FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Graduate Programs

Department FINANCE

College COLLEGE OF BUSINESS

*(To obtain a course number, contact **erudolph@fau.edu**)*

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

Prefix FIN

Number 7817

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)
Lab Code

Type of Course
Select one
LECTURE

Course Title
EMPIRICAL METHODS IN FINANCE

Credits *(Review Provost Memorandum)*
3

Effective Date *(TERM & YEAR)*
FALL 2021

Grading *(Select One Option)*
Regular (X)
Sat/UnSat ( )

Course Description *(Syllabus must be attached; see Guidelines)*
EMPIRICAL METHODS USED IN CORPORATE FINANCE AND ASSET PRICING RESEARCH.

Prerequisites
ADMISSION TO A PH.D. PROGRAM

Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.

Academic Service Learning (ASL) course ☐
Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Corequisites
N/A

Registration Controls *(For example, Major, College, Level)*
PH.D. COB

Minimum qualifications needed to teach course:
Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)

List textbook information in syllabus or here
INSTRUCTOR WILL PROVIDE READING MATERIALS LIST

Faculty Contact/Email/Phone
DOUGLAS CUMMING/ DCUMMING@FAU.EDU/561-562-0764

List/Attach comments from departments affected by new course
N/A

Approved by	***Date***
Department Chair: Emilio Zarruk	03/26/21
College Curriculum Chair: David Cumming	3/26/21
College Dean: Ken Johnson	3/26/21
UGPC Chair	
UGC Chair	
Graduate College Dean	
UFS President	
Provost	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

Course Number – FIN 7817
Course Title: EMPIRICAL METHODS IN FINANCE

Professor Information

Name: Dr. David Javakhadze
Office Address: KH-103, Barry Kaye Hall Bldg. 25
E-mail address: djavakhadze@fau.edu
Phone Number: (561)-297-2914
Video Conferencing Tool Name: Cisco WebEx

Office Hours

Mondays, 1:00pm-3:00pm, via Cisco WebEx. The link will be posted on Canvas.

Required Text and Materials

Angrist, Joshua and Jörn-Steffen Pischke, 2009, *Mostly Harmless Econometrics*, Princeton University Press, Princeton, NJ.

Angrist, Joshua and Jörn-Steffen Pischke, 2015, *Mastering 'Metrics: The Path from Cause to Effect* Princeton University Press, Princeton, NJ.

Cochrane, John H., 2005, *Asset Pricing*, Princeton University Press, Princeton, NJ.

Additionally, most lectures will contain student presentations of three/four papers related to the previous week's lecture topic. A list of papers to be presented is given in the attached reading list. The articles are generally available for download from JSTOR, ScienceDirect, or some other database. Otherwise they can be copied directly from the original journals.

Recommended Text and Materials

Wooldridge, Jeffrey M., 2010, *Econometric Analysis of Cross-Section and Panel Data*, MIT Press, Massachusetts, Second Edition

Greene, William H., 2011, *Econometric Analysis*, Prentice Hall, N.J., Seventh Edition.

Course Description

This course is a study of a special area of Finance. It is designed to provide students with the modern empirical toolkit that is used in corporate finance and asset pricing research. The class will cover a wide range of topics including endogeneity, cross-sectional methods, structural estimation, bivariate models, factor pricing models. In a single semester it is nearly impossible to complete an exhaustive exploration of the available research methods. My goal is to help you gain foundation knowledge to work with some of the main datasets used in empirical research and apply some of the main methods used to analyze them.

Course Prerequisites and Credit Hours

Prerequisites: Permission of instructor. This course is designed primarily for finance Ph.D. students and worth 3 credits.

Course Learning Objectives

The objective of the course is to help you learn how to do empirical research in corporate finance and asset pricing. Lectures, readings, and empirical assignments will help you to learn the econometric intuition behind each method and will expose you to examples of these methods used in published and working papers. In addition, course assignments will require you to use the methods analyzed in the course (you will learn by doing). Finally, referee reports will help you to think critically regarding the methods used and identification challenges of the papers.

