

SYLLABUS, FALL 2023

ECONOMICS 330/PUB630: ECONOMICS OF LABOR

Tuesday, Thursday; 2:00pm
Instructor: Dr. Laura Crispin
Location: 306 Barbelin Hall

INTRODUCTION

This course is an upper-level economics elective that provides you with an introduction into labor markets. We will discuss models for behavior, incorporating labor supply and labor demand. We will also cover topics within labor economics such as investments in human capital, discrimination, job search, and labor unions. Throughout the course, we will investigate multiple questions such as: How do individuals decide how many hours to work? How is a person's salary determined? What are the benefits associated with attaining a college degree? Is there convincing evidence of labor market discrimination? Of course, if there is interest for a topic not included in the syllabus, we can adjust the lectures accordingly.

Throughout this course, there will be opportunities for reading about, writing about, and discussing current policies, problems, and events that are relevant to the study of labor economics. In order to gain the most from these discussions, you are required to take on an active role in these discussions.

This course is an elective for the B.A. in Economics and the economics minor. If you complete a sufficiently quantitative research paper, you can also count this course as an elective for the B.S. in Quantitative Economics. Please see me to discuss.

OFFICIAL PREREQUISITE: ECON 101 - Introduction to Microeconomics

SUGGESTED PREREQUISITE: ECON 301 - Microeconomic Theory

LEARNING OBJECTIVES

By the end of the semester, you will be able to:

- Understand the theory of labor supply
- Explain the determinants of household labor supply decisions
- Understand the theory of labor demand and the elasticity of labor demand
- Explain human capital theory and use this theory to explain lifetime skill accumulation
- Use labor supply, demand, and human capital theory to explain wage gaps and the prevalence of labor unions

You will demonstrate your knowledge of the above through informal writing assignments, a formal inquiry paper, and written exams.

- Find and critically evaluate academic, economic sources

You will demonstrate your skills in this area of critical and analytical thinking through informal in-class writing, an article summary and critique, and a formal inquiry paper.

- Learn how to write as an economist in both tone and content.
- Learn how to effectively and efficiently revise their original economic research

You will demonstrate your abilities in the above areas through readings, in-class discussion and writings, in-class paper workshops, a formal revision process, and a formal inquiry paper.

INCLUSIVE LEARNING ENVIRONMENT (Source: Dr. Cecilia M. Orphan, University of Denver)

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

SUGGESTED TEXTS

George Borjas, *Labor Economics*. Boston: McGraw Hill Publishing.

- You can use the E-book with access through Connect. Students can receive the first two weeks of access for free: <https://connect.mheducation.com/class/1-crispin-labor-economics-ecn330-fall-2023>
- I will place a copy of the textbook on reserve for use in the library.

Andrea A. Lunsford, *Easy Writer*. Boston: Bedford/St. Martin's Publishing.

Additional readings will be assigned throughout the course and the citation information will be provided in advance in class and on Canvas.

GRADING

As indicated above, your grade for this course will be based on a variety of assignments. The fraction of the points allocated to each is shown below. Attendance is not accounted for specifically in your grade, but I expect all students to attend each class. Only four

“unexcused” absences allowed. Only documented, university-approved absences will be considered “excused” absences. There will be no "extra credit" given.

	Grade Breakdown
Class Participation	5%
Article Summary and Critique	5%
Inquiry Paper	35%
Paper Topic and Outline (2%)	
First Draft (10%)	
Peer Review (5%)	
Final Draft (18%)	
Presentation of Inquiry Paper	15%
Organization, Clarity, and Content (5%)	
Aesthetics of Presentation (5%)	
Response to Questions (5%)	
Quizzes	15%
Final Exam	25%

You are responsible for all material in the classes and book. The final exam will be comprehensive with an emphasis on new material. More details on the format and allowed materials will be provided later in the semester.

PARTICIPATION IN DISCUSSION AND INFORMAL WRITING

Your participation grade will be based on your participation in classroom discussions, in-class informal writing exercises and brainstorming sessions, and online discussion boards. Active participants will receive full credit.

ARTICLE SUMMARY AND CRITIQUE

In order to help you evaluate academic articles and to help you become familiar with the tone and language of economics, I am assigning an article summary and critique. First, select a journal article from the list provided. After reading and re-reading the article, you will write a one page summary of the article addressing the research question, methods, data, and findings. You will follow with a two page discussion of the article that incorporates criticism of the strengths and weaknesses of the paper and several ideas for future work. The article summary is due via Canvas at or before 5pm on the due date. Assignments sent after 5pm, but before midnight will lose 20 points. Assignments sent after midnight will receive a zero. We will work on several similar exercises in class in order to better prepare you for this assignment and provide you with a model.

