

Graduate Student Handbook

Department of Economics

2019-2020



University of Utah

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IMPORTANT SAFETY AND WELLNESS INFORMATION

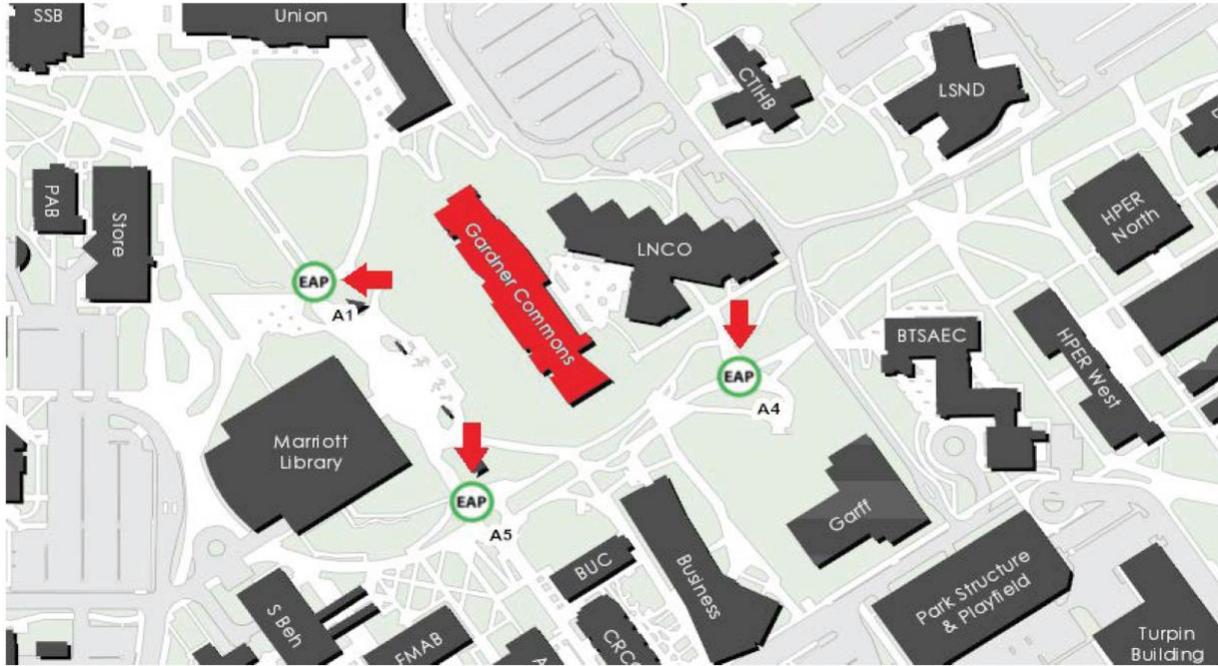
Your safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help — just give a call.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support for this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>

Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close.

The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women’s Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

INTRODUCTION

Welcome to the Department of Economics! This handbook provides students with all necessary information to successfully navigate their graduate studies, including application procedures, coursework, research, publications, presentations, writing and defending a thesis or dissertation and day-to-day professional conduct. Current graduate students are responsible for understanding the information provided in this handbook as well as policies and procedures of both the department and the University of Utah Graduate School.

The Department of Economics offers the following graduate degrees:

- Doctoral Degree (Ph.D.) in Economics
- Master of Science (M.S.) in Economics
- Master of Arts (M.A.) in Economics
- Master of Statistics (M.Stat) in Econometrics

Details of the requirements and procedures for these degrees are presented in the chapters that follow. If you have any questions regarding the content of this handbook or the Department of Economics Graduate Program, please do not hesitate to contact any of the graduate program staff and faculty listed on the following page.

GRADUATE PROGRAM STAFF

Ph.D. Contacts

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DOCTORAL DEGREE (PH.D.) IN ECONOMICS

Overview

The Ph.D. program in Economics at the University of Utah prepares students for professional careers in research, teaching, business, and government. The program aims to provide a broad mastery of theoretical and applied fields of economics. Both orthodox and heterodox approaches to economics are integral parts of the program, which includes a technically sophisticated presentation of economic theory and quantitative methods as well as a variety of fields of specialization.

Our first year core courses include a sequence in Political Economy, which exposes students to a wider variety of approaches to economics than they would encounter in most other programs. We regularly offer field courses in Development Economics, International Economics, Labor and Gender Economics, Environmental and Natural Resource Economics, Economic Doctrines, Advanced Monetary Theory, Health Economics, Economic History, and Behavioral Economics. Students may also enroll in field courses in Finance by special arrangement. To facilitate the transition from coursework to original research, all second- and third-year students are required to participate in the research workshops organized by the faculty.

Ph.D. Program Application Process

The requirements for admission to the Ph.D. program are:

1. The completion of a bachelor's degree from a regionally-accredited College or University
2. GPA of 3.0 or better or its equivalent
3. The successful completion of intermediate microeconomic and macroeconomic theory*
4. Acceptable GRE scores on verbal, quantitative, and analytical components (the department does not have threshold GRE scores for admission)
5. Three academic reference letters
6. A brief statement of personal academic goals

A master's degree in economics is not a requirement.

*If you do not meet these prerequisites, your application will be considered incomplete. Grades for the prerequisites must be posted on your transcripts at the time of application. You may apply as a non-matriculated student at the University of Utah to complete these requirements. These courses do not count towards your graduate degree program once admitted.

International students must demonstrate their proficiency in English, by taking the TOEFL or the IELTS examination. The Graduate School requires a minimum of 550 (213 on computer-based exam or 80 on iBT exam) or better on the TOEFL, or a 6.5 on the IELTS. The TOEFL is preferred by our department. A strong speaking score (25 or higher) is particularly important if you wish to receive funding.

We recommend completing all GRE and TOEFL exams by December 15. To ensure that scores reach Admissions in a timely manner, please provide ETS with the following codes:

University of Utah: 4853

Department of Economics: 1801

Preparation in mathematics through calculus, statistics, and linear algebra is strongly recommended. It may be necessary for students not fully prepared for a graduate program to take remedial courses. Students who lack the proper background in micro and macroeconomic theory, statistics, and mathematics must take courses to remedy these deficiencies prior to their first year of study.

Detailed information on the University of Utah Graduate School admissions policies can be found at <http://admissions.utah.edu/apply/graduate>

Application Deadlines

The Ph.D. program is scheduled so that the courses are offered in a sequence; therefore, it is only possible to start the Ph.D. program in the fall.

The Fall application deadline is **February 1st**. Applicants will hear back approximately mid-May.

Application Procedure

Applications to our PhD program are made online through [Apply Yourself](#).

- Please upload all materials directly to Apply Yourself.
- Letters of recommendation are completed online and submitted directly through Apply Yourself. Please confirm with your recommenders **before submitting your application** that they have e-mail and internet access and will be able to complete the process online.
- Please send official documents directly to the Office of Admissions, not the Economics Department.

If you have further questions, please reach out to us or check our: [Admissions Tips and Frequently Asked Questions](#) on our website or in the Appendix of this Handbook.

[CLICK TO BEGIN YOUR APPLICATION](#)

International Students

Welcome to the US, and welcome to the U!

This information provides a few important links to help you get off to a good start with your international student experience at the University of Utah.

Admission

- If North American English is not your native language, you will have to prove your level of proficiency by providing TOEFL scores at the time of admission. To get ready, you can find a testing center nearby as well as material to prepare for the test: www.ets.org/toeflOrientation
- Once you are accepted, you must attend an orientation session on campus, typically one week before the beginning of the semester. It consists of required and optional events designed to help your transition to life at the U. You will have the opportunity to subscribe to a phone provider, to open a bank account, to visit the campus, and also to gather essential information regarding immigration and health. This is a mandatory session that you will have to attend. For more information, <https://iss.utah.edu/orientation/index.php>
- Students who have been offered a teaching assistant position are asked to be certified by the International Teaching Assistance Program prior to beginning their assignment. To obtain such clearance, two requirements are necessary: an adequate level of spoken English proficiency (TOEFL scores), and the completion of ITA training. The training is meant to provide cultural awareness of higher education in the United States and will occur on campus one to two weeks before the semester. For more information, <http://gradschool.utah.edu/ita/>

Health & Immunizations

- All international students must provide proof of immunization for Tuberculosis and Measles/Mumps/Rubella. If you do not have it upon arrival, you should contact the Student Health Center(<http://studenthealth.utah.edu>). The center also offers affordable, convenient medical services for all your health needs.

Immigration

- For any question, including those related to immigration status, international students should be familiar with the International Student & Scholar Services Center. For more information: <http://internationalcenter.utah.edu/>

Note: International students should be particularly careful to follow all requirements regarding continuous enrollment, since the implications of not doing so have larger ramifications on their immigration status.

Program Requirements

The Ph.D. program consists of five parts:

- Core Program
- Methodology Seminar
- Research Workshop
- Electives
- Dissertation Research

The requirements for the doctorate are formulated in terms of mastery of these four components. Overall, students must maintain a 3.0 GPA in their graduate course work.

