

PrincetonEconomics

JUNIOR

INDEPENDENT

WORK

HANDBOOK

Class of 2027

Updated August 2025

This handbook describes the economics department's junior independent work (JIW) program and includes requirements and guidelines for the preparation of a prospectus and junior paper. You are expected to be familiar with its contents. It will answer many of your questions and will help you avoid misunderstandings as you prepare your paper. If you are uncertain about any aspect of the program, please contact:

Gina Holland

Undergraduate Program Manager
114 JRRB

gholland@princeton.edu

Questions on forms & surveys

Federica Carannante

JIW organizer

fcarannante@princeton.edu

Attendance-related questions

Your faculty adviser and AI

Research-related questions (assigned in early September)

Professor Kelly Noonan

JIW faculty director

222 JRRB

knoonan@princeton.edu

All other questions

Table of contents

1. INTRODUCTION	2
2. CLASS LECTURES AND WORKSHOPS	4
<i>Lectures.....</i>	<i>4</i>
<i>Workshops.....</i>	<i>5</i>
<i>Additional Resources</i>	<i>6</i>
3. ADVISING GROUPS AND MEETINGS.....	8
<i>Requesting an Adviser.....</i>	<i>8</i>
<i>Advising Group Meetings.....</i>	<i>9</i>
<i>One-on-One Meetings</i>	<i>9</i>
4. FACULTY ADVISERS AND TAS	10
FACULTY ADVISERS AND THEIR RESEARCH INTERESTS	10
JIW FACULTY DIRECTOR	13
JIW ORGANIZER.....	13
JIW TEACHING ASSISTANTS (TAS).....	14
5. JIW SCHEDULE CLASS OF 2027	15
6. GRADING.....	18
THE PROSPECTUS	18
<i>Criteria for Grading</i>	<i>18</i>
<i>Grading Rubric</i>	<i>18</i>
THE PAPER	19
<i>Criteria for Grading.....</i>	<i>Error! Bookmark not defined.</i>
<i>Grading Rubric.....</i>	<i>20</i>
ATTENDANCE	21
PARTICIPATION	21
GRADING WEIGHTS.....	21
7. SUBMISSION REQUIREMENTS	22
8. EXTENSIONS AND PENALTIES	22
9. ACADEMIC INFRACTIONS AND ACADEMIC FRAUD	22
BUILDING ON WORK FROM A PRIOR COURSE	23
GENERATIVE AI USE.....	23
<i>Key Expectations.....</i>	<i>23</i>
10. A NOTE ON DATA.....	25
11. RESEARCH INVOLVING HUMAN SUBJECTS	25
12. JUNIORS STUDYING ABROAD	26
13. POLITICAL ECONOMY CONCENTRATORS	26
14. EXEMPLARY PROSPECTUSES AND JUNIOR PAPERS.....	26

1. Introduction

Welcome to the Department of Economics

Juniors in our department undertake a yearlong research project, with two work products to be submitted for a grade. During the fall term, students investigate a topic and write a **prospectus** for a research project. This prospectus will be **due Thursday, December 4, 2025, by 11:59 p.m.** The junior paper (JP) builds on the prospectus and is written in the spring term. The **JP** will be **due Monday, April 20, 2026, by 11:59 p.m.**

Learning Goals

Junior Independent Work is meant to prepare students to complete on their senior thesis. By the end of the junior year,

- Students should be able to independently pose an innovative research question and clearly identify the contribution of their work within the field (or subfield).
- Students should understand how to access the resources needed such as finding appropriate data to complete independent work.
- Students should learn how to structure their time to meet deadlines.
- Students should be able to write in a *style, tone and structure* that is consistent with the conventions of economics.
- Students should be able to identify and state the limitations of their research.
- Students should have some understanding of the *methods* suitable for independent work which may be either empirical, theoretical or experimental.

How Junior Independent Work is structured

The JP is a scaled-down version of the senior thesis. Students are expected to conduct original research and gain knowledge of the substantive topics they study. However, the JPs are significantly shorter and typically less ambitious than a senior thesis. The focus is on training students how to do research in economics in general, and how to write a senior thesis in particular.

To expose students to common tools that are essential to research in economics, the department offers a comprehensive series of lectures and workshops. In addition, juniors are divided into advising groups led by a faculty adviser and supported by a TA. Students will have the opportunity to request an adviser whose interests align with their own; those who do not pre-match will be placed into an advising group based on their stated research interests. These smaller advising groups will meet periodically throughout the year to discuss specific research topics and to provide feedback on students' progress. Faculty advisers will also meet individually with students, provide feedback on assignments, and assign final grades. During 2025/26, we will have **thirteen groups**.

Important logistical information and advice

Meeting times: Most JIW-related meetings take place on **Mondays and Wednesdays, from 2:55 to 4:15 p.m.**

- **Juniors ARE REQUIRED to keep this time slot free on both Monday and Wednesday in the fall.** There will be no restriction on your spring schedule.
- Useful courses: Undergraduate research in economics may be theoretical or empirical, but in practice, most junior papers are empirical. Empirical evidence takes a variety of forms, from stylized facts to descriptive statistics to statistical regression analyses. Students writing empirical papers are strongly recommended to take ECO 313 (Econometric Applications, offered in spring), and those writing primarily theoretical papers are strongly recommended to take ECO 317 (Economics of Uncertainty, offered in fall)

or ECO 418 (Strategy and Information, offered in fall). These courses convey knowledge that is even more important for senior theses, so if at all possible, take them now.

- Read the handbook: The remainder of this handbook contains detailed information on lectures, workshops, and advising group meetings. It also includes information on the areas of expertise of the faculty advisers for 2025/26, grading guidelines for JIW, and a detailed calendar of meetings and deadlines.
- Use the Canvas site: The Canvas site for JIW will contain the most up-to-date information about JIW. In addition to this handbook, the site will include announcements, times and locations of meetings, sign-up information for workshops, materials from the lectures and workshops, and information relevant for your particular advising group. You are encouraged to check the site frequently throughout the year.

2. Class lectures and workshops

Lectures

Introduction to independent work in economics (K. Noonan)

Wednesday, September 3, 2:55 to 4:15 p.m.

Attendance required.

This meeting introduces juniors to the economics department and JIW. Professor Noonan will discuss requirements and organizational matters. She will point to characteristics of good prospectuses and JPs as well as advise on how to find an interesting and feasible research question. Professor Noonan will also briefly talk about research strategies, and the typical structure of an economics paper.

