

ECON 304 01 Labor Economics

Spring 2021, College of Charleston
Department of Economics

Professor: Norman Maynard	Email: maynardna@cofc.edu (expect responses within 48 hours)
Office: Beatty 429	Phone: 843-953-8104 (when in Beatty Center office)
Class Location: Tate 133 ¹	Class Meeting Hours: 10:00-10:50am MWF
Prerequisites: ECON 200, ECON 201, MATH 104 or 250, and MATH 105 or 120; or permission of the instructor DSCI 232 recommended.	Zoom Office Hours: MW 1pm-3pm or by appt.

COURSE DETAILS:

Catalog Description: This course examines the workings and outcomes of the market for labor. It is primarily concerned with the behavior of employers and employees in response to the general incentives of wages, prices, profits, and non-pecuniary aspects of the employment relationship. Topics include the supply and demand for labor, investments in human capital, unions, and collective bargaining, and governmental policies affecting labor.

Course Objectives: The class is designed to provide students with a set of tools for understanding the theoretical and empirical analysis of labor markets, institutions, and policy. The class will emphasize economic analysis through three modules: The Core Model, Extending the Model, and Market Imperfections.

Required Materials: OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus, class materials, and grades for each assignment, which will be regularly posted. Students will need access to a computer or mobile device with high-speed internet access in this course. Access to MS Excel, Google Sheets, or a high-quality financial calculator with which the student is familiar may also be required for some assignments. We will be using the following materials, which will be testable:

- Borjas, George. *Labor Economics*. New York: McGraw-Hill Education, 2020. Eighth edition. ISBN (bound edition): 978-1-260-00472-4.
- A set of videos provided via OAKS for discussion meetings.

Additional material, such as additional readings or other media may be provided via OAKS and, if provided, will also constitute testable material. Students will be informed through OAKS announcements when any material beyond the assigned book chapters and reader are testable.

Class Format: Due to social distancing requirements, this class will include a variety of online and technology enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances. The class will be formatted around synchronous online class meetings involving class discussion, breakout groups, and lecture topics driven by student feedback. Students will be expected to complete online quizzes for each chapter read, actively participate in class discussions during synchronous online meetings, work on their own time with other students in order to complete team projects, and complete take-home exams and a synchronous final exam.

¹Class meetings will be held via Zoom. Although the class is classified as hybrid, face-to-face instruction will not resume unless/until all students can safely meet in the same classroom simultaneously in the view of both the college and the professor.

Expectations: This semester the college will be operating on a hybrid format, which means that normal in-person classes will be modified. Because of the particular structure of this course (discussed below), these modifications will have a comparatively small impact on this class; the rigor and performance expectations will be the same as in past semesters, as will the quality of education for students who satisfy those expectations.

Much of the class will be run like a traditional course, with the online format used to facilitate exchanges between students just as would be required in a physical classroom;

Online components will be handled through OAKS, with no additional course management software required, although students will need access to such standard web resources as a PDF reader and an up-to-date modern web browser (either Google Chrome or Firefox recommended);

You will be expected to do the same sorts of activities that you do in a regular class such as reading and writing, problem solving, responding to feedback, and discussing with other students;

In general, students should expect to work 7-9 hours (including attending 3 synchronous online class meetings) every week, including checking OAKS and their CofC email at least 5 days per week for updates, in order to succeed in the course.

Structure: The course is divided into three modules based on our development of the labor market model: The Core Model, Extending the Model, and Market Imperfections.

Modules will cover 4 chapters from the Borjas textbook, 1 or 2 additional readings, involve work towards ongoing team projects, and end in a take-home exit exam. The weekly schedule within a module will have two main focuses:

Module specific activities on Mondays and Wednesdays will generally involve the following:

Mondays will generally introduce new chapters

Complete a reading quiz no later than 9am

Work in breakout groups and class discussions to develop new concepts and analytical tools

Wednesdays will develop the current chapter

Practice using the concepts and analytical tools in greater depth

Complete take-home exams by noon on the Wednesday following each module's completion

Module linking activities on Fridays will alternate between two topic areas:

Discussion weeks will explore labor markets, institutions, and policy from a different perspective than the textbook

Submit your answers to the provided questions for the assigned readings

Discuss the video content during the class meeting in breakout groups and large class discussions

Project weeks will demonstrate progress on a team-centered, evidence-based policy evaluations

Submit components leading to a full written report

Present the main results of the project orally during the final week of class

The OAKS Checklist (available under the Grades tab) is the best way to navigate through all required and recommended material in the course.

CLASSROOM AND COLLEGE PROTOCOL:

Communication: Class meetings will be held via Zoom. Students may also interact with the professor in one-on-one Zoom meetings and through email, OAKS discussion forums, and reading quiz feedback, which the professor will respond to within 48 hours. Students should follow professional etiquette when interacting with the professor and each other. Should in-person meetings occur, masks (properly worn tightly over both nose and mouth) will be required.

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

Professionalism and Online Etiquette: As this is a business course, all students are expected to behave in a professional and respectful manner at all times. The classroom environment should be treated as a professional environment where you are interacting with your workplace colleagues and supervisors.