INQUIRY PAPER*

You may choose your own research question related to this course or may ask for suggestions. During class, there will be an in-class brainstorming session to help jumpstart your paper. Then, you need to have two possible research questions with

several sentences addressing the question, the motivation, and indicating how you will answer the question (using data, reviewing previous literature, etc). You will post your two questions and brief write-up on the Canvas discussion site by the due date.

A rough outline of your paper is due via Canvas by 5pm on the due date. A nearly-completed draft is due via Canvas by 5pm on the due date. Assignments submitted after 5pm and before midnight on the due date will lose 20 points. Assignments submitted after midnight will receive a grade of zero.

You will be assigned a peer's paper and are responsible for reading the paper and suggesting revisions and edits. Peer reviews are due via Canvas. You will receive the feedback from your peer and myself within about two weeks.

The final paper, which should incorporate comments from your peer review, your presentation, and from me, is due on our last day of class. Papers should be submitted via Canvas (no hard copy needed). Late papers will lose 10 points of their grade for each business day after the due date (ex. a paper that is a 85/100 will drop to 75/100 if handed in one day late). Final papers will be graded and returned with comments at the end of final exam week via Canvas.

Further details of the paper requirements, examples of each stage, and a grading rubric will be provided later in the semester.

*For graduate students earning credit towards the PUB 4+1 MS, the requirements will be somewhat more extensive. Details will be provided along with a rubric. Please see me with questions.

INQUIRY PAPER PRESENTATION

During the final weeks of class, you will present your current draft to the class. In order to do this, you'll need to create a multimedia version of your paper that summarizes your motivation, your research question, previous literature, analysis, and conclusion. Your slides should be succinct, well-formatted, and include references (in-text with a bibliography on the last slide). You will have 12 minutes to present, with several minutes to answer questions at the end.

CITATION STYLE

Although there is no convention in economics, in this course, we'll be using the APA style for citations. Please make sure that all of the above assignments conform to this convention. For your reference, please see the *Easy Writer* textbook.

QUIZZES

The quizzes will contain a combination of multiple choice and short answer essay questions related to the most recent materials preceding the quiz. Quizzes will take about 20-30 minutes during class. On quiz days, it is important that you arrive to class on-time and ready to start the quiz so that we'll have time for lecture, too.

FINAL EXAM

The final exam will be a combination of multiple choice and essay questions that incorporates material from the entire course. It will be held during the assigned final exam period. The format will be discussed prior to the final exam. Prior to finals week, previous exams will be provided along with study materials to help you better prepare.

MISSED CLASS POLICY

As discussed above, class attendance and participation is critical in this fast paced, writing intensive study of labor economics. However, emergencies may arise and force you to miss class. If you are ill and/or contagious, please do not come to class! If you are too ill to attend class, please send me an email to let me know. You are required to get the lecture notes and materials from a classmate BEFORE the next lecture. You are encouraged to come to my office hours to discuss any questions regarding the materials.

MAKE UP POLICY

For students missing a quiz, the final exam will be weighted heavier to account for this. Students missing the final for unavoidable and formally verifiable reasons will be given a makeup exam. Exams missed for avoidable or for unverifiable reasons will be assigned a grade of 0. I cannot change the date/time of an exam to accommodate students' travel plans. Students must plan their end of semester travel arrangements accordingly.

TECHNOLOGY POLICY

Texting, cell phone, and laptop use during class is distracting to your peers and to me, and therefore, the use of laptops and cell phones is not permitted during class. Should you need to make a phone call or send a text message, please do so before or after class. Students who are texting during class will receive a zero for their class participation grade. If your texting during class becomes a distraction, I reserve the right to ask you to leave the classroom for the remainder of the lecture.

ACADEMIC HONESTY

Students are expected to be familiar with the **SJU Academic Honesty Policy**, published in the Student Handbook and University Catalog, and to adhere to it at all times. Unauthorized use of notes or assistance during an exam will result in failure of the assignment.

Specifically, with respect to plagiarism, the policy is defined as "plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Compositions, term papers, or computer programs acquired, either in part or in whole, from commercial sources or from other students and submitted as one's own original work shall be considered plagiarism. All students are directed to the standard manuals of style or reference guides for discussions of plagiarism and the means by which sources are legitimately acknowledged, cited, quoted,

paraphrased, and footnoted—whether presented in an oral report or in writing," (<http://www.sju.edu/int/resources/registrar/ahpolicies.html>). **You are responsible for knowing what does and does not constitute plagiarism.** If you have any questions or concerns, please schedule an appointment with Dr. Crispin to discuss.

STUDENTS WITH DISABILITIES

Reasonable academic accommodations may be provided to students who submit appropriate documentation of their disability. If students have need of assistance or questions with this issue, they are encouraged to contact the Office of Student Disability Services (SDS) at sds@sju.edu or by phone at 610.660.1774. The Office of SDS also provides an appeal/grievance procedure for complaints regarding requested or offered reasonable accommodations. More information can be found at: www.sju.edu/sds.

