

- { Klette and Grilliches : Journal of Applied Econometrics Volume 11 Issue 4 (1996), Pages 343 - 361 The Inconsistency of Common Scale Estimators When Output Prices are Unobserved and Endogenous
- { Melitz, Marc : Working paper, 2000 Estimating Firm-Level Productivity in Differentiated Product Industries
- { Ackalberg, Dan, Kevin Caves and Garth Frazer (2006) : Structural Identification of Production Functions

Market Demand

- { Campbell and Hopenhayn : The Journal of Industrial Economics, March 2005 Market Size Matters
- { Syverson, Chad : Journal of Political Economy, v. 112, no. 6, pp. 1181 Date: 2004 Market Structure and Productivity: A Concrete Example
- { Foster, Haltiwanger, Syverson: Working Paper, 2010 The Slow Growth of New Plants: Learning about Demand?,

Market Selection, Reallocation and Aggregate Productivity

- { Foster, Haltiwanger, and Krizan: NBER Working Paper 2000 Aggregate Productivity Growth: Lessons from Microeconomic Evidence
- { Restuccia and Rogerson : Review of Economic Dynamics, Volume 11, Issue 4, October 2008, pp. 707-720 Policy Distortions and Aggregate Productivity with Heterogeneous Establishments
- { Foster, Haltiwanger and Syverson: American Economic Review, March 2008 Reallocation, Firm Turnover and Efficiency: Selection on Productivity or Profitability?
- { Hsieh and Klenow : forthcoming in the Quarterly Journal of Economics Misallocation and Manufacturing TFP in China and India
- { Petrin and Levinsohn: Working Paper 2010, Measuring Aggregate Productivity Growth Using Plant-level Data

Dynamic Industry Equilibrium Models

- { Jovanovic, Boyan : Econometrica, Vol. 50, No. 3 (May, 1982), pp. 649-670 Selection and Evolution of Industry
- { Hopenhayn, Hugo : Econometrica, Vol. 60, No. 5 (Sep., 1992), pp. 1127-1150 Entry, Exit, and Firm Dynamics in Long Run Equilibrium
- { Ericson and Pakes : The Review of Economic Studies, Vol. 62, No. 1 (Jan., 1995), pp. 53-82 Markov-Perfect Industry Dynamics: A Framework for Empirical Work
- { Utar, Håle : Working paper Import Competition and Employment Dynamics
- { Dinlersoz, and Yorukoglu : Working paper 2010, Information and Industry Dynamics

{ Technical Appendix

Dynamic Programming

Lecture Notes from Fabrice Collard

Adda and Cooper: Dynamic Economics, 2003, The MIT Press

Simulation Based Estimation Techniques

Lee and Ingram: Journal of Econometrics 47, 1991, pp.197-205. Simulation Estimation of Time Series Models

Du e and Singleton : Econometrica 61 1993, pp.929-952. Simulated Moments Estimation of Markov Models of Asset Prices

Gourieroux, Monfort, and Renault : Journal of Applied Econometrics 8 1993, S85-S118. Indirect Inference

Smith, Anthony : The New Palgrave Dictionary of Economics, 2nd Edition Indirect Inference

Innovation

- { Klette, Tor Jacob : The RAND Journal of Economics, Vol 27, No: 3, Autumn 1996, pp.502-522.
R&D, Scope Economies and Plant Performance
- { Klette and Kortum : The Journal of Political Economy, October 2004 Innovating Firms and
Aggregate Innovation
- { Competition and Firm Productivity

Referee Report Assignments

I will assign two papers to each student for preparation of referee reports. The first referee report will be due on **February 17**. The second referee report will be due on **March 17**.

Presentations

Starting from March 29, tentatively, we will have class presentations. Each student will present the paper that is assigned for the second referee report.

Content: Research paper that is assigned to you to present.

Slide format: Keep it simple, do not put too much information on one slide. In the beginning of your presentation, give the outline of your talk, so your audience knows what to expect.

The length of the presentation: Prepare for approximately 45 minutes talk about 25-30 slides

Grading Policy

You are expected to participate in the class and attendance is required. There will be one exam which will take place during the class time on April 26. No show at the exam or seminar presentation with no valid excuse according to university policy will be graded zero. There will not be any make-up exam. The final grade will be given as follows:

- / Overall Class Participation 10%
- / Referee Report I 20%
- / Referee Report II 20%
- / Seminar Presentations 25%
- / Written Examination 25%

Methods of Communication

Face to face conversation (Preferred)

Phone call (For urgent situations)

Email (For non-urgent and low priority matters only)

I will be available during my office hours and/or immediately after class for questions on both class materials and other course-related matters. If you need to see me outside office hours, please make an appointment either during class, or by email, as I may not be available to see you if you come by without an appointment. The use of emails should be limited to brief communications such as keeping me informed or sending me files. Email is too time-consuming a method to give answers at any length to academic questions. Please come by during office hours instead.

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303 725 2273).

Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Disability Message

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303 492 8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at <http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student-code>