A Workshop
In Calderwood Seminar Design

David L. Lindauer

Stanford Calderwood Professor of Economics
Wellesley College
Spring 2018
Calderwood Seminars in Public Writing
Beyond Wellesley

Georgetown University

Wesleyan University

Middlebury College

Amherst College

Bard College
COURSE DESIGN

- Conventional Courses vs. Calderwood Seminars
- Selecting Assignments
- Common Text vs. Common Genre
- The “Beat Model”
Economics 101; Principles of Microeconomics

I. Introduction (September 3-10)
II. Supply and Demand (September 11-17)
III. Ceilings, Floors and Taxes (September 18-October 4)
IV. Market Efficiency and Market Failure (October 8-22)
V. The Theory of the Firm (October 23–30)
VI. Perfect Competition (November 1-13)
VII. Industrial Organization (November 15–22)
VIII. Consumer Behavior (December 3-4)
IX. Inequality and Poverty (December 6-10)
Economics 101; Principles of Microeconomics

I. Introduction (September 3-10)
   Mankiw, Chapters 1, 2 (+ Appendix)
   A. Goolsbee, “Why People Hate Economists (and Why We Don’t Care),” (August 2006)
   L. Summers, “Morning Prayers Address,” Appleton Chapel, Harvard University
   (September 15, 2003); http://www.harvard.edu/president/speeches/summers_2003/prayer.php

II. Supply and Demand (September 11-17)
   Mankiw, Chapter 4
   P. Conkling, “The Great Silent Lobster Tie Up,” The Working Waterfront (July 2012);
   M. Munger, “They Clapped: Can Price-Gouging Laws Prohibit Scarcity?” (January 8, 2007);
   http://www.econlib.org/library/Columns/y2007/Mungergouging.html#
Assignments in Economic Journalism

- Official Government Report
- Article in a Professional Journal
- Public Lecture (Live or Video)
- Book Review
- Op-Ed
- Interview/Profile
- **OFFICIAL REPORT**
  - BLS (Unemployment Trends; Macro)
  - CBO (Entitlement Spending and Budget Deficits; Macro)

- **JOURNAL ARTICLE**
  - Claudia Goldin (Gender Pay Gap; Labor Economics)
  - Roland Fryer (Police Use of Lethal Force; Econometrics)

- **PUBLIC LECTURE**
  - Amy Finkelstein (Oregon Medicare Experiment; Health Economics)
  - Raj Chetty (Social Mobility; Income Inequality)

- **BOOK REVIEW**
  - William Nordhaus (Climate Change; Environmental Economics)
  - Steven Radelet (Global Poverty Alleviation; Development Economics)

- **OP-ED**
  - Students Select (All fields)

- **INTERVIEW/PROFILE**
  - Students Select (All fields)
COMMON TEXT

- Official Government Report
- Article in a Professional Journal
- Public Lecture
- Book Review

COMMON GENRE

- Op-Ed
- Interview/Profile
CPLT/FREN 359: ADVOCATING FOR OTHER CULTURES

COMMON TEXT
- Movie Review

COMMON GENRE
- Blog Post: travel, cultural, culinary experience
- Feature Report: lecture, concert, cultural event
- Letter to the Editor
- Op-Ed
- Interview/Profile
TOSHIRO MIFUNE
UN FILM DE
AKIRA KUROSAWA

RASHOMON
MASAYUKI MORI · MACHIKO KYO · TAKASHI SHIMURA
OTHER ASSIGNMENTS

- Blog Post
- Call to Action: Policy Analysis (ES)
- Concert Program Notes (MUS)
- Consumer Object Analysis (AMST)
- Description of a Math Activity for 7-12th Graders (MATH)
- Grant Proposal: Interdisciplinary Faculty Committee (CHEM)
- Introduction to a GLOW Podcast (CLAS)
- Textbook “Box” (CHEM)
- Wiki Entry (PSYC)
COMMON FEATURES
OF CALDERWOOD SEMINARS

- Public Writing Rather Than Academic Writing
- Relatively Short Weekly Assignments (usually 250-1200 Words)
- Reliance on Writers and Peer Editors
- In-Class Workshopping of Student Work
- Submission of Multiple Drafts
- Student Led and Student Centric Discussion
THE “BEAT” MODEL
HOW MUCH GUIDANCE?

WRITE 800 WORDS ...  
● Word length: 250, 280, 1200

BOOK REVIEWS ARE NOT BOOK REPORTS

OPEDS:  
● Joint By-Lines

INTERVIEWS/PROFILES:  
● On campus vs off campus  
● Interview Proposals  
● In-person, video chat, telephone
COURSE MECHANICS

- Typical Class Meeting
- 2-Week Cycle
- Peer-Editing
- Special Classes
- Evaluating Student Work
- Enrollment Issues
- Scheduling
A TYPICAL CLASS MEETING

- WARM-UP
- DISCUSSION
- WORKSHOPPING
WARM-UP

LAST WEEK’S WRITERS
- What did you learn from the Rewrite?
- How did you tackle the Rewrite?
- Any thoughts on editing?

THIS WEEK’S WRITERS
- What was challenging about this assignment?
- What from previous courses did you make use of?
- Did you turn to other sources?