THE WRITING CENTER

You may also wish to take advantage of the Writing Center, where undergraduate and graduate student tutors can assist you at any stage of the writing process, from brainstorming to drafting to revising. For hours and additional information, visit the Writing Center website at <https://sites.sju.edu/writingcenter/>.

“OUTSIDE OF THE CLASSROOM” INFORMATION

CONTACT INFORMATION

E-mail: lcrispin@sju.edu

Telephone: 610-660-1594

Office Address: 107C Barbelin Hall

Office Hours: I have appointments from 10am-11am on Tuesdays and Thursdays, and from 10-11:30am on Wednesdays. Some appointments will be via Zoom and some will be in-person in my office. You can book office hours via Starfish. If you need alternative hours, please email me to book an appointment.

Email policy: I try to return emails as quickly as possible (usually within 24-48 hours), but during peak times, it may take me longer to respond. Please make sure to end your email with a sign-off that includes your name. As chair, my email volume has increase exponentially, so if I don't reply to you within 2-3 business days, please feel free to email me again and remind me. (Sorry in advance)

RECOMMENDATION LETTERS: I am glad to write recommendation letters for great students, and it is easier to write them for students whom I know. I encourage you to come to office hours so I can meet with you and talk about the position that you are applying to. Please note that I require at least two weeks' notice for all recommendation letters. Please include your resume and unofficial transcripts, along with any other helpful materials with your email request.

BASIC NEEDS:

Saint Joseph's University recognizes that not all students may have access to adequate resources to meet commonplace or basic needs. If at any point in the semester you find that your academic performance or overall wellbeing is negatively affected by challenges related to access to class materials, housing, food or basic needs (e.g., skipped meals and/or unable to buy groceries or a housing insecurity is experienced, etc.), please complete this form, which will be sent to the Office of Student Success. A staff member will work with you to connect you with University and/or other resources. For support with food and basic needs, you are also encouraged to visit the [HawkHUB](#) in person or submit an online order. Finally, and if you are comfortable, please contact me to discuss specific ways in which I can support you. I am committed to helping you succeed!

HEALTH AND WELLNESS

Saint Joseph's University recognizes that physical and mental health strongly impact one's ability to do well in school and in life. As a result, there are many helpful campus resources designed to help students to care for their physical, mental, and spiritual health. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. All of us benefit from support during times of struggle and challenges. If you are experiencing concerns, seeking assistance sooner rather than later is a courageous thing to do for yourself and those who care about you. The resources below can help you to cope with stress and to achieve your academic and personal goals.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) provides free confidential mental health counseling for all Saint Joseph's University students. Currently, CAPS therapists are conducting tele-mental health counseling for students via a secure version of Zoom. In addition, counselors are available after office hours and over weekends to attend to urgent mental health concerns. To access 24/7 mental health counseling, students can call the CAPS office at 610-660-1090. <https://sites.sju.edu/counseling/>

ADDITIONAL HEALTH AND WELLNESS RESOURCES:

- Fitness & Recreation- <https://www.sju.edu/health-well-being/fitness-recreation>
- Student Success - <https://sites.sju.edu/thesuccesscenter/student-success/>
- Center for Inclusion and Diversity: <https://sites.sju.edu/oid/>
- Campus Ministry - <https://sites.sju.edu/campusministry/>

SJU POLICY PROHIBITING DISCRIMINATION, HARASSMENT AND RETALIATION: “As a Catholic, Jesuit University, Saint Joseph's is committed to the just and respectful treatment of students, faculty, and staff. To this end, Saint Joseph's prohibits unlawful discrimination against, and harassment of, its employees, students, or applicants for employment or admission on the basis of any characteristic protected by state or federal law. The prohibition extends to discrimination, harassment and retaliation by third parties visiting campus or participating in University-sponsored activities” (excerpted from page 1 of the policy). The [full policy](#) includes information about available resources and confidentiality.

SJU SEXUAL MISCONDUCT POLICY: POLICY REGARDING SEXUAL ASSAULT, SEXUAL HARASSMENT, SEXUAL EXPLOITATION, DOMESTIC VIOLENCE, DATING VIOLENCE, OR STALKING: “Saint Joseph's University...is committed to providing an institutional environment

where all persons may pursue their studies, careers, duties, and activities in an atmosphere free of the threat of sexual assault, sexual harassment, sexual exploitation, domestic violence, dating violence, and stalking (for purposes of this Policy, this conduct may be referred to, collectively, as “Sexual Misconduct”). Sexual Misconduct directed toward students, employees or any member of the University community, including third parties, regardless of sexual orientation or gender identity, interferes with the expectation that all individuals at the University will learn and work in an environment that is free from discrimination. Sexual Misconduct, as defined by the University, may also constitute a crime” (excerpted from page 3 of the policy). For support, resources, and reporting related to sexual misconduct, please visit [Sexual Misconduct: Support & Resources](#) page and read the [full policy](#).

