

Research Seminar in Macroeconomics

Department of Economics

University of Notre Dame

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Overview

The research seminar provides graduate students working on topics in macroeconomics an opportunity to receive feedback from faculty and one another. The goals of the seminar are to help students find new research ideas, receive feedback to fulfill their second year paper requirement, develop projects to form their dissertation, and prepare for the job market. The requirements and content of the seminar are tailored to the needs of students at these varying stages.

Course Requirements

All students are generally required to attend the weekly meeting of the research seminar, and are encouraged to participate in the seminar by asking questions and contributing ideas. Students are expected to check their university-assigned email to keep updated on seminar announcements. At the beginning of the semester, the instructor will assign each student a meeting where they will present. The content of the presentation varies with each student's stage in the program, as described below.

At the instructor's discretion, there may be other types of meetings, such as professional development seminars or presentations by visitors or faculty members. These types of special meetings are more common during times of heavy faculty recruiting (such as January). Attendance requirements may vary by stage of the program and will be announced by the instructor.

Second Year Students:

Fall: Students must attend the special sessions organized by the instructor at the beginning of the semester. Later in the semester, students will present for 30 minutes on a topic of research that interests them. They must pose a research question, and provide some details on how they would answer the question. Each question must be motivated with appropriate literature and evidence, and students should provide a framework for how to answer it, such as a model or an empirical exercise. Students are responsible for identifying three or more faculty that they should invite to attend. These faculty should be potential thesis advisers, and work in the fields of the student's interest. In advance of the presentation, the student should talk to the seminar instructor about who they have selected, and confirm that they have invited them to attend.

Spring: This presentation should concern a single idea that can be expanded into the student's second year paper. Presentations will be approximately 45 minutes, and students will be responsible for identifying three or more faculty that they should invite to attend. The goal is to receive feedback on the content and presentation that can be used to work on the second year paper over the summer in anticipation of completing the second year paper requirement in the fall.

Third Year Students:

Fall: This presentation is practice for the second year paper presentation, and should be attended by the whole macro faculty. It should follow the format of the second year paper presentation, including time, attire and questioning with ample time for questions and feedback to follow.

Spring: Students will present for one hour on a single topic. This topic should either be an update on their second year paper, or on a new topic that will ultimately constitute a portion of their dissertation. The whole macro faculty will attend this presentation.

Fourth Year Students:

Fall & Spring: Students will present for one hour on the project they expect to use as their job market paper. The whole macro faculty will attend this presentation.

Students are expected to go on the job market in the fifth year of the program. If, with the approval of their advisor, they elect to not go on the job market in the fifth year the requirements for the student during the fifth year are the same as those of a fourth year student.

Job Market Year:

Fall & Spring: The sole requirement for students preparing for the job market is to complete a practice job talk in the fall semester. This is a 90 minute presentation of their job market paper attended by the whole macro faculty. The format, attire and content should replicate the experience of being on the job market.

Evaluation

Final grades for the course are based on the instructor's evaluation of the quality of coursework completed. Grading is on an A to F letter grade scale. Students may inquire with the instructor about their grade standing at any point during the semester.

Academic Dishonesty

The research you present in class must accurately attribute all work, and presenters must follow ethical standards and practices in their research. University guidelines will be applied in the investigation and punishment of any breach of ethics.