Presentation Instructions

1 Instructions

Some suggestions/requirements for what makes a good presentation:

- It needs to be 20 minutes maximum, which includes time for 5 minutes of discussion.
- To help with that, I will limit you to 12 slides. Any more slides in your presentation and I will deduct credit!
- The objective of the presentation is to explain the paper to the rest of the class. That means answer the following questions:
  - What's the question (i.e., what are D and Y?)
  - Why do we care (i.e., do you think its an interesting question)?
  - What's the research design?
  - What are the data?
  - Econometric details: how did they deal with the issues discussed in class?
  - What are the main results?
  - Your summary and critique of the overall quality of the paper, and whether it was published in an appropriate journal (or if a working paper which journal it should be published in). Of course this is subjective, and I don't expect you to have a very well developed sense of these things at your stage of studies, but it's important that you at least try.
- Hint(1): where you arein most danger of having too many slides is in the "econometric details" part. This is where you have to know what they did and then be creative about summarising that in a concise way.
- Hint(2): Generally, less is more. Often, students work hard to understand the details of a paper, and so want everyone to know that they worked hard at it and understand it. You need to wear your learning lightly: unless it will help students understand what is in the paper, leave it out!
- Hint(3): what really separates the wheat from the chaff here is "critique". Summarizing is relatively easy, critiquing is hard. But I will give you a lot of credit if you can think hard about possible weaknesses, limitations of the analysis, etc.

2 Presentations

The following are the list of papers to be presented this quarter.

RCT1 Noble et al. (2025)

RCT2 Katz et al. (2001)

IV1 Finkelstein et al. (2012)

IV2 Angrist and Evans (1998)

IV3 Kling (2006)

RD1 Card et al. (2008)

RD2 Ferreira and Gyourko (2009)

RCM1 Dale and Krueger (2002)

RCM2 Ashenfelter and Krueger (1994)

DD1 Akee et al. (2018)

DD2 Miller (2008)

DD3 Jacobson et al. (1993)

References

Akee, R., Copeland, W., Costello, E. J., and Simeonova, E. (2018). How does household income affect child personality traits and behaviors? *American Economic Review*, 108(3):775–827.

Angrist, J. and Evans, W. N. (1998). Children and their parents' labor supply: Evidence from exogenous variation in family size. *The American Economic Review*, 88(3):450–477.

Ashenfelter, O. and Krueger, A. (1994). Estimates of the economic return to schooling from a new sample of twins. *The American Economic Review*, pages 1157–1173.

Card, D., Dobkin, C., and Maestas, N. (2008). The impact of nearly universal insurance coverage on health care utilization: evidence from medicare. *American Economic Review*, 98(5):2242–2258.

Dale, S. B. and Krueger, A. B. (2002). Estimating the payoff to attending a more selective college: An application of selection on observables and unobservables. *The Quarterly Journal of Economics*, 117(4):1491–1527.

Ferreira, F. and Gyourko, J. (2009). Do political parties matter? evidence from us cities. *The Quarterly Journal of Economics*, 124(1):399–422.

Finkelstein, A., Taubman, S., Wright, B., Bernstein, M., Gruber, J., Newhouse, J. P., Allen, H., Baicker, K., and Group, O. H. S. (2012). The Oregon health insurance experiment: evidence from the first year. *The Quarterly Journal of Economics*, 127(3):1057–1106.

Jacobson, L. S., LaLonde, R. J., and Sullivan, D. G. (1993). Earnings losses of displaced workers. *The American Economic Review*, pages 685–709.

Katz, L. F., Kling, J. R., and Liebman, J. B. (2001). Moving to opportunity in boston: Early results of a randomized mobility experiment. *The Quarterly Journal of Economics*, 116(2):607–654.

Kling, J. R. (2006). Incarceration length, employment, and earnings. *American Economic Review*, 96(3):863–876.

Miller, G. (2008). Women's suffrage, political responsiveness, and child survival in american history. *The Quarterly Journal of Economics*, 123(3):1287–1327.

Noble, K., Magnuson, K., Duncan, G., Gennetian, L. A., Yoshikawa, H., Fox, N. A., Halpern-Meekin, S., Troller-Renfree, S., Han, S., Egan-Dailey, S., et al. (2025). The effect of a monthly unconditional cash transfer on children's development at four years of age: a randomized controlled trial in the us. Technical report, National Bureau of Economic Research.