets to support learning and once the projects are chosen will be a chance to hold supervisor meetings to discuss each step of the project.

6.3 Importance of Student Self-Managed Learning Time

Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

Self-study represents the majority of this module and is the most important element of the module. The necessary work (research, data sourcing, analysis) will be discussed in the lectures and seminars but will not be completed in contact hours.

6.4 Employability

The research is very much a 'showcase' for a student's skills, especially when applying for a job or further post-graduate study. The skills developed will shape the individual and showcase the ability to undertake independent work with research capabilities in gathering primary data and analyzing the data for report, research, article and paper writing. Thus a means to effectively transfer information to key stakeholders. Employers have seen the research writing as a good synopsis of a student's skills and abilities particularly in economic research that requires these skills.

7. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	TOPIC	READING (CORE TEXT)
1	Introduction to economic Research: what is research? <ul style="list-style-type: none">• The Range of Economic Methodologies	Greenlaw: Chapter 1
2	Overview of Research Process and Economic "Hot Topics" <ul style="list-style-type: none">• Steps of the Research Process for Economics• Critical reading, understand published research	Greenlaw: Chapter 2
3	Writing a Research Proposal & writing style advice	

4	Economic Writing	Bazerman: Chapter 1 – 5
5	Economic Literature Review: <ul style="list-style-type: none"> • Searching for Papers • Reading Papers • Presenting Papers • Writing about Papers 	Bazerman: Chapter 6 – 9
6	Economic Data Gathering: <ul style="list-style-type: none"> • Searching for economic information and data: primary/secondary • Analysing surveys and questionnaires • Qualitative and quantitative data analysis 	
7	Data Analysis <ul style="list-style-type: none"> • Identifying the key question being investigated • Using the correct data analysis tool • Using Stata 	
8	Writing the Research Paper/Article	Bazerman: Chapter 10
9	Filling in Topic Gaps <ul style="list-style-type: none"> • Contents page • Sections and subsections • Footnotes • Text to highlight/index • Referencing • Bibliography • Appendix 	Bazerman: Chapter 11
10	Presenting your own work	Bazerman: Chapter 12
11	Presentations	N/A
12	Catch up	N/A

8. STUDENT EVALUATION

Students will have the opportunity to provide anonymous feedback about the module towards the end of the semester.

9. LEARNING RESOURCES

Core Reading List

Bazerman, C. (2010). The Informed Writer: Using Sources in the Disciplines. 5/ed. WAC Clearinghouse.

Additional Reading List

Greenlaw, S.A. (2006). Doing Economics: A Guide to Understanding and Carrying Out Economic Research. Cengage.

Neugeboren, R.H. (2005). The student's guide to writing economics. New York: Routledge.

10. WRITTEN ASSIGNMENT QUESTIONS

There are eight 'hot topic' questions below. Choose and answer ONE QUESTION ONLY. Your assignment should be at least 3,000 words and no more than 6,000 words.

- **Working 9 to 5 what a way to make a living**

Determinants of part-time

It has been suggested that part time work is both positive (as it offers a wider range of choice to people in terms of allocation of time) and negative (it is a form of disguised unemployment) but which of these views is more accurate? Use the LFS and/or BSAS to examine who works part-time and if this type of work is voluntary.

- **War, huh, good god, what is it good for?**

Determinants of a 'dirty war'

In the last 3400 years humanity has been entirely at peace for just 8% of the time but not all wars are equal. Using the 'dirty war index' and other sources compare at least two recent (last 50 years) military conflicts. Was one conflict 'dirtier'? Quantitatively and qualitatively what makes a war dirty?

- **Around the World, Around the World**

Does international trade promote financial development?

International trade has clear positives (e.g. specialisation, skill catch up, increased demand) and negatives (e.g. dumping, suffocates fledgling industry, aggressive MNC) for rich and poor countries but who are the winners and losers in the financial sector. Using macroeconomic data for OECD and non-OECD countries examine how international trade promotes financial development with a focus on non-OECD countries.

- **Money, Money, Money**

Are Initial Public offerings (IPO's) overpriced? Evidence from the OECD

In 2017 Global exchanges has the largest number of listings since the financial crisis, driven by a resurgence in the USA and a record number of deals in China but 2016 was the worst year for IPO's in a decade. While the IPO is clearly still an attractive proposition the average gain from IPO's in 2017 did not significantly outperform the S&P 500 index so are IPO's overpriced? Using recent IPO data (post financial crisis) examine if initial public offerings are overpriced in the OECD.