Course Delivery Mode

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, contact OIT for help.

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00am, EST, and ends on Sunday at 11:59pm, EST. Live lectures and presentations will be delivered via Cisco WebEx video conferencing tool. The link for each lecture will be posted under Modules. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

Minimum Technology and Computer Requirements

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- Microsoft 365 Suite
- Reliable web browser (recommended Chrome or Firefox)
- Canvas mobile app: Download instructions for iOS device or Android device
- Adobe Reader
- Adobe Flash Player

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- Check your Internet speed here.

Other Technologies

- Live Video Conferencing Tool: Cisco WebEx. Instructions for obtaining, installing, and using the software are available at https://www.fau.edu/canvas/additional_tools.php
- Online Proctoring Tool: LockDown Browser & Monitor. Instructions for obtaining, installing, and using the software are available at (under Respondus) https://www.fau.edu/canvas/additional_tools.php

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- Specifications

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the "Help" tab located on the menu bar.
When a problem occurs, click "Help" to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see Print Screen instructions.
3. Complete a Help Desk ticket. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
    a. Select "Canvas (Student)" for the Ticket Type.
    b. Input the Course ID.
    c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
    d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.

7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

Grading Scale

Exam I	15%
Empirical Exercises	25%
Referee reports	15%
In-class presentations and discussions	20%
Research paper	15%
Exam II (take home)	10%

A-, A	90%-91.99%, 92%-100%
B-, B, B+	80%-81.99%, 82%-87.99%, 88%-89.99%
C-, C, C+	70%-71.99%, 72%-77.99%, 78%-79.99%
D-, D, D+	60%-61.99%, 62%-67.99%, 68%-69.99%
F Bellow	60%

Course Evaluation Method

Exams: There will be 2 exams offered. Exam dates as well as additional information how to prepare for the exams will be discussed in class. Online Proctoring tools (Lockdown Browser & Monitor, with Camera) will be used for monitoring Exam 1.

Empirical Exercises: The five exercises are designed to teach you how to actually use empirical tools discussed. The assignments should be completed in Stata and you need to turn-in your DO files, which I will run on a dataset to check whether your programming and regressions are correct. Additional details for each exercise will be posted on Canvas.

Referee reports: You will be assigned three papers to read, review, and write a referee report. Additional details will be posted on Canvas.

Presentations and discussions: Students will be responsible for presenting the assigned papers. The presentation should last 45-50 minutes. The quality of these presentations is important component of the class participation grade. Each presenter is expected to deliver a polished and concise overview of an article using either Power Point, Adobe Acrobat, or browser-based applications. The presentation should be uploaded on Canvas shell before class. Each student should read all the articles assigned for class, and is expected to participate in the class discussion of that article. This participation is also an important part of your grade.

Research paper: Each student is expected to develop and complete a research paper using the empirical tools covered during semester. If necessary, you can use one of the projects from your other doctoral seminars.

Additional Course Policies

Missing Exams

There are no make-up exams offered in this course. However, if the student presents a credible and verifiable excuse for missing the exam, make up exam will be scheduled.

Late Assignments

A late assignment will only be accepted if the student has a credible and verifiable extraordinary excuse.

Online Attendance Policy

Since the course is online, you should access the **course at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Students are expected to attend all of their scheduled online classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Anti-plagiarism Software

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed above.

Incomplete Grade Policy

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

Netiquette

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are

adult students and professionals—your communication should be appropriate. For more in-depth information, please see the FAU statement on netiquette.

Communication Policy

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course email and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.

- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on Cyber Security Awareness.