Note: As almost all juniors pursue empirical projects, this lecture will focus on empirical work. If there is sufficient interest, Professor Noonan will try to organize an *optional* meeting for students interested in theory.

Literature and data sources in economics (B. Bordelon, M. Carter and C. Jefferson)

Monday, September 8, 2:55 to 4:15 p.m.

Attendance required.

Bobray Bordelon (Economics, Finance and Data Services Librarian) and Charissa Jefferson (Labor Economics Librarian), will teach students how to do literature searches in economics. They will also introduce students to data sources in economics and finance and give a general overview of Princeton's data holdings. Awareness of the latter is important because it determines the feasibility of your research question.

Griswold Junior Independent Work Research Forum

Wednesday, September 17, 2:55 to 4:15 p.m.

Attendance required.

Five select students from the class of 2027 will present their junior independent work.

Karina Li

The Impact of the 2008 Global Financial Crisis on Private Health Insurance Enrollment for Middle-Income and High-Income Families

Amy Liu

The Effects of Mid-Sized Bank Deregulation on Risk Profiles Around Regulatory Thresholds

Oren Swagel

Unintended Consequences: The Mental Health Effects of Supplemental Nutrition Assistance Program Emergency Allotment Discontinuation

Grace Wang

Effects of Opioid Epidemic Exposure on Educational Attainment

Annie Z. Xu

Political Uncertainty and Options-Implied Risks: Evidence from U.S. Federal Elections

Workshops

Data sources

Bobray Bordelon, Economics and Finance Librarian/Data Services Librarian,
bordelon@princeton.edu

Mary Carter, Finance Research Librarian, mc6838@princeton.edu

Charissa Jefferson, Labor Librarian, charissaj@princeton.edu

Subject librarians will survey data sources and Princeton library's holdings of various types of data.

1. *Environmental Data* (Bobray Bordelon)
Wednesday, September 24, 2:55 to 4:15 p.m.

Environmental data sources and Princeton library's holdings of such data.

2. *Health, Crime and Other Socioeconomic Data* (Bobray Bordelon)
Monday, September 29, 2:55 to 4:15 p.m.

Micro-level data for the economic study of areas such as health, crime, art and culture, elections, and social attitudes.

3. *Financial Data* (Mary Carter)
Monday, September 29, 2:55 to 4:15 p.m.

Sources of data for studying financial instruments and markets and Princeton library's holdings.

4. *Macroeconomics and Trade Data* (Bobray Bordelon)
Wednesday, October 1, 2:55 to 4:15 p.m.

Sources for domestic and international macroeconomic data and trade data. This workshop is useful for students studying macroeconomic indicators, trade, monetary policy, fiscal policy, development, and political economy.

5. *Labor and Education Data* (Charissa Jefferson)
Wednesday, October 1, 2:55 to 4:15 p.m.

Micro-level data for the economic study of labor and education.

6. *Internet Data* (Mary Carter)
Wednesday, October 1, 2:55 to 4:15 p.m.

Data sources for Internet-related research

Attendance requirement: Students need to register by 11:59 p.m. on September 21st and attend one workshop of their choice. Registration is available on Canvas.

Writing Workshops

[Dr. Alexander Davis](#), Senior Lecturer, Writing Program and [Sebastian Guarda](#)

There are two required writing workshops. The first session will focus on the critical evaluation of an academic journal article. The second session will address the structure of a research prospectus, the formulation and introduction of a research question, and the effective presentation of relevant literature.

Session 1: Monday, September 22, 2:55 to 4:15 p.m.

Session 2: Monday, October 20, 2:55 to 4:15 p.m.

Attendance required at both sessions.

Data Analysis Workshops

There are two required data analysis workshops. The first session will focus on cleaning and preparing the data for your junior paper. The second session will focus on creating tables and beginning your data analysis. More details about both workshops are available on Canvas. Attendance is required at both sessions based on your assigned advisor. Please see the schedule below.

Monday Advising Groups

Session 1: Oct 27th

Session 2: Nov 17th

Swati Bhatt (Monday)
Smita Brunnermeier
Pauline Carry
Hope Corman
Henry Shim (Monday)
Mica Sviatschi

Wednesday Advising Group

Session 1: Oct 29th

Session 2: Nov 19th

Swati Bhatt (Wednesday)
Nobu Kiyotaki
Kelly Noonan
Aysegul Sahin
Henry Shim (Wednesday)
Silvia Weyerbrock
Iqbal Zaidi

Additional Resources

Economics Statistical Services

The Economics Statistical Services (ESS) unit provides data analysis assistance to students enrolled in the economics department. Visit <https://economics.princeton.edu/undergraduate-program/ess/> for tutorials and to schedule one-on-one appointments with the ESS team.

Data and Statistical Services

Data and Statistical Services (DSS) works with students to find appropriate data and assists with data analysis. Visit <https://library.princeton.edu/dss> to schedule an appointment.

PU Library Workshops – Citing sources

Princeton University Library offers workshops on citing sources using bibliographic managers such as Zotero, EndNote, and RefWorks. These programs interact with Microsoft Office or LaTeX to automatically format your references and create footnotes, endnotes, and bibliographies in any citation style you choose. You may register at <http://library.princeton.edu/help/citation-tools>.

The Writing Center

The Writing Center offers one-on-one conferences to help with the writing process. Visit <https://writing.princeton.edu/writing-center> to schedule an appointment.

The McGraw Center

The McGraw Center provides programs to help develop skills such as time management and focus needed to complete independent work. Visit <https://mcgraw.princeton.edu/undergraduates/programs> for program offerings.

Google Drive

Google Drive allows access to files from anywhere using your Princeton Google account. There is unlimited storage and deleted files can be restored. To access the drive, visit <https://drive.google.com>.

3. Advising groups and meetings

Requesting an Adviser

All juniors will be paired with a faculty adviser through one of two options:

- (1) **Pre-match** with an adviser who agrees to work with you, or
- (2) Be **assigned** an adviser based on your submitted preferences and research interests.

After reviewing the list of faculty advisers and their research interests, you may choose to contact a faculty member if you believe there is a strong fit with your proposed research area. If a faculty member agrees to be your adviser, you must email Kristin Rogers and Kelly Noonan to confirm the match, copying the faculty adviser on the message. This confirmation must be submitted **by 11:59 p.m. on Friday, September 5, 2025**. All confirmed pre-matches will be posted on Canvas by **11:59 p.m. on Saturday, September 6, 2025**.

Everyone (even if you pre-matched) must complete the JIW introduction survey on Canvas form by **11:59 p.m., Sunday, September 7, 2025**. Any technical questions on accessing the form should be addressed to [Gina Holland](#).