PART I: Core Program

The core areas taken in the first year are Microeconomic Theory, Macroeconomic Theory, and Political economy. All Ph.D. students are expected to be full-time during their first year, registering for 12 credit hours per semester. The full set of graduate courses for the first year of the program is listed below:

Program of Study: 1st Year

Fall Semester	Spring Semester
Microeconomics I (Econ 7005) Macroeconomics I (Econ 7007) Political Economy I (Econ 7003) Econometrics (Econ 7590)	Microeconomics II (Econ 7006) Macroeconomics II (Econ 7008) Political Economy II (Econ 7004) Econometrics (Econ 7800)

Qualifying exams covering Microeconomics, Macroeconomics and Political Economy are given at the end of the first year of study. They are **scheduled during May and June** following Spring

semester of the first year of study. See further important details in the [Ph.D. Policy on Standards of Academic Performance](#) below. Students are allowed to retake these exams once. [Samples of past qualifying exam questions.](#)

Entering students must be proficient in college algebra, introductory calculus, and statistics. Students must take the Mathematics Exam administered by the Department before beginning classes in Fall semester. Students are not required to pass the exam in order to continue with their coursework. The level of required mathematics is described in the document [Mathematics Prerequisite](#). As an aid, the following sample examination can be used as an indicator of the examination students will be required to take prior to being enrolled in the Fall Semester classes: [Sample Mathematics Exam](#).

Students who want to refresh their mathematics knowledge or who wish to improve their performance on the exam should enroll in the Department's optional mathematics tutorial course held during the summer before entering our doctoral program in Economics. The tutorial and the exam are described below: [Math Tutorial Class](#).

PART II: Methodology Seminar

Each student must take a course in either Economic History (ECON 7400) or History of Economic Doctrines (ECON 7600 or 7601). This requirement is completed in the student's second or third year. ECON 7400 and ECON 7600/7601 are offered in alternative years.

PART III: Elective Coursework

After completing the core, students take elective coursework suited to their particular research interests. The department regularly offers elective coursework in:

- Development Economics
- International Economics
- Labor/Gender Economics
- Econometrics
- Environment & Natural Resource Economics
- Economic Doctrines
- Advanced Monetary Theory
- Health Economics
- Economic History
- Industrial Organization

By arrangement with the Graduate Program Director, students may also take graduate level courses in other departments that suit their research interests. Recent students have completed coursework in Finance, History, and Epidemiology, for example.

In total, following the completion of core courses, students are required to take 24 credit hours (equivalent to eight courses) including the elective and methodology courses.

PART IV: Research Workshops

To facilitate the transition from coursework to original research, all second- and third-year students are required to participate in the research workshops organized by the faculty. These workshops will vary in detail but typically reflect the department's emphases in inequality, globalization, and sustainability. Students and faculty participating in each workshop discuss their developing research, host visiting researchers, and explore emerging topics in their fields. As part of their active participation in these workshops, students are required to submit a research idea to their research workshop by the end of the Spring semester of their second year. Students must have an extended research abstract approved through their research workshop by the end of their third year. This proposal is then refined and developed in consultation with the faculty, with the goal of producing a publishable research product and/or a dissertation proposal.

PART V: Dissertation Research

Dissertation research begins during the third year and ends with a final defense. Throughout the dissertation stage, student research is supervised by a committee of faculty who are expert in the student's area of study. Dissertation students enroll for Dissertation Research, ECON 7970; fourteen credit hours are required. For the Graduate School's policies and procedures for preparing a thesis or dissertation, see [A Handbook for Theses and Dissertations](#).

Expected Learning Outcomes

Doctoral students in Economics at the University of Utah are expected to:

- Have an advanced understanding of essential economic principles, the literature and methods of research used in the core fields of microeconomics, macroeconomics, and political economy.
- Have an advanced understanding and demonstrate mastery of mathematical methods used in the discipline.
- Have an advanced understanding and demonstrate mastery of statistical methods used in the discipline.
- Develop an area of specialization, related to their field course work, in which they have begun to make original contributions to knowledge through a research program, including the completion and successful defense of a doctoral dissertation.
- Develop the writing and oral presentation skills that will make them effective communicators of knowledge as teachers and/or serve them in careers as researchers in academia, government, non-governmental research and policy organizations, or private enterprise.

Ph.D. Program Policy on Standards of Academic Performance and Academic Conduct

The Ph.D. program in Economics at the University of Utah consists of four parts: i) the Core Program which consists of the 1st year courses in microeconomics, macroeconomics and political economy, ii) the Methodology Seminar, iii) Electives and research activity, and iv) Dissertation Research. The requirements for the doctorate degree are formulated in terms of mastery of these four components, as elaborated in sections A and B below. In addition, this document provides guidelines on evaluation procedures and recommendations on how to address the potential deficits students may encounter with respect to the program milestones outlined below.

Section A: Satisfactory academic progress

The following timeline summarizes the department's description of satisfactory progress in the Ph.D. program. These guideposts are set to help students pace their work in the program, and they may be taken into account in the determination of eligibility of funding and continuation in the program.

1. Students are expected to pass the qualifying exams in microeconomics, macroeconomics, and political economy by the end of Spring semester of their first year. Grades on the qualifying exams are: *pass with distinction, pass, marginal, fail*. Failure to pass the qualifying exams in the first year may affect the student's financial support provided by the department (see Section C for rules).
2. Students must pass the qualifying exams by the end of Spring semester of their second year. Failure to earn *a marginal or higher in all three* qualifying exams, and *a pass or higher on at least one qualifying exam* by the Spring of the second year will result in automatic dismissal from the program. (See appendix on logistics regarding the organization of the qualifying exams).
3. Students are expected to satisfy all course requirements, including the methodology seminar, by the end of their third year.
4. Students in their 2nd and 3rd year are required to participate in one of the research teams organized by the faculty. As part of their active participation in these workshops students are required to submit a research idea to their research workshop by the end of the Spring semester of their second year. Students must have an extended research abstract approved through their research workshop by the end of their third year. This proposal is then refined and developed in consultation with the faculty, with the goal of producing a publishable research product and/or a dissertation proposal. (See appendix on logistics regarding the submission and review process).
5. Students are required to have a dissertation advisor at the latest by the beginning of their fourth year.

6. Students are expected to defend their dissertation proposal by the end of Spring semester of their fourth year. The proposal should provide a clear articulation of the topic, expected contribution to the literature, the road map for the completion of the dissertation, and substantive work in one core chapter of the dissertation.
7. Students who are asked to revise the dissertation following the dissertation defense are expected to complete the required revisions and secure the approval of their advisor (Dissertation's Committee Chair) within one academic year.
8. Students are expected to have the final defense of dissertation by the end of their fifth year.

Section B: Rules on minimum grades

Satisfactory progress in the PhD program also includes the following rules with respect to minimum grades and incompletes:

1. Students must maintain a 3.0 GPA in their graduate course work.
2. All economics courses must be taken for a minimum letter grade of C-. The Graduate School will not accept any grade below a C- as credit towards a graduate degree.
3. Students must take or retake courses to fulfill the research methodology requirement, until a grade of "B-" or better is earned.
4. Minimum passing grade in ECON 7590 and ECON 7800 is "B".

Section C: Evaluation procedures and recommendations

At the end of each Spring semester, all graduate students are evaluated on the progress in their study toward the doctoral degree. The evaluation is based on the *Student Report of Progress* which must be submitted at the beginning of April by the student together with comments by the Faculty Mentor, Committee Chair, Director of Graduate Studies, or Department Chair. Following evaluation, the Department is expected to inform students in writing of any academic deficiencies. The PhD Committee and/or the Chair of the department will also evaluate teaching performance at this time. The *Student Report of Progress* and the evaluation of teaching performance will also be used to determine:

- Teaching assignments for the coming year
- Continued financial support in the form of a Teaching or Research Assistantship (see additional rules on graduate student employment in Section D)

Failure to meet any of the expectations discussed in section A and B above means that either the student has not demonstrated competence in the discipline necessary for success within the Program, or that the student needs additional mentorship and support to achieve the milestones of the program. For these reasons, the following actions will be implemented as necessary:

- The student will be dismissed from the program if he or she fails to pass the qualifying exams as specified above by the end of the second year. This will be the case whether or not the student takes the qualifying exams at the end of the first year. The Department may grant an exception from this rule for documented medical emergencies*, family emergencies or other emergencies that legitimately prevent the student from taking the qualifying exams. The student should bring the emergency to the attention of the PhD Committee as soon as it is known. If the PhD Committee in conjunction with the Department Chair decides that the emergency is of sufficient magnitude as to excuse the student from taking the qualifying exam, then: if this would have been the student's first attempt at that qualifying exam, the student may take it two more times; and if this would have been the student's second attempt at that qualifying exam, the student may take it one more time.
- No-shows will be treated as failed exams unless an exception has been granted as described in the preceding paragraph.
- Students who fail to meet the academic expectations of 3 through 8 in section A, or who fail to meet other requirements specified for their program, will be required to communicate with the faculty members of the PhD Committee to discuss their status in the program. The content of this communication will focus on their plan to correct the deficiency or leave the program with a degree of Master of Philosophy in Economics. Where applicable, the communication between the PhD Committee and the student may also include the student's advisor or academic mentor. The PhD Committee may accept the plan to correct the deficits, accept the plan after revisions, or propose a different approach to help the student get back on track. Note that if a student loses financial support in the form of a teaching assistantship, he or she may still be eligible for support in the form of a research assistantship, typically from his or her advisor.
- Students who receive a grade lower than a C- in an economics core course, or fail to meet the minimum required grades for the research methodology course and for ECON 7590 and ECON 7800 will be expected to work with the Department on a plan for remediation. The student will be notified in writing in a timely manner of the Department's plan for remediation of the deficiency.
- A student whose cumulative GPA falls below 3.0, even if he/she meets the minimum grade requirements above, will be placed on Departmental probation and notified in writing of their probationary status in a timely manner. A student placed on probation must bring his/her GPA above 3.0 within two semesters. Students are advised that a GPA lower than 3.0 will automatically lead to the suspension of the Graduate School tuition benefits received under the [Tuition Benefit Program](#).
- If the student fails to bring his/her GPA above 3.0 within the specified time frame, the student will work with the Department on a plan of remediation. Although the Department will try to tailor the remediation plan to each individual case, it may, for example, involve a set of courses recommended by the faculty (or the director of the

program) which the student must pass with grades that will bring the student's GPA above 3.0.