Support Services & Online Resources

- Center for eLearning and Student Success
- Counseling and Psychological Services
- FAU Libraries
- Freshmen Academic Advising Services
- Math Learning Center
- Office of Information Technology Helpdesk
- Office of International Programs and Study Abroad
- Office of Undergraduate Research and Inquiry
- Student Accessibility Services
- University Center for Excellence in Writing

Tentative Course Outline

Date	**Lecture Topic**	**Student Presentation Papers**	**Assignments**
Week 1 – 05/18/2020	**Linear Regression** *Detailed Topics* a. Regression fundamentals. b. Univariate and Multivariate OLS. c. Specifications and Inferences. d. Measurement error and least squares attenuation. e. The Frisch-Waugh theorem. f. Nonparametric Regression and Generalized Linear Models. *Readings* • Angrist-Pischke, Chapter 1, Chapter 2, and Chapter 3.1, pgs. 1-50. Chapter 3.2, pgs. 51-68.	**Topic: Linear Regression** 1. Opler, Timothy, Larry Pinkowitz, and Rene Stulz, 1999, The determinants and implications of corporate cash holdings, *Journal of Financial Economics* 14, 1059-1082. 2. Berger, P., and Eli Ofek, 1995, Diversification's Effect on Firm Value, *Journal of Financial Economics* 37, 39−65. 3. Titman, Sheridan, and Roberto Wessels, 1988, The Determinants of Capital Structure Choice, *Journal of Finance* 1-19.	

	• Ch. 4, Wooldridge. • Silverman, B. W., 1986, Density Estimation for Statistics and Data Analysis, Chapman & Hall, London. • Green, P. J. and B. W. Silverman, 1994, Nonparametric Regression and Generalized Linear Models, Chapman & Hall, London.		
Week 1 – 05/19/2020	**<u>Standard Errors, Limited Dependent Variables, Clustering, Industry classification</u>** *Detailed Topics* a. Clustering. b. Fama-Macbeth. c. Bootstrap basics. d. Generated regressors. e. Industry Classification Schemes. *Readings* • Angrist-Pischke, Chapter 8 and Sections 3.4.2, 4.6.3. • Greene, Section 17.3.	**<u>Topic: Standard Errors, Limited Dependent Variables, Clustering, Industry classification</u>** 1. Lewellen, Stefan, 2013, Executive Compensation and Peer Effects, Working paper. 2. Petersen, M. A., 2009, Estimating Standard Errors in Finance Panel Data Sets: Comparing Approaches, *Review of Financial Studies* 22:435–80. 3. Bhojraj, Sanjeev, Charles M. C. Lee and Derek Oler, 2003, What's My Line? A Comparison of Industry Classification Schemes for Capital Market Research, *Journal of Accounting Research* 41, 745-774.	.
Week 2 – 05/25/2020	**No class - Memorial Day**		
Week 2 – 05/26/2020	**<u>Causality</u>** *Detailed Topics* a. Regression and causality. b. Omitted variable bias. c. Potential Outcomes Notation and the Rubin Causal Model. *Readings* • Angrist-Pischke, Section 3.2 • Wooldridge, Sections 4.3, 4.4	**<u>Topic: Causality</u>** 1. Agarwal, Ashwini, and David A. Matsa, 2013, Labor unemployment risk and corporate financing decision, *Journal of Financial Economics*, 108(2), pp. 449-470. 2. Matsa, David A., 2010, Capital structure as a strategic variable: Evidence from collective	Referee report 1 due Empirical Exercise 1 Due

