

**Faculty of Science Course Syllabus****Department of Economics***ECON 3315- Section 01**Labour Economics**Fall 2018***Instructor(s):** *Mrittika Shamsuddin**Email : Mrittika.Shamsuddin@dal.ca**Office location: B22, 6214 University Ave**Office Hour: T 10:00-12:00 or by appointment***Lectures:** *MW 14:35-15:55**Location: Studley LSC C244***Course Description**

This course covers a broad range of topics in labor economics, including labor supply and demand, human capital, unemployment, discrimination and inequality. We will apply theories to study impacts of different policies. The course has an international perspective with a focus on Canada, exploring questions like: How does EI affect the Canadian labour market? Do minimum wages reduce employment? What is economic discrimination and does it exist in Canada? How well do immigrants fare in the Canadian labour market?

**Course Prerequisites**

Prerequisites: ECON 2200.03 or ECON 2210.03 or ECON 2220.03, and ECON 2201.03 (Minimum grade of C)

**Course Objectives/Learning Outcomes**

Upon successful completion of the course a student will be able to:

- Apply labor supply theory to analyze public policy questions like welfare programs and safety nets.
- Apply labor demand theory to analyze public policy questions like minimum wage and immigration policies.
- Integrate labor supply and demand theory to understand how equilibrium wages are determined and what causes inequality in the wage structure.
- Use search theory to understand the role of equilibrium unemployment and the labor market policies that affect it.
- Understand the role of investment in human capital in the labor market

**Course Materials**

*Textbook: Labor Economics, George Borjas, 7<sup>th</sup> edition*

*On reserve: Labor Market Economics: Theory, Evidence and Policy in Canada, Dwayne et al., 7<sup>th</sup> edition*

*Course website: Brightspace. Lecture notes, additional readings, assignments, solutions, grades, and announcements will all be posted on Brightspace.*

**Course Assessment**

<b>Component</b>	<b>Weight (% of final grade)</b>	<b>Date</b>
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Midterm 1	25%	October 31st 2018
Final exam	30%	Scheduled by Register
Homeworks	20% (4X5%= 20%)	Tentative: 17 <sup>th</sup> , 27 <sup>th</sup> Sep; 11 <sup>th</sup> , 18 <sup>th</sup> , 25 <sup>th</sup> Oct; 8 <sup>th</sup> , 19 <sup>th</sup> , 26 <sup>th</sup> Nov; 3 <sup>rd</sup> Dec
Presentation	10%	Choose your date. One presentation a week.
Term Project	15%	3 <sup>rd</sup> Dec

**Midterm 1:** Midterm 1 will cover Chapters 2, 3, 4, 5 and 6. It will be on paper and contain multiple choice and short answer questions.

**Final Exam:** Final exam will cover Chapters 7, 8, 9 and 12. It will be on paper and contain multiple choice and short answer questions.

**Homeworks:** There will be 9 Homeworks, one after each chapter. They will contain multiple choice and short questions. **Submit HW through Brightspace. HWs submitted through emails will not receive any grade.** I will take your best 4 performances while calculating your HW grade. Late submissions will not receive any point.

**Presentation:** You are free to form groups of maximum number of 4. As a group, you will choose a date and sign up for the date in the link posted in Brightspace. There will be one presentation a week and whichever group signs up first gets the date. So, choose early. You will be presenting a paper from the reading list for the week. Details on the format, content and grading rubric of the presentation are posted separately on Brightspace.

**Term Project:** The term paper for this class aims to let you focus on a topic of your choice in labor, formulate your own research question, investigate the current state of the literature and summarize your findings in writing of about 1500-2000 words. Details are posted separately on Brightspace.