In the advising form:

- Students who have arranged and confirmed a pre-match (with Kristin Rogers and Kelly Noonan) should indicate the name of their adviser.
- All other students should list their top six faculty preferences.

You will also be asked to briefly describe your research interests or proposed JP topic. Don't worry if you do not yet have a specific research question — most students don't at this stage. Just describe your general area of interest as clearly and specifically as you can.

Advising group assignments will be made by Professor Noonan and posted by 11:59 p.m. on **Tuesday, September 9th** on Canvas. The first advising group meetings will take place on Wednesday, September 10th, or Monday, September 15th, **from 2:55 to 4:15 p.m.**

Every effort is made to match you with your most-preferred adviser/advising group. However, given the distribution of students' research interests relative to those of the faculty advisers, students cannot expect to be placed in one of their top choices. We will do the best we can, given the constraints. All faculty members advising JPs can guide you through the process of writing a JP with sound economic reasoning. You are encouraged to seek out the advice of other faculty members, especially those with expertise in your area of interest, but your adviser alone is responsible for grading. As such, it is important for you to review grading criteria with your adviser.

On occasion, although quite rarely, your adviser can be a total mismatch. If this happens, talk to Professor Noonan, who will try to make alternative or supplementary arrangements to help you. The deadline for any advising group changes is **October 10, 2025**. Please let Professor Noonan know about any concerns regarding your advising group/adviser/TA throughout the year.

Advising Group Meetings

Each junior will attend three advising group meetings throughout the year; two during the fall and one during the spring. Advising group meetings will provide opportunities for students to interact and learn from their faculty advisers and from each other. The vast majority of fall advising group meetings will take place on either Mondays or Wednesdays from 2:55 to 4:15 p.m. However, once advising groups are formed, groups may change to meeting times that are better for the faculty adviser and group members. Meetings in the spring will be arranged by the TAs.

Advising group meeting 1 – Discussion of topic areas

Students will meet their faculty adviser and TA to discuss specific topics in their area of interest, with a focus on which topics are feasible and which are not. Students may be given a reading list of useful review articles that can help them identify specific topics or they may discuss a successful and an unsuccessful prospectus. The adviser may also clarify his or her expectations regarding the outline, prospectus, and JP.

Advising group meeting 2 – Discussion of the research prospectus

Students will meet with their advising groups to discuss the research prospectus. Students may be asked to present their draft prospectus and/or to respond to comments they received on their draft. They will receive feedback from the group and instructors.

Advising group meeting 3 – Discussion of junior paper

Students will meet with their advising groups to discuss their progress on their junior papers. Advisers will usually ask students to present their JP draft. To allow for more in-depth feedback, each advising group will be divided into small groups. Meetings will take place around the seventh week of spring. TAs will coordinate with students to find appropriate times.

Attendance: Students are required to attend all group meetings (two in the fall and one in the spring).

One-on-One Meetings

In addition to group meetings, students and their faculty adviser are expected to meet individually at least four times throughout the year. In a first meeting (during the fourth or fifth week of the fall term) adviser and advisee discuss possible topics and appropriate research strategies. In a second meeting (during the seventh to ninth week of the term) the faculty adviser will give feedback on the students' outline and bibliography. During a third meeting at the start of the spring semester, the graded prospectus and next steps can be discussed. A final one-on-one meeting, to take place during the seventh to eleventh week, may deal with questions regarding the completion of the final paper. Each group has a TA. TAs are also available for meetings throughout the academic year.

For most advisers, you can sign up for JIW-related appointments on Calendly or Microsoft Bookings. You should have your first one-on-one meeting with your adviser no later than October 3, 2025.

4. Faculty Advisers and TAs

Faculty advisers and their research interests

Swati Bhatt, sbhatt@princeton.edu

Meeting Day: Monday & Wednesday

Office: 202B Julis Romo Rabinowitz Building

Areas of specialization: Economics of Digitization, Industrial Organization, Finance, Applied Micro

Teaching: Economics of the Internet, Origins of Modern Communications and the Principles of Innovation, Connection and Communication in the Digital Bazar, Industrial Organization, Intermediate Microeconomics

Professor Bhatt's research centers on the entrepreneurship and the economics of digitization, industrial organization with a focus on the technology industry, and finance. Her 2022 book, *Entrepreneurship Today: The Resurgence of Small, Technology-Driven Businesses in a Dynamic, New Economy*, examines the trajectory of startups in the US during the period 1994-2022. Her 2019 book, *The Attention Deficit*, examines the consequences of information overload - the content tsunami and her 2017 book, *How Digital Communication Technology Shapes Markets*, explores how digital technology has affected the functioning of markets. Bhatt has advised hundreds of juniors and seniors, and was Director of Student Programs at the Bendheim Center for Finance from 2000-2007. She is a faculty fellow of Forbes College and academic adviser to the varsity football team. She received her Ph.D. in economics from Princeton.

Smita Brunnermeier, smita@princeton.edu

Meeting Day: Monday

Office: 228 Julis Romo Rabinowitz Building

Areas of specialization: Environmental Economics, Applied Microeconomics

Teaching: Environmental Economics, Issues in Environmental & Natural Resource Economics, Intermediate Microeconomics, Environment and Development

Professor Brunnermeier's research covers topics in environmental economics. She has studied the costs and benefits of regulating hazardous air pollutants, the effects of environmental regulation on technological innovation and on industry location decisions, voluntary environmental programs, and the links between corporate environmental and financial performance. She has advised hundreds of JIW and senior thesis projects on applied microeconomics topics at Princeton and is the Executive Director of the Undergraduate Program in Economics. Her Ph.D. is from Vanderbilt University.

Pauline Carry, pauline.carry@princeton.edu

Meeting Day: Monday

Office: 252B Louis A. Simpson Building

Professor Carry's research focuses on how employment contracts are formed and terminated, and the effects of labor market institutions aiming at regulating those contracts. She has investigated the effects of labor reforms at the microeconomic level and their macroeconomic impact. She has studied the effects of introducing a legal minimum working time of 24 hours per week in France. She has analyzed the impacts on firm-level outcomes such as employment and output, gender inequality, and aggregate unemployment. Her work combines survey and administrative data, as well as theory and econometric methods.