ENTIRE CLASS
- What did you learn?
- Are you glad you did this assignment?
- Should I use it again next year?
DISCUSSION
● Review of central points made in common text
● Small Group Activity
● Review of material seen before

WORKSHOPPING
● Students come to class prepared to comment
● Editor begins; Editor takes notes for writer
● Working our way around the table (10 minutes)
2-WEEK CYCLE

- Students receive all assignments on Day One
- Writer-Editor pairs distributed (Thursday)
- Writer gets 0 draft to editor (by Sunday)
- Editor returns, cc me (on Monday)
- Writer posts 1st draft (Wednesday, 9:00 am)
- Class discussion, workshopping (Thursday)
- Writer now Editor on next assignment
- Writer’s Final draft (by class next Thursday)
BARRY LYDGATE’S 20-DAY CYCLE

Day
1-4: Writer sends 0 draft to editor. Editor edits 0 draft. Writer produces 1st draft and returns to Editor
5: Editor posts piece to seminar’s Google Group
7: Class meeting. Editor directs class discussion
8-12: Writer produces 2nd draft forwards to Editor and Lydgate
13-15: Editor meets with Lydgate to discuss
16-19: Editor and Writer confer again
20: Writer posts Final draft on seminar blogsite
I don't know if it's terrible or awful...
# Reporter/Editor Pairs

BLS, “The Employment Situation: January 2018”  
Assignment Due: February 7; 9:00 am

<table>
<thead>
<tr>
<th>REPORTERS</th>
<th>EDITORS</th>
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<tbody>
<tr>
<td>Anjali Nagulpally (A)</td>
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Reporter/Editor Pairs
CBO, “The 2017 Long-Term Budget Outlook”
Assignment Due: February 14; 9:00 am

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Reporter/Editor Pairs
Claudia Goldin, “A Grand Gender Convergence,”
Assignment Due: February 21; 9:00 am

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SPECIAL CLASSES

● The First Class Meeting
  ○ Tweet on Pericles’ Funeral Oration

● A Mid-Semester Time Out and Plenary
  ○ Two weeks for the Book Review

● Guests

● The Editorial Board
EVALUATING STUDENT WORK

- Grades and Grading
- Writing Comments (Which Drafts?)
- Portfolios & Reflections
ENROLLMENT ISSUES

● The 12 Student Enrollment Cap
  ○ The Dreaded Odd Number of Students Problem

● Wellesley’s 82% “Occupancy Rate”

● Recruiting and Retaining Students

● Identifying Alternates
<table>
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<tr>
<th>Week</th>
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<th>Group</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Feb 1</td>
<td>A,B</td>
<td>Introduction to Econ 335, Economic Journalism; AEA 2018 meetings: Larry Summers, “Politics and Economics” (1:20:30 - 1:44:00) <a href="https://www.aeaweb.org/webcasts/2018/trumpeconomics-first-year-evaluation">Link</a></td>
</tr>
<tr>
<td>6</td>
<td>March 8</td>
<td>A,B</td>
<td>Plenary with Heather Long ’04, Economics Correspondent for the Washington Post, and Crystal Jin ’05, Director at Citi</td>
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# ECONOMIC JOURNALISM
## SCHEDULE – SPRING 2018

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<th>Week</th>
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<th>Group</th>
<th>Assignment</th>
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<tr>
<td>8</td>
<td>March 22</td>
<td>A,B</td>
<td>SPRING BREAK</td>
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<tr>
<td>9</td>
<td>March 29</td>
<td>A,B</td>
<td>SPRING BREAK</td>
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<tr>
<td>10</td>
<td>April 5</td>
<td>A,B</td>
<td>OPED (Joint or Single By-Line)</td>
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<tr>
<td>10</td>
<td>April 6</td>
<td>A,B</td>
<td>Interview/Profile Proposal Due Electronically by noon</td>
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<tr>
<td>11</td>
<td>April 9</td>
<td>A,B</td>
<td>Guest Speaker: Sara Shay, Professional Editor; Clapp 336, 2:50-4:00</td>
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<tr>
<td>11</td>
<td>April 12</td>
<td>A,B</td>
<td>OPED (Joint or Single By-Line)</td>
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<td>12</td>
<td>April 19</td>
<td>B</td>
<td>Covering an Economic Lecture: Anna Aizer, Associate Professor of Economics &amp; Public Policy, Brown University</td>
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<tr>
<td>13</td>
<td>April 26</td>
<td>A</td>
<td>Covering an Economic Lecture: Raj Chetty, “Improving Equality of Opportunity in America,” Lampman Memorial Lecture, University of Wisconsin (2015); <a href="https://www.youtube.com/watch?v=vOcJvFJ7H0g">https://www.youtube.com/watch?v=vOcJvFJ7H0g</a></td>
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<td>15</td>
<td>May 10</td>
<td>A,B</td>
<td>Profile with Academic Economist (Joint or Single By-Line)</td>
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<td>16</td>
<td>May 15</td>
<td>A,B</td>
<td>Economic Journalism Portfolio Due by 5 pm</td>
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Solving the Group A always goes first problem

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<tr>
<td>1/26</td>
<td>A,B</td>
<td>FIRST CLASS</td>
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<td>2/2</td>
<td>A</td>
<td>I</td>
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<td>2/9</td>
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<td>II</td>
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<td>2/16</td>
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<td>2/23</td>
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<td>3/9</td>
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<td>3/16</td>
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<td>3/23</td>
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<td>3/30</td>
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<td>SPRING BREAK</td>
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<td>4/6</td>
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<td>4/13</td>
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<td>VI</td>
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<td>4/20</td>
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<tr>
<td>4/27</td>
<td>A</td>
<td>VI</td>
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<td>5/4</td>
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