This policy applies to students enrolled in the PhD program in Economics at the University of Utah. Students seeking exceptions to Departmental rules can also seek advice from the Director of the Graduate Program as to the appropriate avenue to pursue. Actions arising from this policy may also be appealed by the student using the appeals process outlined by the University of Utah – Appeals of Grades and Other Academic Actions.

*Any student who feels that a medical condition or disability prevents her/him from meeting any of the academic requirements of this policy must consult with the University's Center for Disability Services (CDS) in a timely manner. The CDS will determine whether academic accommodations should be granted to address the asserted disability.

Appendix to PhD Policy on Standards of Academic Performance:

A.1. Rules and organization of the qualifying exams

1. Timing of Qualifying Exams:

- The Political Economy Qualifying Exam will be held on the last Tuesday in May.
- The Microeconomics Qualifying Exam will be held on the first Tuesday in June.
- The Macroeconomics Qualifying Exam will be held on the second Tuesday in June.
- Qualifying Exams will be held from 9 AM to 1:30 PM.

2. Qualifying Exam Committees are to base their judgments solely on the basis of the qualifying examination. Qualifying exams should not have student's name or University of Utah Student Identification Number on them; instead they should be graded anonymously.

3. Grades on the qualifying exams are: pass with distinction, pass, marginal, and fail. If a student takes a qualifying exam twice, only the second grade will count.

4. No Special Qualifying Exams: Students taking the microeconomics, macroeconomics, or political economy qualifying examinations for the second time will take the same examination as the one prepared that year for students taking the examination for the first time.

A.2.

Second year students are required to submit a "research idea" to the research group faculty for review. The deadline for this submission is May 1. For these purposes, a "research idea" is a concrete proposal for future work: a statement of a concrete question to be investigated, a brief literature review and motivation, indication of likely sources of evidence and method, and a tentative timeline. The total package might be about 4 pages.

Third year students are required to submit an "extended research abstract." The deadline is May 1. This would go beyond a "research idea" by incorporating some initial results and

concrete statements of next steps. The submission might be about 10 pages. However, students might also submit a completed original paper or draft of a paper if they have one.

Submissions should be made to the faculty coordinating the research group the student took part of.

Review process: The group faculty participating in each research group will review submissions of students participating in that group, determine whether they meet these expectations, and provide feedback for further development.

Assistantships and Financial Aid

The Economics Department awards research and teaching assistantships and endeavors to provide other types of funding for as many students as possible. Graduate students are also eligible for [fellowships](#) offered by the University. Applicants without either departmental funding or personal financial support sufficient to complete the program are discouraged from enrolling.

Students entering the program with financial support are guaranteed support through their fourth year, contingent upon: (1) satisfactory performance of duties, and (2) satisfactory progress towards the PhD.

Students entering without support can become eligible for support by compiling a satisfactory record in their coursework and qualifier exams, and by demonstrating potential for teaching and research, although availability of support is contingent on departmental needs and resources. However, good performance in the Ph.D. program does not guarantee financial support for previously unfunded students.

Teaching assignments and funding beyond the fourth year will be based on the following criteria:

- Clearance for teaching by the university
- Satisfactory performance of previous assignments
- Satisfactory progress in the program
- Needs of the curriculum
- Knowledge of the subject

The Department Chair interprets and applies these rules in individual cases.

The above will need to be adjusted. We also need to add travel funding and various scholarships from the Department, University and CSBS.

Teaching Assistant Policies

University Policy 6-309 regulates the procedure of hiring and firing of Teaching Assistants, among other academic staff, in cases of neglect of duties. In addition, all graduate TA's, RA's and GA's must perform their duties each semester in what the Economics Department deems a satisfactory manner or they will be relieved of their designated duties which will terminate all

compensation and tuition benefits for the semester, thus making the student responsible to repay the tuition fees for the semester in which they are terminated.

Satisfactory manner is defined as follows:

1) TA's/Graduate Student Instructors - Must receive midterm course evaluations which are satisfactory in the judgment of the Department Chair. If the Chair believes the Instructor's performance has not been satisfactory, the Instructor must meet with the Chair, the PhD Director, and/or the Undergraduate Director to discuss and produce a plan of action that will help the Instructor improve his/her teaching performance. Failure to meet for this purpose or to follow through on an agreed-upon plan will result in loss of all guaranteed compensation and funding, and the TA/Instructor will be obligated to repay all tuition fees that previously had been covered by the funding for that semester.

2) RA's - Professors with whom RA's have been assigned to assist with research must be satisfied with the amount and quality of the RA's production. If not, Professor and RA will meet, discuss and agree on a possible plan of action to improve the amount and quality of research. If after two weeks the RA has not made significant progress toward the plan of action agreed upon, he may be terminated from his duties as an RA and lose all compensation and tuition funding guaranteed for the semester. He will then be obligated to repay all tuition fees that were previously covered by funding for that particular semester.

3) GA's - Must provide satisfactory service to the Professor to whom the student was assigned to assist for the semester. If the professor is unsatisfied with the performance of the TA, the professor, student and chair, if deemed necessary, will implement a plan, agreed upon by all involved, that will enhance the working relationship between the student and professor. The student will have two weeks from that time to exhibit a commitment towards this plan and improvement of his working relationship with the professor. If this does not occur, student will lose all guaranteed compensation and funding for the semester. He will then be obligated to repay all tuition fees that were covered by funding for that particular semester. Notifications of renewals or non-renewals are distributed by July 1st. Appeals of termination decisions must be made first in writing to the Graduate Committee. Further appeals may be made as specified in University Policy 6-309.

Tuition Benefit Program

A. Graduate School TBP rules:

All students receiving a tuition benefit must meet minimum financial support requirements paid through the University of Utah for each semester in which a benefit is received.

Fall 2020 Minimum Support Levels*

1. \$7,950 per semester: 100% tuition benefit
2. \$5,962 per semester: 75% tuition benefit
3. \$3,975 per semester: 50% tuition benefit

B. Graduate School RESTRICTIONS:

A graduate tuition benefit is available only to graduate students compensated through the University of Utah. The TBP covers general graduate tuition and mandatory fees. Differential tuition charged by various university graduate and professional programs is the responsibility of the graduate student, department, and/or college. Students may participate in the TBP for a limited number of semesters, which need not be sequential. Semester limits for participation in the TBP are as follows:

1. Students in a master's program are limited to two years (four semesters) of tuition benefit support.
2. Students in a doctoral program who entered with a bachelor's degree are limited to five years (10 semesters) of tuition benefit support.
3. Students in a doctoral program who also received a master's degree at the University of Utah are limited to five years of tuition benefit support (two years for a master's + three additional years for a doctorate).
4. Students entering a doctoral program with a master's degree from another university are eligible for four years (eight semesters) of tuition benefit support.

Doctoral students who fall under categories 2 and 3 above and who have served a minimum of four semesters as full-time TAs (0.50 FTE or 20 hrs/ week) may receive an additional year (two semesters) of tuition benefit support beyond the limits described above. In order for the student to receive this time extension, departments must send a written request to The Graduate School that includes the student's name and uNID. These restrictions do not limit the number of years or semesters a program, department, or college may choose to support a student in addition to the TBP. Established time limits for completion of graduate programs still apply.

The student and department are responsible for maintaining an accurate count of the semesters of tuition benefit support a student has received. A student who receives more terms of tuition benefit than he or she is eligible for may be retroactively billed for the tuition of the ineligible semester(s).

C. Scenarios:

The Department of Economics guarantees a full stipend for **five (5) years** to all its students who meet the program's academic milestones AND perform their assigned duties in satisfactory manner. Students are required to perform duties as TAs, RAs, GAs or Graduate Instructors as per department's needs. If a student receives a teaching assignment in his/her/their 6th year and beyond, the student will be paid at the adjunct rate which is

usually set below the full stipend students receives for their first 5 years of graduate studies. However, the TBP rules are determined by the Graduate School and will impact students as follows:

*Students with a **bachelor degree**:* in addition to the full stipend paid by the Department of Economics, students who enter the program with a BA/BS degree will qualify for **five (5) years** of TBP as outlined at **B**. These students may request an additional one-year tuition benefit support (i.e. for their sixth year) from the Graduate School if their stipend meets the minimum as outlined at **A**. Note: As outlined above, and by rule, the Department of Economics offers a full stipend only for the first five years, and hence students in their sixth year may not receive sufficient stipend to qualify for Graduate School TBP support.

