Memo Regarding the Final Examination
Final: Thursday, May 14, 8:00 a.m. - 11:00 a.m., 1 LeConte

We will begin at 8:00 (not 8:10). Please be prompt. Arrival by 7:55 is encouraged.

Exam booklets will be provided. You do not need to bring bluebooks. The exam is a closed book exam. Bring a pen or pencil (not red). No electronic devices. Bring a standard watch or small clock, not your cell phone, as a time piece.

You may bring in one 4" x 6" card. Write your name on your card. You will turn in your card with your final. We don't care what you put on your card. It must be <u>hand-written</u>.

The final is worth 200 points, 40% of your grade. It will have three parts:

Part I. Material since the midterm (80 or so points)
     Same types of questions as the midterm, but not the "econometrics basics"

Part II. Questions Covering the Whole Course (60 or so points)

Part III. Comprehensive Essay (60 points)
     The essay question is on the reverse side of this memo. This is <u>exactly</u> the question you will be given on May 14

You can study with others but you must write your own essay. When grading, the GSIs will be distinguishing between someone who clearly gets it and someone who "mostly gets it, usually." The more clear your essay, the better your grade. Prof. Olney & the GSIs can not "pre-grade" your essay. We cannot read a draft of it and give you comments. We cannot tell you if you've included the right/wrong/best/worst things. We can clarify the question. Posting questions on Piazza is best because then Prof. Olney and the GSIs can post answers there for all to see.

There is no scheduled make-up for the final examination. "No-shows" will receive an F in the course. If an emergency makes it impossible for you to attend the exam, you **must** e-mail **and** call Professor Olney at Olney@berkeley.edu and 642-6083 by 8:00 a.m. on May 14.

In fairness to students who put in an honest effort, cheaters will be treated harshly. Any evidence of cheating on the final will result in an F in the course. Instances of suspected cheating will be reported to the Student Conduct, which administers additional penalties. Cheating includes but is not limited to using notes other than the approved 4x6 card during the exam, using or providing a duplicate 4x6 card, copying off another person's exam, allowing someone to copy off of your exam, and having someone take an exam for you. You must prepare your own 4"x 6" card. Using a duplicate of someone else's card constitutes cheating. In the event of duplicate cards, all parties with the same card will receive an F in the course.

If the alarm is pulled, we will move outside and finish the exam by 11:00 a.m. Panicking? Talk with your GSI or Professor Olney about your situation. We can help.

You may leave when you have finished the exam.

Grades will be posted to bearfacts some time in the last week of May.

If you want to see your exams after grades are determined, exams are held by the Economics Department for 12 months. You can look at your graded exam in Room 530 Evans Hall. After 12 months, the exams will be discarded.

Final Comprehensive Essay Question (60 points)

Your comprehensive essay will mirror the activity we did in class on Thursday April 23. The process we followed in class was broadly this
1. What explanations for some historical event did we look at earlier in the course?
2. Are those explanations of historical events relevant to explaining similar contemporary events?
3. How useful are models offered to explain contemporary events when applied to the historical event?
4. Propose one all-encompassing model in the form of outcome = f(determining variables) that could explain both the historical and contemporary events, and defend that model.

That four-step process is probably the best order in which to think through the development of one all-encompassing model. But it's not the best organization for an essay. A better outline for an essay is
Essay Organization Option 1
I.   What is the issue you are considering? (See list of possible issues below)
      A.   Discuss briefly both historical & contemporary events/patterns for your issue
II.   What is one model, expressed in the form of outcome = f(determining variables), that could be used to explain both historical and contemporary events/patterns for your issue.
      A.   Do more than write down an equation. Walk through your model and explain it.
III. How does your model apply to the historical event
IV.   How does it apply to the contemporary event

An alternative organization would interweave III and IV as you walk through the model. So you'd have
Essay Organization Option 2
I.   What is the issue you are considering? (See list of possible issues below)
      A.   Discuss briefly both historical & contemporary events/patterns for your issue
II.   What is one model, expressed in the form of outcome = f(determining variables), that could be used to explain both historical and contemporary events/patterns for your issue.
III. For each variable
      A.   Explain how you think it would affect the outcome
      B.   How does that variable apply to the historical event
      C.   How does that variable apply to the contemporary event

For instance, in class we developed a model of fertility. One variable suggested was the amount of physical space available per person. The first step is to explain the way in which physical space might affect fertility: do you expect a positive or negative coefficient, and why. In "organization option 1" you would then go on to the next variable and explain it. In "organization option 2" you would discuss how physical space affected fertility in the historical event (1800s decline or mid-1800s regional pattern), and then discuss how physical space might affect fertility today. You would then move on to the next variable and do the same thing with it.

I don't have a strong preference one way or the other between option 1 and option 2. Go with whichever makes your essay flow better.

The issues you can consider (choose just one from this list):
1. Banking – bank failures, banking innovations, or another issue related to banking that applies both historically and contemporarily
2. Migration – international immigration or internal migration
3. Education – Funding of public higher education, educational attainment, or another issue related to education that applies both historically and contemporarily
4. Structure of the Economy – Agriculture, Manufacturing, Services and changes therein

Your essay should demonstrate several skills.
•   The ability to think abstractly about an issue (that's what you're showing in the formation of your model)
•   Familiarity with the literature assigned or discussed in class on a particular issue
•   Ability to think critically about the analysis in the economic history literature, especially in applying that analysis to a contemporary issue (that is, properly utilizing a historical analogy)