Areas of Specialization: Labor economics and macroeconomics

Teaching: Labor Economics

Hope Corman, hc9188@princeton.edu

Meeting Day: Monday

Office: A22 Julis Romo Rabinowitz Building

Areas of Specialization: Public Economics, Economics of Crime, Household Economics

Teaching: Health Economics, Public Sector Economics

Professor Corman's research focuses on issues related to human capital. These topics include: health, education, crime and delinquency, child development, disability, housing, and social capital. Recent work has focused on the impact of welfare policies on mothers and their children, and causes and consequences of poor child health. She is a Research Associate with the National Bureau of Economic Research and an editor of *Review of Economics of the Household*. She holds a Ph.D. from City University of New York.

Nobuhiro Kiyotaki, kiyotaki@princeton.edu

Meeting Day: Wednesday

Office: 189 Julis Romo Rabinowitz Building

Areas of Specialization: Macroeconomics

Teaching: Topics in Macroeconomics, Intermediate Macroeconomics, Money and Banking, Macroeconomic Theory and Advanced Macroeconomics

Professor Kiyotaki is Harold H. Helm '20 Professor of Economics and Banking at Princeton University. He received his Ph.D. from Harvard University. He has published widely in macro and financial economics, including "Monopolistic Competition and the Effects of Aggregate Demand," with Olivier Blanchard in 1987, "On Money as a Medium of Exchange," with Randall Wright in 1989, "Credit Cycles," with John Moore in 1997, "Banking, Liquidity and Bank Runs in an Infinite Horizon Economy" with Mark Gertler in 2015, and "Liquidity, Business Cycles and Monetary Policy" with John Moore in 2019. Kiyotaki also serves as an academic consultant for Federal Reserve Bank of Richmond. Among professional honors, Kiyotaki received 1999 EEA Yrjö Jahnsson Award, 2010 Stephen A. Ross Prize in Financial Economics, and 2021 BBVA Foundation Frontiers of Knowledge Award in the Economics, Finance and Business Management, together with John Moore.

Kelly Noonan, knoonan@princeton.edu

Meeting Day: Wednesday

Office: 222 Julis Romo Rabinowitz Building

Areas of Specialization: Health Economics, Family Economics

Teaching: Introduction to Microeconomics, Intermediate Microeconomics, Health Economics

Professor Noonan's research focuses on the impact of maternal and child health on family resources and the economics of the family. She is particularly interested in child-policy issues. Noonan has explored the effects of maternal depression on, among others, family food insecurity and family homelessness and the impact of the 2008-11 crisis in Iceland on health behaviors. She is a faculty fellow of Butler College, a faculty fellow for the men's volleyball team and an affiliate with Princeton's Center for Health and Wellbeing. Noonan holds a Ph.D. in economics from SUNY Stony Brook.

Aysegul Sahin, as2570@princeton.edu

Meeting Day: Wednesday

Office: 292A Julis Romo Rabinowitz Building

Area of specialization: Macro-labor

Teaching: Intermediate Macroeconomics, Advanced Macroeconomics

Prof. Şahin's research focuses on analysis of macro-labor issues such as maximum employment, unemployment and labor force participation dynamics, labor market mismatch, natural rate of unemployment, gender disparities and unevenness in labor market outcomes, wage and price inflation, and entrepreneurship. Prof. Şahin has been serving as the editor of the American Economic Journal: Macroeconomics since January 2024. She is on the advisory boards of several government institutions and central banks.

She was the Richard J. Gonzalez Regents Professor in Economics at the University of Texas at Austin from 2018 to 2024 where she advised many undergraduate and PhD students. She also worked as a research economist at the Federal Reserve Bank of New York for fourteen years until 2018, where she founded and led the team which focused on the analysis of U.S. labor market. Her papers have appeared in various academic journals as well as in the media (*the Economist*, *NY Times*, *Wall St Journal*, *Bloomberg*, among others).

Henry Shim, henryshim@princeton.edu

Meeting Day: Monday & Wednesday

Office: A25 Julis Romo Rabinowitz Building

Areas of specialization: Behavioral Economics, Game Theory, Economic Epidemiology

Teaching: Introduction to Microeconomics, Introduction to Macroeconomics

Professor Shim's research focuses on behavioral biases in dynamic social situations and potential policy interventions. He studies topics such as conspiracy theories, overconfidence, and discrimination – particularly, why these things tend to be persistent across networks within populations. While at Princeton, he has taught both intro micro and macro, and he particularly enjoys helping students bridge the gap between core coursework and independent research. He is a faculty fellow at Forbes college. He received his Ph.D. in economics from Princeton.

Mica Sviatschi, msviatschi@Princeton.edu

Meeting Day: Monday

Office: 128 Julis Romo Rabinowitz Building

Area of specialization: Development Economics, Crime, Labor Economics, Gender

Teaching: Development Economics

Professor Sviatschi works on various topics in labor and development economics, with a focus on human capital, gender-violence and crime. One strand of her research explores how children start a criminal career in drug trafficking and gangs as well as the consequences of organized crime on economic development and state capacity. In particular, she has work on the development of criminal skills in drug trafficking organizations in Peru and gangs in El Salvador. In addition, she studies how criminal organizations such as gangs and drug trafficking groups affect household's behavior and state presence in the areas they control. She is also working with governments to design and evaluate public policies in narcotraffic and gang-controlled areas analyzing large administrative datasets. Another strand of her research studies the role of state capacity to deter and improve service delivery to reduce gender-based violence. In particular, she is studying the effects of women police officers in Peru and India. In addition to this research, she has ongoing collaborative research projects in the Dominican Republic, Guatemala, Colombia, Jordan, and the US.

Silvia Weyerbrock, sweyerbr@princeton.edu

Meeting Day: Wednesday

Office: 227 Julis Romo Rabinowitz Building

Areas of Specialization: International Economics, Economics of Food and Agriculture

Teaching: Economics of Europe, International Trade, Economics of Food and Agriculture, International Economics

Professor Weyerbrock's research centers on trade policy analysis and agricultural and food economics. She has studied the labor market effects of East-West migration in Europe, the reform of the European Union's Common Agricultural Policy, and the trade and budgetary implications of EU enlargements. Professor Weyerbrock has also worked on multilateral trade liberalization, sanitary and phytosanitary measures, and food security. At Princeton, she has advised hundreds of junior paper and senior thesis projects on topics in international economics and applied micro. Professor Weyerbrock is a faculty fellow at Forbes College. Her Ph.D. in agricultural and resource economics is from UC Berkeley.