### Other course requirements

*Practice Problem Sets on every Chapter will be posted on Brightspace. I will be showing in class how to solve some of the exercises. They are for your practice and not graded but they will help you to understand the materials taught in class.*

### Conversion of numerical grades to Final Letter Grades follows the Dalhousie Common Grade Scale

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

### Course Policies

*I expect you to attend classes regularly and to have an interactive class. You are encouraged to ask questions in class, especially if anything is unclear. If you are having difficulty understanding the materials, I strongly recommend you talk to me during my office hour. If my office hour is not suitable for you, you can email and schedule a different time to meet me.*

*You should bring your own calculator, Ipads/laptops or pencil/pen and will not be allowed to share.*

*To pass the course, you need to give the final exam. So, make sure that there is no conflict with the final exam. If you miss the final for some valid reason, inform me by email as soon as possible.*

*There will be no make-up for midterms. If you miss a midterm due to unavoidable circumstances, please inform me by email before the exam begins and submit the student declaration of absence form through Brightspace. If your absence is per policy of the University, the weight of the midterm will be given to the final exam.*

*All submitted work needs to be your own work. If you are caught using someone else's work, it will be dealt according to Dalhousie's Academic Integrity policy.*

### Tentative Course Content and Outline

Week	Topics	Textbook Chapter	Additional Readings	Assessment
1			Burton, P., Kelly Chen, Lynn Lethbridge and Shelley Phipps. 2017. "Child Health and Parental Paid Work," Review of Economics of the Household, 15(2): 597-620. Baker, Michael, Jonathan Gruber, and Kevin Milligan. 2008. "Universal Child Care, Maternal Labor Supply, and Family Well-Being," Journal of Political Economy, 116(4): 709-745.	
2	Labor Supply	Chapter 2		HW 1
3			Baker, Michael, Dwayne Benjamin, and Shuchita Stanger. 1999. "The Highs and Lows of the Minimum Wage Effect: A Time-Series Cross-Section Study of the Canadian Law." Journal of Labor Economics, 17(2): 318-350. Card, David and Alan B. Krueger. 1994. "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania." The American Economic Review, 84(4):772-793.	Presentation
4	Labor Demand	Chapter 3		HW 2, Presentation
5	Labor Market Equilibrium	Chapter 4	Staiger, Douglas, Joanne Spetz, and Ciaran S. Phibbs. 2010. "Is There Monopsony in the Labor Market? Evidence from a Natural Experiment." Journal of Labor Economics, 28(2): 211-236. Dustmann, C. , Frattini, T. and Rosso, A. 2015. "The Effect of Emigration from Poland on Polish Wages." Scand. J. of Economics, 117: 522-564.	HW 3, Presentation
6	Compensating Wage Differentials	Chapter 5	Cousineau, Jean-Michel, Robert Lacroix, and Anne-Marie Girard. 1992. "Occupational Hazard and Wage Compensating Differentials." The Review of Economics and Statistics, 74(1): 166-69. doi:10.2307/2109555. Olson, Craig A. 2002. "Do Workers Accept Lower Wages in Exchange for Health Benefits?" Journal of Labor Economics, 20(S2): S91-S114.	HW 4, Presentation
7	Human Capital	Chapter 6		Presentation
8	Human Capital	Chapter 6	Oreopoulos, Philip. 2011. "Why Do Skilled Immigrants Struggle in the Labor Market? A Field Experiment with	HW 5, Midterm