*Students with a **master's degree**:* in addition to the full stipend paid by the Department of Economics, students who enter the program with a MA/MS degree will qualify for **four (4) years** of TBP as outlined at **B**. These students may NOT request an additional one-year tuition benefit support (i.e. for their fifth year, or beyond) from the Graduate School even if their stipend meets the minimum as outlined at **A**. Note: Beyond their fourth year, these students will be financially responsible for their tuition and fees, and medical insurance.

[Tuition Benefit Frequently Asked Questions](#)

Residency for Tuition Purposes

To maintain TBP eligibility, all domestic nonresident students must apply for Utah residency upon completion of 40 graduate level semester credit hours at the University of Utah. Go to www.admissions.utah.edu for details on how to qualify and how to apply for residency reclassifications.

Student Health Insurance

Graduate Subsidized Health Insurance Program

<https://gradschool.utah.edu/tbp/insurance-information/>

Self-Enrolled Health Insurance

<https://studenthealth.utah.edu/insurance/index.php>

Requesting a Leave of Absence

If you need to temporarily leave graduate school (other than during the summer term), meet with your advisor and Director of Graduate Studies to discuss your circumstances and options. They, along with the Department Chair, must petition the Graduate School for an official leave of absence.

The “Request for Leave of Absence” form must be approved and signed by the student’s Supervisory Committee chair and department chair and then forwarded to the dean of The Graduate School for approval. The form requesting a leave of absence for a current semester must be completed and received in The Office of the Registrar by the last day of classes of that semester. Leaves of absence are not granted retroactively. Students must officially withdraw from classes in any semester for which a leave is granted; failure to formally withdraw results in the reporting of E or EU grades for all classes.

The period during which a leave of absence is granted does not count toward the period allowed to complete the degree. Leaves are granted for a maximum of one year at a time, and may be renewed by submitting a new form to The Office of the Registrar. The leave of absence is void if a student registers for classes in a semester for which a leave was granted.

A formal leave of absence means that the student is taking time-off from both coursework (enrollment) and work obligations, thus funding is typically suspended during a formal leave of absence.

Note: International students considering a leave of absence should consult with the International Students Services Office, as additional steps may be required to maintain legal immigration status.

Returning to the Program After an Absence

If the student took an official leave of absence, or maintained the minimum continuous registration, then there is no special arrangement necessary for the student’s return. Unfortunately, if the student did have a lapse in registration without a leave, then the student must reapply to the program. If this is you, please consult the Graduate School website for more details.

Extending Your Time Limits (Going Part-Time)

There are options for extending your tenure as a graduate student; this is most relevant to students who decide they need to go part-time. One way to do this is to maintain the minimum continuous registration, typically by enrolling for 3 credit hours. While you cannot claim Tuition Benefits with less than 9 credit hours, you can maintain your status as a graduate student in good standing at a relatively small cost. Note that you may have to reapply or request a timeline extension if you attempt to remain registered for more than 7 years. See this link for more information: gradschool.utah.edu/graduate--catalog/registration

All doctoral students are entitled to short-term absences which are typically less than one week duration for reasons such as recovery from a minor illness, illness of an immediate family member requiring care by the doctoral student, or bereavement for the death of an immediate family member. Doctoral students who hold an assistantship or are teaching in the Department

of Economics at University of Utah should make the request for leave to the Director of Graduate Studies as promptly as possible, so that coverage of duties during the requested short-term absence can be addressed. Reasonable requests for short-term absences should typically be approved with the stipend and health benefits maintained without requiring make-up time. Approval for a short-term leave may be granted by the Chair of the Department or by the Director of Graduate Studies.

Taking Courses Outside of the Department

The Department counts only one course outside the department towards the student's program of study. The student needs to petition the department explaining how the course is relevant for their program of study. The syllabus for the course must be added to this petition. The course needs to be a graduate course at 6000 or 7000 level.

Students can take as many courses as they like outside the department (only one will be counted towards their program of study) as long as they have TBP. If the student has exhausted their TBP support they are responsible for paying for it. More about TBP here: <https://gradschool.utah.edu/tbp/tuition-benefits-qa/> and here: <https://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines/>. It is the student's responsibility to determine that there is no differential tuition to be paid. Differential tuition is not covered under TBP.

MASTER'S PROGRAM

Overview

The Master's Program in the Economics Department is administered independently of the Ph.D. Program. The Master of Science (MS) degree in Economics is oriented toward the preparation of professional economists who work in the public or private sector and also for students who may be considering further graduate work in economics or related fields. Students may choose the Master of Arts (MA) degree by satisfying an additional foreign language requirement that is coordinated through the Department of Languages and Literature in the College of Humanities. The program is oriented toward a broad, general training in economics which includes theory and applied courses. Areas of specialization include public finance, natural resource and environmental economics, economic history, quantitative analysis in economics, industrial organization, monetary economics, international trade, development theory, poverty, feminist economics, labor economics and others. There are no scholarships or assistantships available in the Master's Program.

Admission Requirements for the MS/MA degree in Economics

1. Completion of a bachelor's degree from a regionally-accredited College or University.
2. Cumulative undergraduate GPA of 3.0 or better.

3. Successful completion of Intermediate Microeconomic Analysis (Econ 4010 or equivalent), Intermediate Macroeconomic Analysis (Econ 4020 or equivalent) and Principles of Econometrics (Econ 4650 or equivalent) with a B- or better.
 4. Combined verbal and quantitative GRE score of 300 or higher
 5. Three academic letters of reference.
 6. Short statement of academic and personal goals (250 word maximum).
 7. TOEFL score of 550 or better (or IBT 80) or IELTS of 6.5 or above for international students.
- Students who do not have the requisite background in Economics (see 3 above) may apply to be admitted in a non-matriculated status. This status usually requires the students to take specific courses determined by the Master's Committee at the time of the application review. These courses do not count toward the Master's degree. Upon completion of these courses with grades of at least 3.0 (B) or better, the student may then apply for regular admission into the Economics Master's Program.

Admission Deadlines

The Economics Master's Program Admissions Committee will reviews applications for entrance into the program only for Fall Semester. The application department deadline for Fall admission is April 1st. Applicants will receive notice of acceptance or non-acceptance from the Economics Admission Committee on or before June 1st. The earlier your completed application is received in the department, the earlier you will have a decision on admittance from the admission committee.

To ensure that GRE scores reach the Economics Department for Fall admittance in a timely manner, plan to take the exam no later than February 15th of the year of application. It takes ETS approximately six weeks to release the results of GRE scores. These results must reach the Economics department no later than April 1st for Fall admission. Please provide ETS with the following codes to ensure accurate delivery when taking the exam:

University of Utah: 4853

Economics Department: 1801

More detailed information on the University of Utah Graduate School admissions policies can be found at <http://admissions.utah.edu/apply/graduate/>

Additionally, information about international graduate admissions may be found at: <http://admissions.utah.edu/apply/international/graduate.php>

Application Procedures

Applications to our Master's program are made online through <https://app.applyyourself.com//?id=utahgrad>. Please upload all materials directly into the Apply Yourself system.

If you have additional questions please see our [Frequently Asked Questions](#) page.

Master's Program Coursework

The Master of Science (MS) degree in Economics is oriented toward the preparation of professional economists who work in the public or private sector and also for students who may be considering further graduate work in economics or related fields. Students may choose the Master of Arts (MA) degree by satisfying an additional foreign language requirement that is coordinated through the Department of Languages and Literature in the College of Humanities.

The program is oriented toward a broad, general training in economics which includes theory and applied courses. Areas of specialization include public finance, natural resource and environmental economics, economic history, quantitative analysis in economics, industrial organization, monetary economics, international trade, development theory, poverty, feminist economics, labor economics and others.

CORE COURSES: 3 CREDIT HOURS PER COURSE

Econ 6610 – Microeconomics for Master's Students

Econ 6620 – Macroeconomics for Master's Students

Econ 6630 – Applied Econometrics

ELECTIVE COURSES: 3 CREDIT HOURS PER COURSE

Below is a list of elective courses that may be taken for the Economics Master's degree. For the current semester's offering, please go to [General Catalog & Class Schedules](#) web page.

Econ 6050 - John Maynard Keynes

Econ 6060 - History of Economic Doctrines

Econ 6080 - Marxian Economics

Econ 6120 Public Policy Towards Labor

Econ 6140 Discrimination in the Labor Markets

Econ 6170 Feminist Economics

Econ 6180 Poverty & Inequality

Econ 6190 Health Economics

Econ 6240 Urban Economics

Econ 6250 Natural Resource Economics

Econ 6251 Environmental Economics

Econ 6260 Energy Policy Options for Utah

Econ 6300 Public Finance: Public Expenditures and Cost-Benefit Analysis

Econ 6360 Industrial Organization

Econ 6380 Law and Economics

Econ 6400 Middle East Economics

Econ 6410 Survey of European Economic History

Econ 6420 China & the Global Economy

Econ 6430 Asian Economic History & Development
 Econ 6460 Latin American Economic History and Development
 Econ 6461 Latin American Topics
 Econ 6470 Industrialization and Economic Development: The American Case
 Econ 6500 Monetary Theory & Policy
 Econ 6510 International Monetary Policy
 Econ 6520 Multinational Firms: International Trade & Investment I
 Econ 6530 Principles of Economic Development
 Econ 6540 Capitalism & Socialism
 Econ 6550 International Trade & Commercial
 Econ 6560 Gender & Economic Development in the Third World
 Econ 6950 Directed Readings: Master's
 Econ 6955 Research Methods: Master's
 Econ 6960 Special Topics
 Econ 6969 Special Topics in Statistics
 Econ 6970 Thesis Research: Master's
 Econ 6980 Faculty Consultation
 PROJECT/THESIS COURSES

(Must register for one of these courses in order to defend your project or thesis)

Econ 6955 Research Methods: Master's Project (3 credit hours)
 Econ 6970 Thesis Research: Master's Thesis (6 credit hours)
 EXAMPLES OF MASTER'S PROJECT PROGRAM OF STUDY

The table below shows a Master's program of study for a typical part-time student. Sometimes the student can take two electives during the summer and thus shorten the completion time to two years.