Iqbal Zaidi, izaidi@princeton.edu

Meeting Day: Wednesday

Office: A26 Julis Romo Rabinowitz Building

Areas of specialization: Macroeconomics, International Economics, Financial Economics, Applied Econometrics

Teaching: Macroeconomics, International Monetary Economics, Applied Econometrics

Professor Zaidi's research covers macroeconomics and financial economics, with a particular focus on econometric estimation of policy-oriented models. He has studied fiscal and monetary policy, structural adjustment in developing countries, financial markets, and financial regulation. Zaidi worked 25+ years in senior positions at the International Monetary Fund before coming to Princeton. He holds a Ph.D. in economics from Princeton University.

JIW Faculty Director

Kelly Noonan, knoonan@princeton.edu, office: 222 Julis Romo Rabinowitz Bldg.

JIW Organizer

Frederica Carannante, fcarrannante@princeton.edu

JIW Teaching Assistants (TAs)

Each TA will support one or two advising groups. They will attend, participate, and take attendance in all group meetings. They will manage the Canvas site for their groups and comment on the outline/bibliography, draft prospectus, and draft paper. They will also hold regular office hours.

AI	Email	Research Interest	Advisor(s)
Max Alston	alston@princeton.edu	Macroeconomics, Finance	Nobu Kiyotaki Swati Bhatt (Monday)
Juan Sebastian Lopez Almirante	lopez.almirante@princeton.edu	Macroeconomics, Finance	Iqbal Zaidi
Federica Carannante	fcarannante@princeton.edu	Industrial Organization, Labor Economics	Pauline Carry
Noor Kumar	noorkumar@princeton.edu	Development, Labor Economics	Kelly Noonan
Ranie Lin	raelin@princeton.edu	Industrial Organization, Public Finance	Hope Corman
Emily Merola	em9803@princeton.edu	Applied Microeconomics, Labor Economics	Aysegul Sahin
Kobi Mizrahi	kmizrahi@princeton.edu	Labor Economics, Public Finance	Swati Bhatt (Wednesday)
Jiwon Lee	jiwonlee@princeton.edu	Industrial Organization, Finance	Henry Shim (Wednesday)
Sohye Yoon	sohye.yoon@princeton.edu	Industrial Organization, Finance	Henry Shim (Monday)
Pablo Zarate	pzarate@princeton.edu	Applied Microeconomics, Labor Economics	Smita Brunnermeier Silvia Weyerbrock
Alicia Zhang	aliciazhang@princeton.edu	Macroeconomics, Public Finance	Mica Sviatschi

5. JIW Schedule Class of 2027

Fall term—first six weeks	
9/2 (T)	<i>Register i-clicker for JIW</i>
9/3 (W)	<i>Class lecture: Introduction to JIW</i> Presenter: K. Noonan
9/3 (W)	<i>Quiz JIW handbook</i>
9/5 (F)	<i>Pre-Match Requests</i>
9/7 (S)	<i>Advising group requests</i>
9/7 (S)	<i>Canvas photo</i>
9/8 (M)	<i>Class lecture: Literature and data in economics</i> Presenters: B. Bordelon, C. Jefferson and M. Carter
9/9 (T)	Advising Group assignments posted
9/15 (M)	<i>PPE applications</i> <i>Advising group meeting:</i> Discussion of research area. Attendance required.
9/10 (W)	Prof. Swati Bhatt (Wednesday) Prof. Nobu Kiyotaki Prof. Kelly Noonan Prof. Aysegul Sahin Prof. Henry Shim (Wednesday) Prof. Silvia Weyerbrock Prof. Iqbal Zaidi
9/15 (M)	Prof. Swati Bhatt (Monday) Prof. Smita Brunnermeier Prof. Pauline Carry Prof. Hope Corman Prof. Henry Shim (Monday) Prof. Mica Sviatschi
9/17 (W)	<i>Class Lecture: Griswold Seminar:</i> Attendance required. Presentations by select students from class of 2026
9/21(S)	<i>Register for Data Sources Workshop (see list of workshops below)</i>
9/21(S)	<i>Submit journal article for writing workshop</i>
9/22 (M)	<i>Writing Workshop I:</i> Attendance required. Presenter: Dr. Alexander Davis
9/24 (W)	<i>Data sources workshops:</i> register and attend at least ONE. Environmental data (Bordelon)
9/29 (M)	Health, crime, and other socioeconomic data (Bordelon)

	Finance data (Carter)
10/1 (W)	Macroeconomics and trade data (Bordelon) Internet data (Carter) Labor and education micro data (Jefferson)
10/6 (M)	<i>Outline/ bibliography</i> See Canvas for a description of assignment
10/10 (F)	<i>Outline/ bibliography</i> returned
Fall term—second six weeks	
10/19 (S)	<i>Submit document for Writing Workshop II</i>
10/20 (M)	<i>Writing Workshop II</i> : Attendance required. Presenter: Dr. Alexander Davis
10/27 (M) and 10/29 (W)	<i>Data Analysis Workshop I</i> Session 1: Do files, log files and Summary Statistics
	<i>Advising group meeting</i> : Student presentations. Attendance required.
11/3 (M)	Prof. Swati Bhatt (Monday) Prof. Smita Brunnermeier Prof. Pauline Carry Prof. Hope Corman Prof. Henry Shim (Monday) Prof. Mica Sviatschi
11/5 (W)	Prof. Swati Bhatt (Wednesday) Prof. Nobu Kiyotaki Prof. Kelly Noonan Prof. Aysegul Sahin Prof. Henry Shim (Wednesday) Prof. Silvia Weyerbrock Prof. Iqbal Zaidi
11/10 (M)	<i>Draft prospectus</i>
11/17 (M)	Draft prospectus comments returned
11/17 (M) and 11/19 (W)	<i>Data Analysis Workshop II</i> Session 2: Creating tables and running regressions
12/4 (Th)	Prospectus and mid-year JIW evaluation
Winter Session	
1/17 (F)	Prospectus comments and grades available
Spring term	
3/16-3/20	<i>Advising group meeting</i> : Student presentations Group will be split into 2 or 3 subgroups. Schedule TBA by individual adviser/TA

3/30 (M)	<i>Draft JP and Integrity Form</i>
4/8 (W)	<i>Draft JP</i> comments returned
4/20 (M)	Final JP and year end evaluation
5/19 (T)	Final JP Grades & Comments available on Canvas

**All assignments due by 11:59 p.m. on due date.

**All meetings, lectures and workshops will be held from 2:55 - 4:15 pm

6. Grading

On your transcript, you will receive a single JIW grade, which will be based on the prospectus, the junior paper, and attendance and participation in lectures, workshops, and advising group meetings. A very good or excellent junior paper must provide correct and novel empirical analysis, theoretical analysis or experimental work that illustrates knowledge of methodological tools and applications to conduct original research.