- **You say you want a revolution. Well you know we all want to change the world**

Experiments to understand Elections

With the election of Donald Trump as President of the United States of America with 3 million less votes than Hillary Clinton the importance of how we elect our representatives has come under the microscope. One suggestion presented to solve this problem is the two round election used in among other places France. Using data provided on a lab based experiment examine the effect of two round elections and present a summary of the design of the experiment and its key features.

- **If it makes you happy, it can't be that bad**

Determinants of job satisfaction

What type of individuals are most satisfied with their job? Least satisfied? Is there a trade-off between income and job satisfaction? Using the BSAS survey aim to address these questions and examine what makes people happy in work. Aim to give intuition to both what makes a satisfying and an unsatisfying job.

- **We don't need no education. We don't need no thought control**

Determinants of Success in or after school

Education is seen as a key influence of future success but to what extent and what influences success at school. Examine either the effect of academic success on future success (e.g. income, employability or other HDI measures) or the cause of academic success (e.g. attendance, family status, prohibited activities etc). This can be a micro or macro analysis but a clear plan needs to be outlined. Once a topic is decided possible data sources will be discussed.

- **Go your own way**

Select a topic

The final option is to write a paper on a topic of your choice. If you decide to do this you must still present a literature review on one of the papers provided and must come to our first meeting with a clear plan. This is only recommended if you have a clear idea of a topic you want to do. This must also not be similar to another essay topic assigned in another class that you have participated in.

For a good mark, ensure your assignment is typed and well organised and presented using appropriate academic language. It should introduce the approach to be taken, offer a piece of analysis (rather than description) in the main body which develops an academic argument and summarise the case made. It must be sourced, evidenced and referenced correctly throughout and include a bibliography. The criteria are the same for the presentation though additional feedback on the clarity of your presentation and ability to handle questions will be provided.

Further marking criteria will be handed out during the early part of the module delivery.

11. LITERATURE PRESENTATION QUESTIONS

There are 16 suggested Papers to give a short literature presentation on. Later in the term you must select one paper to give a presentation on. This will be done on a first come first serve basis. No paper can be presented twice so make sure you know the paper you are presenting. If you wish to present an alternative paper .

1. Spatial equilibrium with entry
TR **Palfrey** - The Review of Economic Studies, 1984
2. An experimental study of voting rules and polls in three-candidate elections
R Forsythe, T Rietz, R Myerson, R Weber – International Journal of Game Theory, 1996
3. Education and the Distribution of Earnings
GS Becker, BR Chiswick, The American Economic Review, 1966
4. Unravelling in Guessing Games: an experimental study
R Nagel – American Economic Review, 1995
5. The Dirty War index: A Public Health and Human Rights tool for examining and monitoring armed conflict outcomes.
M Hicks, M Spagat – PLOS Medicine, 2008
6. Cities and Warfare: The impact of Terrorism on Urban Forms
E Glaeser, J Shapiro – Journal of Urban Economics, 2002
7. Impact of Working Environment on Job satisfaction
A Raziq, R Maulabakhsh – Procedia Economics and Finance, 2015
8. Determinants of Job Satisfaction: A European Comparison of self-employed and paid employees
J Millan, J Hessels, R Thurik, R Aguado - Small Business Economics, 2013
9. Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level
G Caprara, C Barbaranelli, P Steca, P Malone - Journal of School Psychology, 2006

10. The gravity equation in international trade: An explanation
T Chaney – Journal of Political Economy, 2018
11. An elementary theory of comparative advantage
A Costinot – Econometrica, 2009
12. The JOBS act and IPO volume: Evidence that disclosure costs affect the IPO decision
M Dambra, LC Field, MT Gustafson – Journal of Financial Economics, 2015
13. Venture Capital Reputation, Post-IPO Performance, and Corporate Governance
C Kirshnan – Journal of financial and quantitative analysis, 2011
14. Earning while learning: when and how student employment is beneficial
R Geel, U backs-gellner – labour, 2012
15. Labour Force Participation of Women
J Florence – OECD economics Studies, 2004
16. The happiness of economists: estimating the causal effect of studying economics on subjective well-being
J Haucap, U Heimeshoff – International review of economics education, 2014