**Master's Project Three Year Program of Study
 (Part-Time)**

First Year

Fall Semester **Spring Semester**

Econ 6610 Econ 6630

Econ 6620 Elective

Second Year

Fall Semester **Spring Semester**

Elective

Elective Elective

Third Year

Fall Semester **Spring Semester**

Elective

Project (3 hrs.)

**A Master's Project Two Year Program of Study
(Full-Time)**

First Year

Fall SemesterSpring Semester

Econ 6610 Econ 6630

Econ 6620 Elective

Elective Elective

Second Year

Fall SemesterSpring Semester

Elective

Elective Project (3 hrs.)

Elective

EXAMPLES OF MASTER'S THESIS PROGRAM OF STUDY

**Master's Thesis Three Year Program of Study
(Part-Time)**

First Year

Fall SemesterSpring Semester

Econ 6610 Econ 6630

Econ 6620 Elective

Second Year

Fall SemesterSpring Semester

Elective Elective

Elective Elective

Third Year

Fall SemesterSpring Semester

Thesis (6 hrs.)

**A Master's Thesis Two Year Program of Study
(Full-Time)**

First Year

Fall SemesterSpring Semester

Econ 6610 Econ 6630

Econ 6620 Elective

Elective Elective

Second Year

Fall SemesterSpring Semester

Elective

Elective Thesis (6 hrs.)

Thesis/Project Guidelines

The student who plans to graduate in the Spring semester, should begin thinking about the Master's Project topic as early as possible, but no later than in early Fall of the preceding year. The guidelines below provide basic information on writing a Master's Project paper. The Chair of the student's Master's Committee may have different expectations than the ones spelled out below. The student is responsible for finding out the expectations of his/her Chair at the outset.

Students who wish to write a Master's *Thesis* should obtain the specific format guidelines for writing a thesis from the University's Thesis office. That said, the content and structure of a Master's Thesis is substantially the same as a Project, so the information below is relevant for writing Master's Theses as well.

I. Forming the Master's Committee

The Master's Committee consists of the Chair and two additional faculty members. The student is responsible for approaching faculty members to form the Master's Committee, starting with contacting the Chair of the Committee.

It is strongly advisable that the Chair be a faculty member whose course directly pertains to the Master's project topic and whose course the student has successfully completed. In addition, it would be helpful if the student has taken a 6000-level course with one or both of the committee members and/or they are instructors of fields that closely relate to the Project topic. This committee composition would best support the successful completion of the Project, since the student will then have strong foundation in the relevant field(s) and will be prepared to do research on the specific topic. If the Project topic does not fall in the subjects studied in one of the courses taken by the student, then the student will have to first become proficient in the general field that pertains to the specific topic and then review the narrow literature on the specific question. As a result, this latter approach is more time consuming and difficult to undertake. By the same token, a faculty member may be reluctant to chair such a Master's Project.

II. Basic Features of a Master's Project

The Master's Project is a research paper that is more substantial than a term paper for a 6000-level course. Depending on the topic and methodology, it can range from 25 pages to 75 pages, exclusive of any tables or figures and the list of references. Projects that entail extension of a mathematical model will tend to be shorter than those that rely on applied econometrics or descriptive statistical analysis, or the Projects that rely on interpretive methodologies (for example, history of thought in any field).

The Master's Project goes beyond a literature review on the narrow topic in a field. It will have to build upon and extend the relevant literature in the field. The relevant literature is likely to be covered in one or more of the 6000-level courses in the Master's program. The project

should discuss this literature as background to the more detailed literature that pertains specifically to the project (See Appendix, *D. The Relevant Literature*).

The Master's Project entails a contribution to the literature in the field. Thus the student has to identify a gap in the literature, through the discussion of the literature, which the Project then fills through the use of the appropriate research methodology. In empirical research papers typical contributions entail an evaluation of either new or more recent data sources and/or application of a new methodology. For example, the contribution of an empirical paper could be to update an existing regression (or descriptive statistical) analysis using data for recent years. The contribution of a theoretical paper, on the other hand, may be a new interpretation of the literature taking into consideration the latest writings on the subject (See Appendix, *E. Situating Your Research in the Literature*).

The Master's Project should have the standard sections of a research paper, each of which addresses basic questions:

1. Introduction

- What is the project about?
- Why is this an important research question?
- How will you analyze this issue?

2. Literature Review

- What do we already know about this issue? (What have others said and provided evidence for?)

3. Methodology

- How will you examine this issue?

4. Discussion of Results

- What are the main findings of the project?
- In what ways do these modify/add to the existing literature?

5. Conclusions

- What are the theoretical or policy implications of these findings?
- What are the fruitful research directions on this topic

6. References

- Which sources did you consult?

7. Appendix (for example, Description of Datasets; robustness checks of econometric analysis)

Having sections is necessary and invaluable for the student as well as for any reader of the paper. It helps the student to keep track of the flow and substance in the paper and helps the committee/other readers get a sense of the nature of the project without having to strain themselves, fishing for clues and solving a mystery embedded somewhere in the 25-30 page text. The section titles do not have to be cut and dried as above, but it is important to choose section headings that are clear enough to indicate to the reader what's in the section. For example, in a Project examining the effects of microcredit in developing countries, the literature review section could be titled "The Debates on Microcredit." Since there are different

sets of debates on microcredit, then it may be a good idea to have subsections that summarize and evaluate the separate debates: “Impacts on Poverty Alleviation” and “Impacts on Empowerment of Women.” (See the Appendix below for more details on the Introduction and Literature Review sections of the paper.)

III. The Writing Process

The student should be in regular communication with his/her Chair, keeping the Chair up-to-date on his/her progress in the form of e-mail contact and/or print-outs of list of potential sources, statistical output (if relevant), and drafts of the paper. This interaction and the approval of each step facilitate student success. The student should absolutely avoid bringing his/her master’s project draft paper to the Chair in the last month of the expected graduation semester, without having consulted the Chair on the Project in the preceding months. Turning in a draft paper does not guarantee either approval of the project or graduation in that semester.

A Suggested Timeline for Spring Graduation:

September- October	Topic selection and consultation with potential Chair and Committee members
November 1	Deadline to submit the <i>Program of Study and Request for Supervisory Committee</i> to the Graduate School (Master’s Committee is formed)
November-December	Student narrows down topic through research; student provides Chair/Committee a short proposal and list of references that are potentially useful for the Project
January-February	First draft of Project
March	Chair/committee members give feedback
April	Defense

IV. Suggested Sources on Writing Research Papers

There are many books that offer useful guidance to students in writing their Master’s Projects/Theses.

One popular book, now in its 2009 edition, is Susan Hubbuch, *Writing Research Papers Across the Curriculum*, Cengage Learning.

For pointers on good writing practice for economists, students may wish to consult Deirdre McCloskey. 1999. *Economical Writing*, Waveland Press.

Appendix: Detailed Guidelines on Writing Your Paper

I. Writing the Introduction

The **Introduction** section should include the following:

An overview of the research problem.

- Why this problem is worth exploring (spelling out the main positions in the literature to situate the problem, and, if relevant, your personal interest in it).
- What contribution your research is likely to make to the literature (the gap you will fill).

In about two pages you should be moving from laying out the broad context for the study to the narrowly-focused definition of the problem/research question.

The wording of the narrowly-focused research question should be explicit and be clear to even the most inattentive reader. For example, “I will be examining the extent to which microcredit has enabled the twin goals of poverty alleviation and women’s empowerment in Kenya.” Notice the choice of “extent to which” over “whether” to allow for a more wide-ranging discussion of the outcomes of microcredit.

It is O.K. to cite one or more studies that are either directly relevant or that inspired this research project or provide the justification for the study, but the Introduction is not where one evaluates these studies.

Invariably, one cannot write the final version of the Introduction section before completing the Literature Review and Methodology sections. Bear in mind that this section (along with the Conclusion section) will probably be the last section of the research paper to be completed.

II. The Literature Review

A. Your Main Objective: The purpose of your literature review is to justify your research project by evaluating the state of knowledge on the topic (that is, what we already know, what is contested, what we don’t know). It provides the context for your study. It is the responsibility of the researcher to identify the relevant literature (that is, the most influential theories/writing on the topic, the methods used, the findings/conclusions), be familiar with these, and locate their own study in relation to the literature.