	• Greene, Sections 5.8-5.9	bargaining, *Journal of Finance*, 65(3), 1197-1232. 3. Rajan, Raghuram G., and Luigi Zingales, 1998, Financial dependence and growth, *American Economic Review*, 88(3), 559-586.	
Week 3 – 06/01/2020	**Instrumental Variables** *Detailed Topics* a. Motivation and Estimation. b. IV and Causality. c. Asymptotic 2SLS Inference. d. The Bias of 2SLS, Checking Internal Validity. e. IV-like approaches. *Readings* • Angrist-Pischke, Chapter 4. • Wooldridge, Chapter 5.	**Topic: Instrumental Variables** 1. Gormley, Todd A., 2010, The impact of foreign bank entry in emerging markets: evidence from India, *Journal of Financial Intermediation*, 19(1), 26-51. 2. Bennedsen, M., K Nielsen, F. Perez-Gonzalez, and D. Wolfenzon, 2007, Inside the family firm: The role of families in succession decisions and performance, Quarterly *Journal of Economics,* 122, 647-691. 3. Angrist, Josh, and Alan Krueger, 2001, Instrumental variables and the search for identification: From supply and demand to natural experiments, *Journal of Economic Perspectives* 15: 69-85.	Empirical Exercise 2 Due.
Week 3 – 06/02/2020	**Panel Data** *Detailed Topics* a. Pooled OLS and Fixed Effects models b. Random Effects c. Dynamic Linear Panel Data Models (MLE and GMM) *Readings* • Angrist-Pischke, Chapter 5 (5.1 and 5.3). • Wooldridge, Chapter 10. • Greene, Sections 5.8-5.9.	**Topic: Panel Data** 1. Becker, Bo, Zoran Ivkovic, and Scott Weisbenner, 2011, Local dividend clienteles, *Journal of Finance*, 66(2), 655-683. 2. Lemmon, Michael, Michael R. Roberts, and Jaime F. Zender, 2008, Back to the beginning: Persistence and the cross-section of corporate capital structure, *Journal of Finance* 63, 1575-1608. Khwaja, Asim Ijaz, and Atif Mian, 2008, Tracing the Impact of Bank Liquidity Shocks: Evidence from an Emerging	

		Market, *American Economic Review*, 98(4), 1413-1442.	
Week 4 – 06/08/2020	**Natural Experiments** *Detailed Topics* a. Motivation. b. Estimation of Treatment Effects. c. Difference-in-differences approaches. *Readings* • Angrist-Pischke, Chapter 5 (227-247). • Roberts-Whited, Sections 2.2 and 4. • Meyer, Bruce D., 1995, Natural and Quasi-experiments in Economics, Journal of Business and Economic Statistics 13, 151-161.	**Topic: Natural Experiments** 1. Gormley, Todd A., and David Matsa, 2011, Growing Out of Trouble? Corporate Responses to Liability Risk, *Review of Financial Studies*, 24(8), 2781-2821. 2. Bertrand, M., E. Duflo, and S. Mullainathan. 2004. How Much Should We Trust Differences-in-Differences Estimates? *Quarterly Journal of Economics* 119:249–75. 3. Bertrand, Marianne, and Sendhil Mullainathan, 2003 Enjoying the quiet life? Corporate governance and managerial preferences, *Journal of Political Economy*, 111(5), 1043-75.	Referee report 2 due. Empirical Exercise 3 Due.
Week 4 – 06/09/2020	**Midterm Exam**		
Week 5 – 06/15/2020	**Regression Discontinuity** *Detailed Topics* a. Motivation. b. Regression Discontinuity Designs. c. Checking Internal Validity. *Readings* • Angrist-Pischke, Chapter 6. • Roberts-Whited, Section 5. • Imbens, Guido, Thomas Lemieux, 2008 Regression Discontinuity Designs: A guide to practice, *Journal of Econometrics* 142, 615-635. • Lee, David S. and Thomas Lemieux, 2010, Regression discontinuity	**Topic: Regression Discontinuity** 1. Almeida, Heitor, Vyacheslav Fos, and Mathias Kronlund, 2015, The Real Effects of Share Repurchases, *Journal of Financial Economics* 2. Keys, Benjamin, Ranmoy Mukherjee, Amit Seru, and Vikrant Vig, 2010, Did securitization lead to lax screening? Evidence from subprime loans, *Quarterly Journal of Economics* 125, 307-362 3. Roberts, Michael R. and Amir Sufi, 2009, Control rights and capital structure: An empirical investigation, *Journal of Finance* 64, 1657-1695.	