The prospectus

Criteria for Grading

The prospectus can be thought of as falling above, below, or on an imaginary line in the grading scale. In general, prospectuses that fully meet the top five of our criteria will receive grades above the line (A+, A, or A-). Those that don't meet these five criteria will receive grades below the line (regardless of how well they fulfill the other criteria). See the following page for a detailed grading rubric.

1. Question or Problem. A well-defined research question or problem that requires economic analysis. It should be clearly stated early in the document, explain why the topic matters within economics or finance, and be feasible (in terms of the available data for empirical projects, and the mathematical and computational methods for theoretical projects).

2. Innovation and Independence. Demonstration of insight and independence of thought or approach, whether in terms of the question or problem posed, the methodology specified, or (for empirical projects) the data to be analyzed.

3. Methodology. A well-developed and appropriate methodology (an empirical approach or a theoretical modeling strategy) that can informatively address the question or problem. For empirical projects, this means (1) a clear statement of the hypothesis or hypotheses to be tested, and (2) the identification and justification of the statistical and econometric technique to be used (for example, linear or probit regression analysis). For theoretical projects, this means (1) a tentative but essentially complete statement of the structure of the model, (2) a clear statement of the solution methods that will be used (for example, closed-form analytical or numerical solutions), (3) preferably, some preliminary results, and (4) a statement of ways in which the model will be developed and refined in the following semester.

4. Data. For empirical projects, appropriate and well-chosen data that are readily available for the question or problem should be identified. Basic summary statistics (e.g., sample size, means, standard deviations) should be included to show the characteristics and suitability of the data for the proposed analysis.

5. Structure. A visible, easy-to-follow structure consistent with the conventions of economics.

6. Literature Review. A concise review of relevant economics or finance research that establishes the context for the question or problem. This section explains what is already known, identifies gaps or debates in the field, and shows how the project will build on or differ from prior work.

7. Expected or Preliminary Results. This should include (1) discussion of the outcomes, or results, that the author anticipates, (2) a brief explanation of the reasons for the expectation, whether economic intuition or the findings of related previous research, and (3) the discussion of possible pitfalls and thoughts about further research.

8. Style. Lucid, informative, readable sentences; well-defined key terms and concepts; appropriate gauging of readers' knowledge; presentation of sufficient context; clear and concise writing.

9. Source citations. The proper and consistent use of a citation style found in the economics/finance literature—such as APA style or Chicago Author-Date style.

Grading Rubric

A+ An A+ prospectus meets **all** of the criteria and could lead to a publishable paper in an Economics or Finance journal.

A range	An A prospectus fully meets all criteria. An A- prospectus fully meets the top five criteria and is competent with respect to the other four.
B range	A prospectus in the B range is problematic in terms of any of the top five criteria (e.g., has a well-defined question/problem but a poorly rationalized methodology or an imprecise question/problem but a well-chosen data set and promising methodology) and is competent with respect to the other four.
C range	A prospectus in the C range is faulty in terms of any of the top five criteria and may be less than competent with respect to the other four.
D	A D prospectus is deficient in most of the criteria and adds nothing to one's understanding of the subject beyond what might be gleaned from superficial reading in the area. Even a D prospectus, however, must demonstrate that the writer has some knowledge and understanding of the economic issues.
F	An F prospectus is similar to a D prospectus but is less than half the expected length and/or fails to bring economic tools to bear on the problem.

The expected length of a junior prospectus is ten pages (excluding the bibliography).

The paper

The same grading criteria apply to junior papers and senior theses. When assessing independent work in terms of innovation, sophistication and completeness, JP advisers should consider that juniors have significantly less time to work on their papers and have taken fewer economics courses than seniors.

Criteria for Grading

A junior paper (JP) can be thought of as falling above, below, or on an imaginary line in the grading scale. In general, independent work that meets the top four criteria below will receive grades above the line (A+, A, or A-). Those that don't meet these four criteria will receive grades below the line (regardless of how well they fulfill the other criteria). See the next page for a detailed grading rubric.

1. Question or Problem. A well-defined research question or problem that requires economic analysis. It should be clearly stated early in the document, explain why the topic matters within economics or finance, and be feasible (in terms of the available data for empirical projects, and the mathematical and computational methods for theoretical projects).

2. Innovation and Independence. Demonstration of insight and independence of thought or approach, whether in terms of the question or problem posed, the methodology specified, or the results.

3. Methodology. A well-developed, appropriate, and sophisticated methodology (an empirical approach or a theoretical modeling strategy) that informatively addresses the question or problem. For empirical projects, this means (1) a clear statement of the hypothesis or hypotheses, (2) a detailed characterization of the data set and why it was chosen, (3) the identification and justification of the statistical and econometric technique used (for example, linear or probit regression analysis), (4) careful and thorough implementation of the technique, and (5) review and discussion of applicable test statistics. For theoretical projects, this means (1) a complete statement of the structure of the model, (2) justification of solution methods (for example, closed-form analytical or numerical solutions), and (3) solution of the model.

4. Results. An explicit statement and discussion of the new results emerging from the project and their relevance to economics and/or finance. This discussion should also include a discussion of (1) how the results relate to economic

intuition and/or the findings of related previous research, (2) possible limitations of the results, and (3) directions for further research.

5. Structure. A visible, easy-to-follow structure consistent with the conventions of economics. A reader can easily identify sections that typically occur in papers in the economics/finance literature, such as Title, Abstract, Introduction, Literature Review, Methodology, Results, Conclusion, and References.

6. Literature Review. A concise review of relevant economics or finance research that establishes the context for the question or problem. This section explains what is already known, identifies gaps or debates in the field, and shows how the project will build on or differ from prior work.

7. Style. Lucid, informative, readable sentences; well-defined key terms and concepts; appropriate gauging of readers' knowledge; presentation of sufficient context; clear and concise writing.

8. Source Citations. The proper and consistent use of a citation style found in the economics/finance literature— such as APA style or Chicago Author-Date style.