B. Identifying your argument and the evidence you need: A literature review is the necessary step to identify your argument/specific hypothesis and to develop your guide for gathering the evidence to examine this argument/hypothesis. At the outset—in the Fall semester of your second year—you are likely to have a “working hypothesis” based on reading a small number of articles and/or your personal experiences. Through reading and evaluating the relevant literature, the working hypothesis has to develop into a refined argument/hypothesis, by your becoming more informed about what others have argued or shown and your reactions to what they have said. You will also become informed about the types of methodology others have used and be able to identify your own methodology (e.g. what kind of variables you might need statistics on, what kind of empirical methodology is necessary and feasible--given your strengths and the time frame and the data availability; or what kinds of text you will be interpreting). Note: “evidence” covers a broad range of sources—from statistics to texts—depending on your methodology.

C. Identifying the Basic Trends and Patterns in the Literature:

In your literature review your strategy is to identify the main trends and patterns in the articles/books you read.

Pay attention to the following:

- What theories seem to be referred to/used most often?
- What are the common assumptions most researchers are making?
- What are the common methods used?
- What are the points of agreement/disagreement among the authors?
- How has each scholar contributed with their work—are they the first to apply a particular method, first to survey a particular group, first to make a particular argument, and by doing so, how have they advanced the debate on the subject (shifted the question of interest etc.)?
- Do any other researchers share your views (your “working thesis”)?
- How has the literature on the topic evolved in recent years?

One strategy for identifying the trends and patterns in the literature (suggested by Hubbuch, 1992, 133) is to make a table as follows:

Author	Theory	Main Argument/ Hypothesis	Key concepts/ assumptions	Method	Results	Major point to make in my discussion (evaluation + connection)
A						
B						

Fill the boxes corresponding to each row (article/book), and then based on this table compose the literature review through a critical, thematic evaluation. Obviously, you need to fill brief and most pertinent notes in each box to keep the table manageable and make this strategy useful for you. The column headings can be as specific and detailed as you deem necessary. The table helps you summarize the literature, but is not included in the Literature Review section of the paper.

A critical, thematic evaluation:

A literature review is not a list in paragraph form, composed on the basis of the above table, where you “stack” the summary of each article/book you have read. Example: “A argued and found...” “B showed...” “C concluded...” Instead, relevant studies need to be critiqued and evaluated, with a view to building an argument. Thus, based on the above table (or your own approach) you need to identify themes in the literature. For example, a number of authors may be arguing the same point (when you glance at your table columnwise). Then, you would write

summary sentences explaining this theme in the literature and attach citations to specific authors as illustrations of this pattern.

An example of a thematic evaluation is: “Many proponents of microcredit have argued that microcredit not only reduces household poverty but also increases the autonomy of women credit recipients (A, B, C). This claim has been the subject of intense debate, with many authors devising measures of empowerment to assess this argument. Some of these empirical studies have found support for the empowerment argument (C, D), while others have shown the empowerment effect to be contingent on other factors, such as asset ownership by women credit recipients (E). Yet others have pointed to the design of these programs as a major obstacle to increasing women’s autonomy (F, G). The premise of the arguments by A, B and C is that...which assumes...”

Notice that the thematic evaluation not only reflects your own thinking but also shifts the focus of the literature review from the work of others to the argument you are developing. You do not take at face value (report) what has been said by others but you evaluate it in light of the writings you’ve read in this topic, pointing out any flaw or weakness.

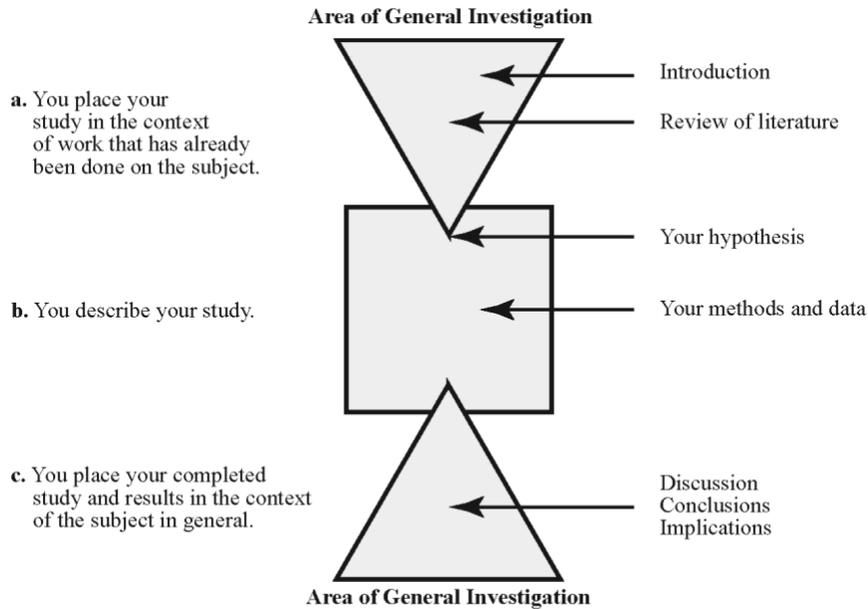
In your evaluation of the literature you should evaluate content for its application to your research (which you identify in the last column of the table above). Your literature review does not necessarily include everything you have read on the topic. For each potential reference ask yourself: “**Why am I including this reference?**” The answer has to indicate how it helps build your argument. You want to include it because, for example, it makes a similar argument or it is an argument you are disagreeing with or it illustrates a weakness that you propose to overcome with research.

D. The Relevant Literature:

Levels of Relevance: The literature that is relevant to your research project is likely to be of three types that will demand differing amounts of attention and space in your review. Example:

- Background: You need to acknowledge these writings but not summarize them at length or in detail. These studies pertain to one aspect or “variable” in the research question. For the microcredit in Kenya paper, for example, studies that describe the shift in development policy toward neoliberal macroeconomic policies would be background literature. You may discuss key studies emphasizing that promotion of microcredit with its emphasis on self-employment, entrepreneurship, individual solutions, is consistent with market reforms and privatization.
- Somewhat relevant: you need to provide a greater attention to this literature but not evaluate these studies in critical detail. For example, the literature on poverty reduction policies in developing countries.
- The most relevant: You need to provide careful examination of these; these could be a set of studies that directly pertains to the research project. For example, studies on microcredit, quickly moving from a few well known South Asian studies to focus in depth on Sub-Saharan Africa. (see the type of thematic evaluation illustrated above).

Thus, your thematic literature review would move from general statements on the background literature to the detailed evaluation of the most relevant literature progressively providing more detailed, critical evaluation of the existing studies. In the figure from Hubbuck, the top triangle, narrowing to a tip, symbolizes this aspect of your literature review.



See: Susan Hubbuck, *Writing Research Papers Across the Curriculum*, 3rd ed., 1992.

Theoretical vs. Empirical Literature: There could be a theoretical and an empirical literature that pertains to your research question. This means that you need to include a review of the relevant empirical studies as well as the theoretical literature. The goal in your evaluation of these studies would be to identify their findings, shortcomings, adequacy, strengths, with a view to how your study will be exploring these questions (e.g. whether in a different or similar manner; how different etc.). Likewise, if no one seems to have explored these questions through a particular methodology, but you are doing so, then you would indicate this gap in your literature review (i.e. “There are no studies that have examined...”) as a way to justify your research project. There are more detailed ways of identifying gaps in the literature, of course. For example, it could be the case that the available studies have not examined the differences between microcredit recipient men and women, or program participant women and non participant women. Note that in identifying the empirical literature to be reviewed in a Master’s Project, the aims are modest. If there is a vast empirical literature on your topic, then you should selectively aim to discuss in detail the most pertinent ones.

Conceptual Clarity: The literature review is also where you sort the differing usages of key concepts (again in a thematic manner), and identify your own usage.

A note on the use of quotations: Avoid overusing quotations in your literature review. As a rule, include as quotations only those sentences that have a particular impact or that are phrased in a unique manner that cannot be captured by a paraphrase. Ask yourself: **“Why am I including this quotation?” “Can I paraphrase this text?”**

E. Situating Your Research in the Literature: When reading and evaluating the literature you have to keep in mind its connection to your proposed research (for example, by keeping track in the last column of the table above). The general question you need to keep in mind is: **what contribution will my study make to what has already been said?**

Examples of how your research may relate to (“fit in”/fill the gap in) the literature:

- **New Question:** It may be a question that has not been studied before (this is not very likely, but possible).
- **Old Question, New Evidence:** The question may be one addressed in the literature. Your study would add new material to illustrate these trends, seek to extend them. For example, if you are examining a pattern observed at the national level in the U.S. for the case of Utah, or has been examined for Utah, but you are updating another study.
- **Old Question, New Methodology (and Evidence):** You may take a quite different direction, for example, use a methodology that has not been used before to examine an old question)
- **Test a Theory:** It may aim to test a theory from the literature (for example, the Prebisch-Singer hypothesis).

With a Master’s Project your most likely contribution would be to confirm, challenge/ disconfirm what others have shown.

F. Ending your literature review with the statement of the research problem: As you progressively narrow the focus by critically and thematically evaluating the literature, and reach the end of your review, the reader will be anticipating the research question you will pose and your expectation/hypothesis about this question. This is the point at which you need to state your research problem/question (when you reach the tip of the first triangle in the figure from Hubbuch.). This will entail writing a couple of summary sentences on the existing scholarship in the most relevant literature (that you already reviewed) and on the work that still needs to be done on the topic. Then, you need a few sentences on how your study will fit in and fill the gap/add to the scholarship and what you expect to find/show. Thereby, you will be indicating to your reader how you will be connecting and contributing to the accumulated knowledge on the topic as well as bridging into the next (Methodology) section of your paper. Example: Here is a potential statement of the problem for the Project on “Microcredit in Kenya.”

