

Faculty of Science Course Syllabus
Department of Economics, Dalhousie
Econ 3315 Labour Economics
Fall 2024

Instructor: Professor Weina Zhou

Office: 6220 University Ave, C21

Email: econzhou@gmail.com (see Instructor Email Policy)

Lecture: Monday and Wednesday 13:05-14:25, MCCAIN 2102

Office Hour: Monday and Wednesday, 10:05-11:25, Econ C21

Course delivery: In-person

Prerequisites: Econ 2200, 2201 (with minimum grade of C)

Course Description:

This course provides an overview of basic concepts in labour economics. The course focuses on covering contemporary topics in labour economics, such as education, health and family economics. The course also aims to acquaint students with various empirical methodologies used in labour economics.

Learning Objectives:

- Develop familiarity with topics in various fields of labor economics
- Gain a preliminary understanding of empirical analysis in labor economics
- Cultivate the ability to interpret and present academic papers in labor economics

Course Assessment: Students will be evaluated based on 3 course requirements:

1. Four in-class exams (30%): The exams will be administrated on Sept 25, Oct 16, Oct 30 and Nov 18. Each exam will contribute 10% to the final grade. To accommodate students who may be unable to write all the in-class exams due to unforeseeable reasons (e.g., illness), the best 3 out of 4 exam scores will be included in your final grade.
2. Group project:(30%): Students will be assigned to groups to complete the group project. Each group will consist of three or four students. Each group will choose an academic paper published in a top-ranked journal in the field of Labour Economics, write a report summarizing the paper, commenting on its limitations, and providing potential extensions. Each group will also present the paper to the class as if they were the author presenting at a conference. Detailed requirements for the group project and group assignments will be announced on Oct 2. **All students who take this course must attend class on Oct 2.** Group presentations will be taken place during the last class(es) of the term. The summary report is due on Dec 4.
3. Final Exam (40%): Scheduled by Registrar (Dec. 6-17)

Grading Scheme:

A+	A	A-	B+	B	B-	C+	C	C-	D	F
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	55-59	50-54	<50

Policies on Missed Materials:

If a student misses one in-class exam, the remaining three in-class exams will be used to calculate the final grade. If a student misses two or more in-class exams for a valid medical reason, the weight of the missed exams will be shifted to the final exam. (e.g., if you missed three exams in total, the weight of two exams, 20%, will be shifted to the final.) Please email me in advance and submit the Student Declaration of Absence Form online through Brightspace under the *Assessments* tab. No late submissions will be accepted for group project.

Other General Notes:

Please note the Department of Economics Statement on Academic Integrity posted on the course website. As part of an academic community it is your responsibility to be aware of appropriate conduct. Any academic offence will be reported and acted upon immediately by Dalhousie administration.

Course Coverage:

1. Health

Almond, D. (2006). Is the 1918 influenza pandemic over? Long-term effects of in utero influenza exposure in the post-1940 US population. *Journal of political Economy*, 114(4), 672-712.

Almond, D., & Currie, J. (2011). Killing me softly: The fetal origins hypothesis. *Journal of economic perspectives*, 25(3), 153-172.

Almond, D., Currie, J., & Duque, V. (2018). Childhood circumstances and adult outcomes: Act II. *Journal of Economic Literature*, 56(4), 1360-1446.

Daysal, N. M., Simonsen, M., Trandafir, M., & Breining, S. (2022). Spillover effects of early-life medical interventions. *Review of Economics and Statistics*, 104(1), 1-16.

Nilsson, J. P. (2017). Alcohol availability, prenatal conditions, and long-term economic outcomes. *Journal of Political Economy*, 125(4), 1149-1207.

Zhou, W., & Wang, S. (2023). Early childhood health shocks, classroom environment, and social-emotional outcomes. *Journal of Health Economics*, 87, 102698.

2. Education

Carrell, S. E., & Hoekstra, M. L. (2010). Externalities in the classroom: How children exposed to domestic violence affect everyone's kids. *American Economic Journal: Applied Economics*, 2(1), 211-228.

Hill, A. J. (2015). The girl next door: The effect of opposite gender friends on high school achievement. *American Economic Journal: Applied Economics*, 7(3), 147-177.

Hill, A. J., & Zhou, W. (2023). Peer discrimination in the classroom and academic achievement. *Journal of Human Resources*, 58(4), 1178-1206.

Sacerdote, B. (2011). Peer effects in education: How might they work, how big are they and how much do we know thus far?. In *Handbook of the Economics of Education* (Vol. 3, pp. 249-277). Elsevier.

Zhou, W., & Hill, A. J. (2023). The spillover effects of parental verbal conflict on classmates' cognitive and noncognitive outcomes. *Economic Inquiry*, 61(2), 342-363.

3. Environment and Health

Akbulut-Yuksel, M., Zhang, Z., & Zhou, W. (2024). Navigating Cleaner Waters: Waste Import and Water Pollution. Working paper.

Greenstone, M., He, G., Jia, R., & Liu, T. (2022). Can technology solve the principal-agent problem? Evidence from China's war on air pollution. *American Economic Review: Insights*, 4(1), 54-70.

He, G., & Tanaka, T. (2023). Energy saving may kill: evidence from the Fukushima nuclear accident. *American Economic Journal: Applied Economics*, 15(2), 377-414.

Tanaka, S., Teshima, K., & Verhoogen, E. (2022). North-South displacement effects of environmental regulation: The case of battery recycling. *American Economic Review: Insights*, 4(3), 271-288.

4. Family Economics

Wang, S., & Zhou, W. (2018). Do siblings make us happy?. *Economic Development and Cultural Change*, 66(4), 827-840.

Zhou, W. (2014). Brothers, household financial markets and savings rate in China. *Journal of Development Economics*, 111, 34-47.

5. Labour Supply and Demand

Acemoglu, D. (1998). Why do new technologies complement skills? Directed technical change and wage inequality. *The quarterly journal of economics*, 113(4), 1055-1089.

Oswald, A. J., Proto, E., & Sgropi, D. (2015). Happiness and productivity. *Journal of labor economics*, 33(4), 789-822.

6. Canadian Labour Market

Card, D., & Oreopoulos, P. (2019). Introduction: Labor markets and public policies in the United States and Canada. *Journal of Labor Economics*, 37(S2), S243-S252.

Oreopoulos, P., Von Wachter, T., & Heisz, A. (2012). The short-and long-term career effects of graduating in a recession. *American Economic Journal: Applied Economics*, 4(1), 1-29.