Grading Rubric

A+	An A+ JP meets all of the criteria and makes a significant contribution to the Economics/Finance literature.
A range	An A JP fully meets all criteria. An A- JP fully meets the top four criteria and is competent with respect to the other four.
B range	A JP in the B range is problematic in terms of any of the top four criteria (e.g., has a well-defined question/problem but a poorly rationalized methodology and inconclusive analysis, or an imprecise question/problem but an interesting set of results derived with appropriate methodology, or a competent analysis of a well-defined question but with only limited new insight or limited applicability) and is competent with respect to the other four criteria.
C range	A JP in the C range is faulty in terms of any of the top four criteria and may be less than competent with respect to the other four.
D	A D JP is deficient in most of the criteria and adds nothing to one's understanding of the subject beyond what might be gleaned from superficial reading in the area. Even a D independent research project, however, must demonstrate that the writer has some knowledge and understanding of the economic issues.
F	An F JP is similar to D work in that it fails to meet most criteria. A failing grade indicates that the student did not research the subject at all adequately and/or fails to bring economic tools to bear on the problem.

Juniors are asked to stay within the recommended page limits for their JPs (25-35 pages) and senior theses (60-80 pages) and to follow formal requirements specified in the memos on independent work. The page limits do not include bibliographies and appendices.

For practical purposes, faculty advisers will assign between 1 and 100 points to your prospectus and final JP.

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Points	97-100	93-96	90-92	87-89	83-86	80-82	77-79	73-76	70-72	60-69	<60

Examples of A-level prospectuses and junior papers can be found on Canvas.

Attendance

Students are required to attend eleven meetings: three lectures, five workshops, and three group advising meetings. ***One meeting can be missed for any reason without penalty.***

Attendance points will be calculated as the weighted average of the points received on the prospectus and Junior Paper with deductions applied if more than one meeting is missed. For each meeting missed beyond the allowed one, 3 points will be subtracted from the attendance score.

The weighted average is given by $\left(\frac{25}{85} * \text{prospectus grade} + \frac{60}{85} * \text{JP grade}\right)$ before grading penalties.

Example: If you miss three out of eleven meetings, you will be penalized for missing three meetings. If the weighted average of your prospectus and JP is 91, you will be penalized 6 points (2 times 3 points) and receive 85 points for attendance.

Attendance scores will be posted throughout the semester on Canvas. Any attendance discrepancy for the fall semester must be resolved by December 12th (Dean's Date). Any attendance discrepancy for the spring semester must be resolved by May 5th (Dean's Date).

Participation

Students are required to complete all participation activities. The full list of participation activities and their due dates are posted in the Assignments Page on Canvas.

Participation points will be calculated as the weighted average of the points received on the prospectus and Junior Paper, minus any penalties for missing or late participation activities. **You are allowed to miss one participation activity without penalty.** For each additional missed activity, regardless of the reason, 3 points will be deducted from your participation score.

Example: If you miss two participation activities and the weighted average of your prospectus and JP is 91, you will receive 88 points for participation.

Participation scores will be posted throughout the semester on Canvas. Any discrepancies in participation scores for the fall semester must be resolved by December 12th (Dean's Date) and any discrepancies in participation scoring for the spring semester must be resolved by May 5th (Dean's Date).

Grading weights

The following weights will be used to calculate your final grade. We will use points rather than letter grades to calculate your overall JIW grade. **Note that if you receive an F on your paper, your overall JIW grade will be a failing grade.**

Prospectus	Paper	Attendance	Participation
25%	60%	7.5%	7.5%

On your transcript, you will receive a single JIW grade, which will be based on the prospectus, the junior paper, attendance and participation.

7. Submission Requirements

The prospectus and the final paper should be typed and double spaced, and should show the title, your name, your adviser's name, and the date on the front page. The front page should also include the honor pledge and the generative AI pledge. Please use the citation style of the APA style or Chicago Author-Date style.

Both the prospectus and the final paper must include an AI checklist (available on Canvas) as well as an appendix documenting any use of generative AI **tools**, including a log of prompts and responses, if applicable. This appendix should clearly describe how AI was used and reflect your compliance with the generative AI policy.

The prospectus and paper should be submitted electronically on the JIW Canvas site before the due date. Please save your work in PDF format and label your file with your last and first name and your adviser's last name. In Canvas, go to Assignments and click on the applicable heading. Follow the instructions and make sure to click submit after you attach your file. (It is not enough to just save your work). We will use the time stamp on your submission when deciding on late penalties. Do not submit corrupted or otherwise unreadable files; check your PDF file to make sure that the conversion to PDF was successful.

Please do not submit your work piecemeal. A prospectus or paper must be complete upon submission. If the body of a paper is submitted on time, but a file including footnotes, figures, or complete references is submitted two days late, then the entire paper will be considered two days late. (See "9. Extensions and penalties" below).

Students must retain copies of all data, programs, and output used in their analysis and be prepared to make them available for review upon request. This includes any code used to construct variables, clean data, or generate results presented in the paper.

8. Extensions and Penalties

In the interest of equal treatment, extensions of time can only be granted by the department office. Please direct any requests to Professor Noonan. **Your adviser cannot grant extensions of time on the prospectus or the final JP.** In addition, in practice, extensions are almost never granted. It is the student's responsibility to ensure that the deadlines for the prospectus and the final JP are met. Neither time pressure from other academic or extra-curricular commitments, nor computer problems are sufficient grounds for grants of extra time. Be sure to budget your time prudently.

All late submissions will be penalized. The penalties are one-tenth of a letter grade (1 point) for a submission that is up to eight hours late, one-third of a letter grade (3 points) for a submission that is up to one day late, and two-thirds of a letter grade (6 points) for a submission that is two days late, with greater penalties for later submissions as determined by a faculty committee.

Back up your computer files: Please be sure to routinely back up your computer files. A single hard-drive copy is not sufficient insurance. A hard drive failure will not excuse a late submission.

9. Academic Infractions and Academic Fraud

As with all written work, are expected to abide by the Honor Code and to complete your own work. Please be sure to review all [Academic Regulations](#).

Any prospectus or paper that contains academic infractions, or that is in any way the result of academic dishonesty, will be reported to the Faculty-Student Committee on Discipline and may result in a failing grade. All sources must be properly cited, including ideas, arguments, or language originating from other authors. Students must also fully disclose and appropriately cite any of their own previously submitted work, as well as acknowledge any use of generative AI tools (see below for additional guidance).

Other individuals may read a draft of your paper, identify flawed or unpersuasive arguments, and circle grammatical errors or awkwardly written sentences. They may NOT contribute new or better arguments that you did not come up with yourself. You are responsible for the content of the paper and its style. Please be sure to acknowledge, in writing, the contributions of others on your submitted work.