“This review showed that most studies of outcomes of microcredit have focused on South Asia, in particular Bangladesh and India. There are few evaluations on Sub-Saharan Africa and these suggest more limited success of this approach in terms of poverty alleviation compared to the South Asian cases. The programs that have been successful in Sub-Saharan Africa appear to have been helped by x, y features of the design. I expect these conditions to hold in Kenya as well. In this paper I will examine the microcredit programs in Kenya in terms of their poverty alleviation effects paying particular attention to the x, y features in their design.”

Note: in this case, your Project will produce new evidence for the hypothesis that factors x, y are crucial for the poverty alleviation effects of microcredit in Kenya. The “new evidence” here may involve looking up statistics and/or systematic examination of statistics or qualitative evidence reported in earlier studies.

An alternative statement of the research problem: If your research question involves interpretive analysis, without any a priori expectations, your statement of the problem would be more open-ended. For example, if you are using a framework drawn from Thorstein Veblen’s writings to interpret (explain) rising consumerism in China, you would first discuss/identify Veblen’s views on consumerism and others’ interpretations of Veblen, then you would end your literature review with a series of propositions of Veblen’s framework. You would then use these propositions in the Methodology/Results section(s) to interpret the case of rising Chinese consumerism. In such a paper you may need an empirical section that discusses Chinese consumerism prior to the Results (Veblenian interpretation) section.

Note: In this case, there is no (implicit) hypothesis x, y affects successful outcomes in poverty reduction. Rather it is a series of propositions to use interpret in the case of China.

III. Methodology

This is the section that lays out how you will go about examining the research problem. You describe the methodology and the data you will use. The common methodologies used in Economics Master's Projects are applied econometrics, descriptive statistical analysis, an interpretive methodology that relies of various texts as data sources. In the example of the microcredit in Kenya project you would examine various studies on microcredit and might tabulate the key features and outcomes of these microcredit programs in Kenya.

IV. Discussion of Results

This section would include your analysis and what you find. If you are pursuing a statistical methodology, then this section would include the statistical analysis (for example, the regression analysis) and discuss the findings.

V. Conclusions

This section sums up the main findings of the study and then discusses the implications of the study. The conclusion section is more than a reiteration of the research findings. The implications could be at the theoretical, empirical or policy levels. For example, the conclusion of the microcredit project could entail discussion of fruitful avenues for making microcredit projects more successful in the African context, based on your study. This section could also identify gaps that future research could examine, such that your research points the way to further studies.

APPENDIX:

PhD Course Planning Sheet

PHD IN ECONOMICS

ADMISSION REQUIREMENTS:

- Completion of a bachelor's degree with a GPA of 3.0 or better
- Program prerequisites: Intermediate microeconomics (ECON 4010) and Macroeconomics (ECON 4020)
- Proficiency in college algebra, introductory calculus, and statistics
- Competitive GRE scores—i.e., 50th percentile or higher (official test scores must be received before application deadline)
- Minimum TOEFL score of 80—(international applicants only)

See page 7 for application process. Application deadline: February 1 (Fall admission only). All application materials must be received by deadline to be considered. April 15/Summer 2019

PROGRAM REQUIREMENTS:

- A minimum GPA of 3.0 is required for graduation
- Completion of doctoral degree courses according to stipulated rules on minimum grades (see PhD Program Policy)
- Minimum coursework credit hours: 48
- Minimum thesis hours: 14
- Successful defense of dissertation and thesis release

MATH EXAM (SUMMER BEFORE FIRST SEMESTER): Students must take the mathematics exam administered by the department before beginning classes fall semester. Students who want to refresh their mathematics knowledge or who wish to improve their performance on the exam should enroll in the department's optional mathematics course. Examples of the tutorial and the exam are described at www.economics.utah.edu. Students are not required to pass the exam in order to continue with their coursework.

1. PHD CORE (FIRST YEAR): All PhD students are expected to be full-time during

Fall Semester	Spring Semester
<input type="checkbox"/> ECON 4005 Microeconomics I	<input type="checkbox"/> ECON 4006 Microeconomics II
<input type="checkbox"/> ECON 7005 Macroeconomics I	<input type="checkbox"/> ECON 7006 Macroeconomics II
<input type="checkbox"/> ECON 7003 Political Economy I	<input type="checkbox"/> ECON 7004 Political Economy II
<input type="checkbox"/> ECON 4500 Econometrics I	<input type="checkbox"/> ECON 4800 Econometrics II

QUALIFYING EXAMS (END OF FIRST YEAR): Qualifying exams covering Microeconomics, Macroeconomics and Political Economy are given at the end of the first year of study. They are scheduled during May and June following Spring semester of the first year. Students are allowed to retake these exams once. To view samples of past qualifying exam questions visit www.economics.utah.edu.

CREDIT HOUR REQUIREMENT (ADDITIONAL 6 COURSES/24 CREDIT HOURS): After completion of the Core courses, students are required to take an additional 24 credit hours including at least one Methodology course and a selection of electives.

2. METHODOLOGY SEMINAR (SECOND OR THIRD YEAR):

Must take at least one course.

Methodology (offered alternate years)
<input type="checkbox"/> ECON 7400 Economic History
<input type="checkbox"/> ECON 7600/7601 History of Economic Doctrines

3. ELECTIVE COURSEWORK: Students are required to complete at least 7 doctoral-level courses in economics, beyond the core and methodology requirements. (This semester is 48 total credit hours in core, methodology, and elective classes. Thesis research credit does not count toward this requirement.) See table below for a list of courses that are regularly offered. Graduate coursework in other departments may be substituted for an economics elective, on a limited basis and based on consultation with and prior approval of the student's advisor and the doctoral program director.

<input type="checkbox"/> ECON 7020 International Economics I	<input type="checkbox"/> ECON 7400 Economic History
<input type="checkbox"/> ECON 7021 International Economics II	<input type="checkbox"/> ECON 7500 Advanced Monetary Theory
<input type="checkbox"/> ECON 7150 Labor and Gender I	<input type="checkbox"/> ECON 7560 Economics Development I
<input type="checkbox"/> ECON 7150 Labor and Gender II	<input type="checkbox"/> ECON 7561 Economics Development II
<input type="checkbox"/> ECON 7250 Advanced Natural Resources	<input type="checkbox"/> ECON 7600 History of Economic Doctrines I
<input type="checkbox"/> ECON 7221 Advanced Environmental	<input type="checkbox"/> ECON 7601 History of Economic Doctrines II
<input type="checkbox"/> ECON 7320 Advanced Health Economics	<input type="checkbox"/> ECON 7601 Economics III

Economics Advisor:
Alex Francis | 801-582-7461
grad-advising@economics.utah.edu

Graduate Studies Director:
Candice Tade | candice.tade@economics.utah.edu



Master's Course Planning Sheet

MASTER OF ECONOMICS

ADMISSION REQUIREMENTS:

- Completion of a bachelor's degree with a cumulative GPA of 3.0 or better
- Program prerequisites: Econometrics (ECON 4650), Intermediate Microeconomics (ECON 4010) and Macroeconomics (ECON 4020)
- GRE scores in the 50th percentile or higher (official test scores must be received before application deadline)
- Minimum TOEFL score of 80—(international applicants only)

Visit economics.utah.edu to apply. Application deadline: April 1 (Fall admission only). All application materials must be received by deadline to be considered. April 15/Summer 2019

PROGRAM REQUIREMENTS:

- A minimum GPA of 3.0 is required for graduation
- Completion of master's degree courses with a B- or better
- Minimum credit hours: 30
- Successful defense of a masters project of thesis
- Master of Arts degree must also meet the University's language requirement

1. ECONOMICS CORE: Must complete all three core courses.

Microeconomics	Macroeconomics	Econometrics
<input type="checkbox"/> ECON 6600 Micro for Masters	<input type="checkbox"/> ECON 6600 Macro for Masters	<input type="checkbox"/> ECON 6630 Applied Econometrics

The general program provides broad, general training in economics and offers great flexibility in the program of study. Students work together with a faculty advisor to design thirty hours of course work. Must complete 5-6 electives depending on project or thesis. Substitutions allowed upon approval.