BIAS INCIDENT REPORTING: “Bias- or hate-motivated conduct creates barriers to inclusion and trust, and all campus members are responsible to respond to harmful incidents quickly and effectively in order to ensure the wellbeing of targeted individuals and groups, to facilitate collective learning, and to re-establish clear norms that forestall future incidents. Bias incidents affect not only the targeted individual or group, but often make an entire group or community feel vulnerable and unwelcomed” (Excerpt from [full description](#)).

“The Saint Joseph’s University [Non-Discrimination Statement](#) prohibits discrimination on the basis of sex/gender, race, age of 40 or over, color, religion, national origin, ethnic origin, sexual orientation, gender identity, disability, genetic information, pregnancy, marital status, and military and military veteran status, and any other status protected by law in the administration of its admission, educational, financial aid, employment, athletic, or recreational policies or programs.”

If you have encountered a bias incident, please consider reporting the experience by completing and submitting a [Bias Incident Form](#); contacting Public Safety at 610-660-1111 or visiting the Public Safety Office in Barbelin Hall; or reaching out to the Bias Incident Coordinator - Dr. Mary-Elaine Perry – at 610-660-1145. Read more about [definitions](#) and the [process](#) on SJU’s [Bias Incident Reporting](#) webpage.

TENTATIVE COURSE SCHEDULE

Thursday, Aug. 24 - **Read our Canvas homepage for assignments. Be prepared for Tuesday!**

Tuesday, Aug. 29: Syllabus and General Information; Read & Discuss articles; Overview of Labor Markets - Chapter 1; Labor Supply - Chapter 2

Thursday, Aug. 31: Labor Supply (cont'd)

Tuesday, Sept. 5: Labor Supply (cont'd); **Last day of Add/Drop period**

Thursday, Sept. 7: **No class – Mass of the Holy Spirit for Inauguration**

Tuesday, Sept. 12: Labor Supply (cont'd) ; **Brainstorming Paper Topics**

Thursday, Sept. 14: Labor Supply (cont'd); Human Capital Investments - Ch. 6 & 7;

Tuesday, Sept. 19: Human Capital (cont'd); **Paper Topics Due via Canvas before class**

Thursday, Sept. 21: Human Capital Investments (cont'd)

Tuesday, Sept. 26: **Quiz #1 (Ch. 1, 2, 5)**; Human Capital (cont'd)

Thursday, Sept. 28: Human Capital (cont'd)

Friday, Sept 29: **Outline of Paper posted to Canvas by 5pm**

Tuesday, Oct. 3: Demand for Labor - Ch. 3

Thursday, Oct. 5: Demand for Labor (cont'd)

Friday, Oct. 6: **Article Summary and Critique posted to Canvas by 5pm**

Tuesday, Oct. 10: Demand for Labor (cont'd); Draft workshop in class

Thursday, Oct. 12: Demand for Labor (cont'd); Draft workshop in class

Friday, Oct. 13: **Draft of paper posted to Canvas by 5pm**

Tuesday, Oct. 17: **Fall Break – No class**

Thursday, Oct. 19: Labor Market Equilibrium – Ch. 4

Tuesday, Oct. 24: **Quiz #2 (Ch. 6, 7, 3)**; Labor Market Equilibrium – Covid & the Labor Market;

Thursday, Oct. 26: Compensating Wage Differentials - Ch. 5

Tuesday, Oct. 31: Compensating Wage Differentials (cont'd); Labor Market Discrimination - Ch. 9; **Peer Reviews Due before Class via Canvas**

Thursday, Nov. 2: Labor Market Discrimination (cont'd)

Tuesday, Nov. 7: Labor Market Discrimination (cont'd); Labor Unions – Ch. 10; **Drafts returned with peer and professor comments**

Thursday, Nov. 9: **Quiz #3 (Ch. 3, 5, 9)**; Paper Workshop

Tuesday, Nov. 14: Labor Unions (cont'd); In-Class Paper Presentations

Thursday, Nov. 16: In-Class Paper Presentations

Tuesday, Nov. 21: Asynchronous learning day – reading assignment

Thursday, Nov. 22: No classes – Thanksgiving break

Tuesday, Nov. 28: In-Class Paper Presentations

Tues, Nov.28: **Last day to withdraw from Fall 2023 classes**

Thursday, Nov. 30: In-Class Paper Presentations

Tuesday, Dec. 5: In-Class Paper Presentations

Thursday, Dec. 7: In-Class Paper Presentation; Review for the final; **Final papers due via Canvas by 5pm**

Tuesday, Dec. 12 – Reading Day

Final Exams: Dec. 13-Dec. 19 (Our final exam date is TBD)

Final grades due Dec. 21