Building on work from a prior course

If you plan to build on your own work from a prior course,

1. You must have written permission from the course instructor and from your JP adviser. This written permission must be submitted to the Undergraduate Program Manager, Gina Holland at gholland@princeton.edu.
2. Your JP must represent significant new work. You may not resubmit a paper that is identical or substantially similar to one previously submitted.
3. Any text that you reuse from your earlier work—whether entire paragraphs or individual sentences—must include a clear citation. Otherwise it is considered self-plagiarism and violates the University's academic integrity policies.
4. Even with substantial new content and proper citation, the highest possible grade for a JP that builds on prior work is an A-.

Generative AI use

The use of Generative AI is allowed but your empirical paper must reflect your own independent analysis, understanding, original thinking, and interpretation.

While AI can help with brainstorming, grammar, clarity, or troubleshooting technical tasks, it must never replace your ability to explain your methods, interpret your results, or synthesize the literature. Your paper should sound like you wrote it and reflect your understanding of the research, not that of a generative AI tool.

Key Expectations

1. **Understanding Your Work**
 - You are responsible for all content submitted. If generative AI tools are used in any way, you must fully understand and be able to explain any portion of your paper that was informed, drafted or influenced by these tools (e.g., data analysis, methods, results, and interpretations).
2. **Appropriate Uses**
 - Brainstorming research questions, outlines, or possible approaches.
 - Getting coding help or debugging assistance (e.g., in R, Stata, or Python), while writing and understanding the final code yourself.
 - Improving grammar, style, or clarity in your writing.
3. **Prohibited Uses**
 - Allowing AI to write sections of your paper in place of your own work — particularly the literature review, methods, or analysis — without careful rewriting, integration, and critical engagement on your part.

- Using AI to summarize background information or the current literature without reading the original source.
 - Using AI to fabricate data, tables, or citations.
 - Relying on AI-generated interpretations or conclusions that you do not understand.
 - Submitting AI-generated work *as-is*—meaning copied directly with only minimal edits such as fixing grammar, changing a few words, or rearranging sentences—is not allowed. Any use of AI must involve major rewriting, incorporation of your own ideas, and critical engagement with the material.
4. **Transparency and Disclosure**
- You must inform their adviser in writing if they use a generative AI tool for any portion of their independent work.
 - You must include a generative AI statement on the cover page of the prospectus and the JP.
 - You are required to maintain a complete and accurate record of all interactions with generative AI tools (e.g., prompts and responses). This record must be included as an appendix to both the prospectus and the junior paper. Failure to do so may be considered a violation of academic integrity policies.
5. **Accuracy and Verification**
- AI tools can produce content that is incorrect or fabricated. All AI-generated content must be verified for accuracy and credibility.
 - If incorrect, misleading, or fabricated information generated by AI is included in your work, you will be held responsible, and this is considered a violation of academic integrity.

Examples of Acceptable vs. Unacceptable AI Use

Acceptable:

- Brainstorming research questions, outlines, or paper titles.
- Using AI to explain statistical concepts (e.g., “What is heteroskedasticity?”) before applying them yourself.
- Debugging or optimizing code with AI suggestions while understanding and adapting the code.
- Using AI for grammar, clarity, or phrasing suggestions (with review).

Unacceptable:

- Using AI to write your literature review, results, or discussion sections
- Allowing AI to interpret regression outputs or write conclusions for you.
- Submitting AI-written paragraphs or drafts
- Using AI to generate or falsify data, tables, or references.
- Relying solely on AI summaries of research papers without reading the original work.

10. A Note on Data

The feasibility of an empirical paper depends on the existence, availability, quality, and cost of your data. Firestone Library offers extensive data resources that will meet most students' needs. However, some specialized areas—such as insurance, international microdata, social media, and sports data—can be difficult or expensive to access.

All initial requests to purchase or license data must go through the library, not through the department.

Finally, students may not obtain or use data in ways that violate a source's Terms of Use or licensing agreements. For example, scraping or downloading data from websites without explicit permission or in violation of the site's policies is prohibited.

These caveats should not discourage you in any way. Firestone can support most projects on a limited capacity, but your project is more likely to succeed if you consult **early** with our knowledgeable Economics and Data Librarians: [Bobray Bordelon, Charissa Jefferson and Mary Carter](#).

11. Research Involving Human Subjects

If you plan to conduct research that involves human subjects, you are required to obtain approval from Princeton's Institutional Review Board (IRB) for Human Subjects before beginning your project. Specifically,

- You may not conduct any interviews, surveys, or have other direct interaction with individuals without IRB approval.
- You may not use individual-level data from any institution or dataset that contains personally identifying information, or information that could reasonably identify a person, without IRB approval. This includes data from hospitals, schools, prisons, or any other institution that includes information about individuals' mental health status, academic performance, income, criminal records, or other personal identifiers—even if you do not collect the data yourself.

In some cases, publicly available data may still require IRB approval if it contains identifiers or linkable information.

All human-subjects research must be approved by the IRB before any data collection or analysis begins. In addition, both you and your faculty adviser must complete the online human subjects training and certification process before submitting materials to the IRB. This training can be accessed here: <https://ria.princeton.edu/Human-Research/Training>

These requirements are mandated by both the university and federal regulations.

IRB applications should be submitted **no later than December 2, 2024**. For more information, visit [Princeton's IRB website](#).

12. Juniors Studying Abroad

Students who plan to study abroad during their junior year should plan to do so in the spring semester. Special permission from the department is ***required*** for students to study abroad during the fall semester of the junior year.

Juniors studying abroad are expected to keep in regular contact with their adviser, review material posted on the Canvas site and adhere to the deadlines in the junior calendar.

Students who study abroad in the spring are required to participate in the third advising group meeting. The adviser can allow attendance via Zoom or the submission of a video presentation.

Please contact Professor Noonan if you have any questions.

13. Political Economy Concentrators

Juniors in the Department who wish to join the Program in Political Economy should submit PPE Applications by 11:59 p.m. on **Monday, September 15, 2025**. Political Economy concentrators are required to write a junior paper with sufficient political economy content, as judged by the adviser. Several of the faculty advisers have specific expertise in public economics. However, PE students are not restricted to these advisers, since it is possible to identify paper topics within each of the areas (e.g., macroeconomics, labor economics, and development economics) that are concerned with political economy issues. More information about the Program in Political Economy is available at <https://economics.princeton.edu/undergraduate-program/certificates/program-in-political-economy/>. Please address any questions related to this program to the Political Economy adviser, [Professor Silvia Weyerbrock](#).

14. Exemplary prospectuses and junior papers

Examples of successful prospectuses and JPs from previous years have been posted on the JIW Canvas site.