	designs in economics, *Journal of Economic Literature* 48, 281-355.		
Week 5 – 06/16/2020	**Matching and Propensity Score** *Detailed Topics* a. Motivation. b. Estimation of Treatment Effects. *Readings* • Angrist-Pischke, Chapter 3, (68-91). • Wooldridge, Section 21.3.5 • Imbens, G., Nonparametric Estimation of Average Treatment Effects under Exogeneity: *A Review, Review of Economics and Statistics*, Vol 86, 4-30.	**Topic: Matching and Propensity Score** 1. Almeida, Heitor, Igor Cunha, Miguel A. Ferreira, and Felipe Restrepo, 2014, The Real Effects of Credit Ratings: The Sovereign Ceiling Channel. 2. Chernenko, Sergey, and Adi Sunderam, 2012, The Real Consequences of Market Segmentation, *Review of Financial Studies*. 3. Morse, Adair, 2011, Payday lenders: heroes or villains? *Journal of Financial Economics*, 102, 28-44.	Empirical Exercise 4 Due.
Week 6 – 06/22/2020	**Factor pricing models and Alpha** *Detailed Topics* a. Testing factor models. b. Identifying alpha. *Readings* • Cochrane, John, Asset Pricing, 2005, Chapters 12 and 13, pp. • Daniel, Kent and Sheridan Titman, 2012, Testing Factor-Model Explanations of Market Anomalies, Critical Finance Review Volume 1, Issue 1. • Fama, Eugene F., and Kenneth R. French, 2008, Dissecting Anomalies, The Journal of Finance volume 63, Issue 4, pages 1653–1678,	**Topic: Factor pricing models and Alpha** 1. Lewellen, Jonathan and Nagel, Stefan & Shanken, Jay, 2010, A skeptical appraisal of asset pricing tests, *Journal of Financial Economics* 96(2), pp. 175-194. 2. Lettau, Martin and Sydney Ludvigson, 2001, Resurrecting the (C)CAPM: A Cross-Sectional Test When Risk Premia Are Time-Varying, *The Journal of Political Economy*, 109(6), pgs. 1238-1287. 3. Fama, Eugene F., and Kenneth R. French, 1993, Common Risk Factors in the Returns on Stocks and Bonds, *Journal of Financial Economics* 33, 3-56.	Empirical Exercise 5 Due.

Week 6 – 06/23/2020	**Structural Models** *Detailed Topics* a. GMM and SMM. b. Structural Corporate Finance. *Readings* • Cochrane, Asset Pricing, 2005, Chapters 10 and 11 • Strebulaev, Ilya A., and Toni M. Whited, 2012, Dynamic Models and Structural Estimation in Corporate Finance, working paper • Hennessy, Christopher A., Amnon Levy, Toni M. Whited, 2007, Testing Q theory with financing frictions, Journal of Financial Economics 83 691–717.	**Topic: Structural Models** 1. Taylor, Luke, Why are CEOs Rarely Fired? Evidence from Structural Estimation, *Journal of Finance,* 2010, 65(6): 2051-2087. 2. Taylor, Luke, Gustavo Suarez, and Enrique Schroth, 2012, Dynamic Debt Runs and Financial Fragility: Evidence from the 2007 ABCP Crisis, *Journal of Financial Economics* 112., 164-189 3. Greenwood, Robin and Sam Hanson, 2013, Waves in Ship Prices and Investment, *Quarterly Journal of Economics* 130, 55-109	Referee report 3 due.

Selected University and College Policies

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

For more information, please see FAU Regulation 4.001 at: FAU Regulation 4.001.

Disability Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at http://fau.edu/sas/

Counseling and Psychological Services (CAPS) Center
Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Religious Accommodation Policy Statement
In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.

For further information, please see FAU Regulation 2.007 at: FAU Regulation 2.007.

University Approved Absence Policy Statement
In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

Incomplete Grade Policy Statement
A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Withdrawals
Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

Grade Appeal Process
A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in FAU Regulation 4.002.

Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as *"... activities which interfere with the educational mission within classroom."* Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

The instructor reserves the right to adjust this syllabus as necessary.