			<p>Thirteen Thousand Resumes." American Economic Journal: Economic Policy, 3 (4): 148-71,</p> <p>Oreopoulos, Philip. 2006. "The Compelling Effects of Compulsory Schooling," Canadian Journal of Economics, 39(1):22-52,</p> <p>Angrist, Joshua, Daniel Lang, and Philip Oreopoulos. 2009. "Incentives and Services for College Achievement: Evidence from a Randomized Trial." American Economic Journal: Applied Economics 1(1): 136-163.</p>	
9	Inequality	Chapter 7	<p>Lemieux, Thomas. 2006. "Postsecondary Education and Increasing Wage Inequality." American Economic Review, 96 (2): 195-199,</p> <p>Krueger, Ian B. 2005. "The Economics of Real Superstars: The Market for Rock Concerts in the Material World," Journal of Labor Economics, 23(1): 1-30</p>	Presentation
10	Inequality/Mobility	Chapter 7/Chapter 8	<p>Chiswick, B. R., Lee, Y. L. and Miller, P. W. 2005. "A Longitudinal Analysis of Immigrant Occupational Mobility: A Test of the Immigrant Assimilation Hypothesis." International Migration Review, 39: 332-353.</p> <p>Grogger, Jeffrey and Gordon Hanson. 2011. "Income Maximization and the selection and sorting of international migrants." Journal of Development Economics, 95</p>	HW 6, Presentation
11	Mobility	Chapter 8	<p>Bertrand, Marianne, and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." American Economic Review, 94(4): 991-1013</p> <p>Doorley, Karina and Eva Sierminska. 2015. "Myth or fact? The beauty premium across the wage distribution in Germany," Economic Letters, 129</p>	HW 7, Presentation
12	Discrimination	Chapter 9	<p>Oreopoulos, Philip, Till von Wachter, and Andrew Heisz. 2012. "The Short- and Long-Term Career Effects of Graduating in a Recession." American Economic Journal: Applied Economics, 4 (1): 1-29</p> <p>Kuhn, Peter, and Mikal Skuterud. 2004. "Internet Job Search and Unemployment Durations." American Economic Review, 94 (1): 218-232</p> <p>Lawrence F. Katz, Bruce D. Meyer. 1990. Unemployment Insurance, Recall Expectations, and Unemployment Outcomes, The Quarterly Journal of Economics 105(4): 973-1002</p>	HW 8, Presentation
13	Equilibrium Unemployment	Chapter 12	<p>Oreopoulos, Philip, Till von Wachter, and Andrew Heisz. 2012. "The Short- and Long-Term Career Effects of Graduating in a Recession." American Economic Journal: Applied Economics, 4 (1): 1-29</p> <p>Kuhn, Peter, and Mikal Skuterud. 2004. "Internet Job Search and Unemployment Durations." American Economic Review, 94 (1): 218-232</p> <p>Lawrence F. Katz, Bruce D. Meyer. 1990. Unemployment Insurance, Recall Expectations, and Unemployment Outcomes, The Quarterly Journal of Economics 105(4): 973-1002</p>	HW 9, Presentation

## University Policies and Statements

**This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate**

### Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

**Information:** [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

### Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

**Information:** [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

### Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

**Code:** [https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

### Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness

**Statement:** <http://www.dal.ca/cultureofrespect.html>

### Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit or e-mail the Indigenous Student Centre (1321 Edward St) ([elders@dal.ca](mailto:elders@dal.ca)).

**Information:** [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

### Important Dates in the Academic Year (including add/drop dates)

[https://www.dal.ca/academics/important\\_dates.html](https://www.dal.ca/academics/important_dates.html)

### University Grading Practices

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

### Missed or Late Academic Requirements due to Student Absence (policy)

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html](https://www.dal.ca/dept/university_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html)

## Student Resources and Support

### Advising

**General Advising** [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)

**Science Program Advisors:** <https://www.dal.ca/faculty/science/current-students/academic-advising.html>

**Indigenous Student Centre:** [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

**Black Students Advising Centre:** [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

**International Centre:** [https://www.dal.ca/campus\\_life/international-centre/current-students.html](https://www.dal.ca/campus_life/international-centre/current-students.html)

## **Academic supports**

**Library:** <https://libraries.dal.ca/>

**Writing Centre:** [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

**Studying for Success:** [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

**Copyright Office:** <https://libraries.dal.ca/services/copyright-office.html>

**Fair Dealing Guidelines** <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

## **Other supports and services**

**Student Health & Wellness Centre:** [https://www.dal.ca/campus\\_life/health-and-wellness/services-support/student-health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html)

**Student Advocacy:** <https://dsu.ca/dsas>

**Ombudsperson:** [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

## **Safety**

**Biosafety:** <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

**Chemical Safety:** <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

**Radiation Safety:** <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

**Scent-Free Program:** <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>