Class location and time: 114 Sirrine Hall, Tuesday and Thursday, 11:00am–12:15pm
Office: 200D Sirrine Hall
Office hours: 3:30pm–4:30pm Tuesday and Thursday, or by appointment
Email: pww@clemson.edu
WWW: http://www.clemson.edu/economics/faculty/wilson

Required text:

Other texts that might be useful:

Additional Course Materials:
You can find additional course materials, including a reading list, by going to my home page (see above), clicking on the link entitled “Course Materials for Students,” and following the obvious links.

Course Objectives:
This course is the third in a sequence of graduate econometrics courses required for Ph.D. students in economics. Students are expected to have successfully completed the department’s graduate course on introductory probability and statistics (ECON 806) or an equivalent course, and Econometrics II (ECON 807). This course will provide students with tools needed to evaluate applied work by others, as well as to conduct applied research using nonlinear models and methods.
Course Content:

This course provides an introduction to a number of topics from econometric theory that are important in a variety of economic applications. Part I of the course will develop methods for estimation and inference. Whereas Econometrics II deals primarily with linear estimation using least-squares methods, this course focuses on maximum likelihood estimation of nonlinear models. Other estimation methods may be briefly discussed as time permits, and at least one class will be devoted to nonparametric estimation methods. Particular attention will be given to specification and estimation of parametric statistical models, as well as inference and testing in both standard and non-standard situations.

Part II of this course will focus on application of methodologies for estimation and inference developed in Part I of the course to specific econometric models. Although rather different models will be considered, in each case the approach will consist of several steps. First, a statistical model will be specified. Estimation of parameters and perhaps other features of the model using an appropriate method will then be discussed. Inferences and hypothesis tests about the parameters will be considered, with a discussion of how the model and estimation results might be interpreted.

The following is a list of data types to be examined in some depth:

1. discrete choice;
2. ordered discrete data;
3. censoring, truncation, and selection;
4. count data;
5. duration data;
6. mixtures;
7. production data;
8. miscellaneous problems.

Course Grade Determination:

Students will have the following opportunities to demonstrate their abilities:

- homework assignments (5%);
- two midterm exams (12.5% each);
- paper (30%);
- final exam (40%).

The relative weightings shown above are approximate. I expect the homework assignments to be done individually; however, I encourage you to consult with each other in working the homework assignments. Copying someone else’s work is not permitted—you may discuss how to approach a given problem with others, but each student should do his own work. Some of the homework assignments will include empirical exercises, and will serve to reinforce material discussed in class.
You are responsible for taking exams and handing in homeworks at the beginning of class on the day when due. Please note that homework submitted late will receive a grade of zero. All students must take the midterm and final exams. In the event of a serious medical problem, other arrangements will be made after sufficient evidence of a serious medical problem is provided. To avoid possibly unpleasant outcomes, students are advised to make such arrangements before missing an exam.

Grades on exams, homework, or other assignments may be challenged by presenting a well-written, well-reasoned argument. Any such challenge must be typed on paper and either given to me or one of the department’s secretaries within 24 hours after receipt of the graded exam, homework, etc. For this purpose, only hard copies will be accepted; cases submitted by email will not be considered. I am happy to discuss concepts, etc. at any time, but will consider changes to assigned grades only within the framework described here. Do not ask me questions such as, “why did I receive \( x \) points less than so-and-so?”
Clemson University requires that course syllabi contain the following statements:

- “Students with disabilities requesting accommodations should make an appointment with Dr. Arlene Stewart (656-6848), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.”

- “Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veterans status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).”