Electiv Courses	Electiv Courses	Electiv Courses
<input type="checkbox"/> 6650 John Maynard Keynes	<input type="checkbox"/> 6260 Energy Policy Options for Utah	<input type="checkbox"/> 6463 Topics in Latin American Econ History & Dev
<input type="checkbox"/> 6660 History of Economic Doctrines	<input type="checkbox"/> 6300 Public Finance	<input type="checkbox"/> 6470 Industrialization & Econ Dev American Case
<input type="checkbox"/> 6680 Mexican Economics	<input type="checkbox"/> 6350 Game Theory	<input type="checkbox"/> 6500 Monetary Theory
<input type="checkbox"/> 6320 Labor Law and Collective Bargaining	<input type="checkbox"/> 6360 Industrial Organization	<input type="checkbox"/> 6530 International Monetary Relations
<input type="checkbox"/> 6340 Discrimination in the Labor Markets	<input type="checkbox"/> 6380 Law and Economics	<input type="checkbox"/> 6520 Multinational Firms: InTC Trade & Investment
<input type="checkbox"/> 6370 Feminist Economics	<input type="checkbox"/> 6400 Middle East Economic History	<input type="checkbox"/> 6530 Principles of Economic Development
<input type="checkbox"/> 6380 Poverty and Inequality	<input type="checkbox"/> 6430 Survey of European Economic History	<input type="checkbox"/> 6540 Capitalism and Socialism
<input type="checkbox"/> 6390 Health Economics	<input type="checkbox"/> 6420 China and the Global Economy	<input type="checkbox"/> 6550 International Trade Policy
<input type="checkbox"/> 6240 Urban Economics	<input type="checkbox"/> 6450 Asian Economic History and Development	<input type="checkbox"/> 6560 Gender & Econ Dev in the Third World
<input type="checkbox"/> 6250 Environmental & Natural Resource Econ	<input type="checkbox"/> 6460 Latin American Economic History & Dev	

THESIS OR RESEARCH HONORS: Students have the option to culminate their program of study by writing a thesis for six credit hours or conduct a research project for three credits. The thesis option requires completion of 24 hours of approved graduate course work with at least a 3.0 average, plus completion and oral defense of a thesis, for which 6 credit hours are granted. The project option requires completion of 27 hours of approved graduate course work with at least a 3.0 average, plus completion and oral defense of a research project for which three credit hours are granted. This should complete the 30 hour requirement.

Project Option	Thesis Option
<input type="checkbox"/> ECON 6675 Research Methods (minimum of 3 hours)	<input type="checkbox"/> ECON 6570 Thesis Research (minimum of 6 hours)

Economics Advisor:
Alex Francis | 801-582-7461
grad-advising@economics.utah.edu

Graduate Studies Co-Director:
Richard Fowles | richard.fowles@utah.edu
Minq Li | minq.li@economics.utah.edu



Master's of Statistics in Econometrics

MASTER OF STATISTICS IN ECONOMETRICS

ADMISSION REQUIREMENTS:

- Completion of a bachelor's degree with a cumulative GPA of 3.0 or better
- Program prerequisites: Calculus I, II, III, Intermediate Microeconomics (ECON 4010) and Intermediate Macroeconomics (ECON 4020)
- GRE scores in the 50th percentile or higher (official test scores must be received before application deadline)
- Minimum TOEFL score of 80-85 (international applicants only)

PROGRAM REQUIREMENTS:

- A minimum GPA of 3.0 is required for graduation
- Completion of core courses with a B- or better
- Completion of electives with a C- or better
- Minimum credit hours: 33
- Successful defense of a masters project

Visit economics.utah.edu to apply. Application deadlines: April 1 (Fall) and Nov 1 (Spring). All application materials must be received by deadline to be considered.

As of Spring 2020

1. MSTAT ECONOMETRICS CORE: Must complete all 7 core courses. Graduate level courses in econometrics, probability/inference and methods are required of all students.

Probability/Inference	Econometrics	Methods
<input type="checkbox"/> MATH 5030 Intro to Probability	<input type="checkbox"/> ECON 7590 Econometrics	<input type="checkbox"/> STAT 6860 Adv Methods in Stats/Comput
<input type="checkbox"/> MATH 5080 Statistical Inference I	<input type="checkbox"/> ECON 7600 Econometrics I	
<input type="checkbox"/> MATH 5090 Statistical Inference II	<input type="checkbox"/> ECON 7610 Econometrics II	

2. ECONOMETRICS ELECTIVES: Must complete any 9 credits. (With prior approval, students may take courses offered by other [MSTAT tracks](#) departments.)

Econometric Elective Courses		
<input type="checkbox"/> ECON 6630 Microeconomics	<input type="checkbox"/> ECON 7070 Macroeconomic Theory I	<input type="checkbox"/> MATH 5040 Stochastic Processes & Sim I
<input type="checkbox"/> ECON 6620 Macroeconomics	<input type="checkbox"/> ECON 7080 Macroeconomic Theory II	<input type="checkbox"/> MATH 5050 Stochastic Processes & Sim II
<input type="checkbox"/> ECON 6500 Monetary Theory & Policy	<input type="checkbox"/> ECON 7560 Economic Development II	<input type="checkbox"/> MATH 6030 Linear Models
<input type="checkbox"/> ECON 6530 Int Monetary Relations	<input type="checkbox"/> ECON 7250 Advanced Environmental Econ	<input type="checkbox"/> MATH 6020 Multivariate Models
<input type="checkbox"/> ECON 6200 Energy Policy	<input type="checkbox"/> ECON 7150 Labor/Gender I	<input type="checkbox"/> MATH 6070 Mathematical Statistics
<input type="checkbox"/> ECON 6300 Health Economics	<input type="checkbox"/> ECON 7180 Labor/Gender II	<input type="checkbox"/> STAT 6860 Special Topics
<input type="checkbox"/> ECON 6250 Environment & Natural Resources	<input type="checkbox"/> ECON 7520 Advanced Health Economics	<input type="checkbox"/> ECON 7960 Special Topics

3. RESEARCH PROJECT: Students culminate their program of study by completing a research project. The project option requires completion of approved graduate course work with at least a 3.0 average, plus completion and oral defense of a research project for which three credit hours are granted.

Research Project

- ECON 6950 Research Methods (minimum of 3 hours)

Economics Advisor:
Alicia Brinkley | 801-924-2829
grad-advising@economics.utah.edu

Qualifying Program Director:
Richard Fowles | r.fowles@utah.edu

* Indicates variability of the semester in which course is offered. Notes: course offerings are subject to change based on faculty availability, etc.



Forms

PhD Program

[Thesis Research Class Number Request](#)

[Supervisory Committee Proposal](#)

[Dissertation Defense Request](#)

[I-20 Extension Support Letter Request](#)

[Verification Letter Request](#)

[FERPA Release](#) – Must be attached to the Verification Letter Request

Master's Program

[Project/Thesis Research Class Number Request](#)

[Supervisory Committee Proposal](#)

[Project or Thesis Defense Request](#)

[I-20 Extension Support Letter Request](#)

[Verification Letter Request](#)

[FERPA Release](#) – Must be attached to the Verification Letter Request

Admissions Tips and [FAQ](#) Questions

Parental Leave Policy for Doctoral Students

Department of Economics
University of Utah

Section 1: Rationale and objectives

The Department of Economics at the University of Utah has developed this policy on parental leave in order to facilitate the success in the program of doctoral students who become parents and, therefore, may need to be temporarily relieved of their duties as doctoral students. This policy remains consistent with the Department's goals and commitment to increasing the graduation success rate of our students as well as preserving the quality of our doctoral program by providing students with a support system as outlined in this document. This document outlines the criteria for eligibility, policy provisions, and procedures for implementing the parental leave policy for doctoral students in Economics at the University of Utah.

Section 2: Eligibility

This policy applies to all full-time doctoral students in good academic standing making satisfactory progress toward degree completion as outlined in the Department's *Policy on Standards of Academic Performance and Academic Conduct for the PhD program in Economics* at University of Utah. This policy includes, but is not limited to, doctoral students who are receiving Graduate or Teaching Assistantships sponsored by the Department of Economics and who are not beyond their fifth year in the program. This policy concerns events such as the birth or adoption of a child.

Section 3: Policy

The Department of Economics' *Parental Leave Policy* states that doctoral students that meet the criteria outlined in Section 2 are eligible to apply for the following benefits:

- Doctoral students may take up to twelve (12) weeks of approved leave as parental leave with the 12-week period including or immediately following the birth/adoption date of the child. A man or a domestic partner who is the primary caregiver within the family may petition to be considered for a parental leave. If the student prefers to take a leave of absence instead he or she should consult the Department's policy and procedures that govern the leave of absence.
- Doctoral students who receive a Department-sponsored stipend and benefits will continue to receive these benefits during the approved parental leave. Doctoral students who act as Teaching Assistants, Graduate Assistants or Graduate Instructors may request to be relieved from their duties during the 12 week approved parental leave.
- An additional one (1) semester extension will be given for all courses and program requirements in progress at the beginning of approved leave, and a one (1) year extension will be given for taking the qualifying exams.

Note: Doctoral students who hold an external fellowship during the term in which leave is requested must ensure they meet the scholarship guidelines/conditions of the award during leave. The Department may provide support to fellowship students if needed in communicating with their external funders about the requested family/medical leave once the leave is approved. The Department has no control, however, over whether the funder will approve the leave and continue funding the student, and the Department will not provide alternative funding during approved leave if approval is not granted.

Section 4: Procedures

To request a parental leave and benefits under this policy, a Graduate Student is expected to notify in writing the Department and the Director of Graduate Studies at least three months in advance of the anticipated birth of a child, so that appropriate arrangements can be made to cover any teaching or research responsibilities. In case of adoption, written notification to the Director of Graduate Studies should be made as soon as possible once the need arises.

Students granted parental leave will work with Director of Graduate Studies, his/her research advisor, and the department Chair to develop and approve a revised workload assignment to accommodate the approved leave period. A "memorandum of understanding" (MOU) outlining the dates of the approved leave and the revised workload accommodation will be signed by all parties involved, usually including the student, Director of Graduate Studies, Department Chair, and faculty advisor.

Note: Doctoral students who experience a medical condition associated with their pregnancy and need accommodations recommended by their medical provider, should contact the University's Title IX Coordinator, who will work with the student, the Economics Department, and administration to determine what accommodations are reasonable and effective.