During class meetings, students should be professional and ethical in their presentation and speech, be open to new ideas, be respectful of conflicting opinions, be kind and forgiving toward all present, be constructive when offering criticism, and help each other learn whenever possible. Students should avoid monopolizing class time, disrupting or distracting other students (including failing to mute your microphone when not speaking), making statements you would not say if an immediate professional superior were present, and broadcasting into the meeting any person who has not given their enthusiastic consent. Above all else, students should be willing to make mistakes where others can see them, and be as constructive and helpful in learning from the mistakes others make.

Engaging in distracting, disruptive, or inappropriate behavior may result in the student being dismissed from the meeting environment by the professor.

On class discussion boards, all of the above still apply. In addition, assertions of fact should be supported by citing credible academic or journalistic sources, and students should be especially mindful of how text communication will be perceived by others, in the absence of nonverbal cues. Remember that the OAKS forums are part of the classroom environment.

Attendance, Tardiness, and Participation: This course does not impose graded penalties based on attendance, tardiness, or participation. However, students are expected to be consistently present and actively engaged in class meetings and online discussions. *It is unprofessional for students to schedule other activities, including work hours, during class time; students attending synchronous meetings should ensure they are able to devote their full attention to the meeting.* Keep in mind that office-hour meetings are a complement to class meetings, not a substitute; please acquire notes from classmates for missed class periods. In general, successful performance will require students to attend every class meeting possible.

Enrollment Verification: Enrolled students not recording completion of graded assignments during the two weeks following the end of the add/drop period will be removed from the course.

Academic Integrity: Students are required to know and abide by the College of Charleston Honor Code.

Any incidents of lying, cheating, attempted cheating, or plagiarism will be reported, and may result in a grade of XXF, disciplinary probation, suspension, or expulsion from the College.

Unauthorized collaboration —working with someone else without explicit permission from the professor—is a form of cheating.

Discussing specific questions from any graded assignment with another student prior to the assignment's due date also constitutes cheating, as is discussing specific questions with anyone other than the professor while taking a timed graded assignment or sharing or viewing the questions anywhere except on the OAKS discussion forums for this course.

Similarly, taking screen shots of questions in graded assignments is a form of cheating, as is viewing screen shots of specific questions taken by another student and sharing screen shots of specific questions (regardless of who took the screen shot).

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Use of ideas from known sources in a written report must include a full citation to the source in the references section at the end of the report and an in-text author-year citation (not a footnote) in the body where the idea is used. If the idea is not thoroughly rewritten in the students' own words, it must be directly quoted from the source and enclosed in quotation marks.

Weather: If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have

access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Religious Accommodation: The College prohibits discrimination against any student because of such student's religious belief or any absence thereof. The College supports the concept of "reasonable accommodation for religious observance" in regard to class attendance and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. If you are in need of accommodations, please contact the professor.

Changes: Any changes in course policies during the semester will be announced on OAKS.

LEARNING OUTCOMES AND GOALS:

School of Business and Department of Economics Learning Goals: The course meets the following School of Business learning goals: Global and Civic Responsibility; Quantitative Fluency; Communication Skills. The course meets the following Economics Department learning goals: Understanding Major Economic Problems; Quantitative Fluency; Synthesis; Communication Skills. Goals are assessed through online quizzes, class-meeting discussions, take-home exams, team projects, and a final exam.

GRADING POLICY:

Final grades are rounded to the nearest whole percent. The grading scale is as follows:

Percentage Grade	≥ 90%	≥ 80%	≥ 70%	≥ 60%	< 60%
Letter Grade	A	B	C	D	F

Graded assignments include asynchronous online quizzes, synchronous class-meeting discussions, asynchronous online exams, and a team-based semester-long project. The distribution of points is as follows:

Reading Quizzes (10 total + 2 optional, 3% each)	30%
Discussions (4 total + 1 optional, 2.5% each)	10%
Take-home exams (3 total + 1 optional final, 10% each)	30%
Team Project (multiple components)	30%
Total	100%

Reading Quizzes. Before each weekly section of material has been covered, students will complete quizzes covering the assigned chapter from Borjas. These quizzes will also provide students with a chance to inform the professor of which topics need the most discussion and practice during the week's scheduled class meetings. Questions are randomly chosen from the available test bank. Each individual quiz is equally weighted in your overall grade. Twelve reading quizzes will be offered over chapters in Borjas, including mathematical appendices, with the lowest two automatically dropped to allow the student to manage any scheduling conflicts that may arise during the course of the semester.

Reading quizzes will always be **due by 9pm on the evening before the unit will be discussed** (Tuesday evening for Reading Quiz #1, Sunday evenings thereafter), and will be available beginning at 10pm one week before it is due.

Discussions. Throughout the semester, students will read a selection of videos on labor-related topics and discuss them in class. Discussions will be graded based on 1-page (250 word max) summaries submitted to the OAKS dropbox prior to the class meeting and on participation by the individual in breakout groups and the whole-class discussion. Details on these discussions is provided in a separate Discussion Guide.

In order to receive credit for discussions, students must complete a syllabus quiz on OAKS with a score of 100%. This quiz will involve assenting to the college honor code regarding academic integrity.

Take-home Exit Exams. At the end of each module, students will complete a take-home exit exam consisting of questions drawn from the reading quiz test banks and similar problems. Other material presented during class-meetings or assigned and provided via OAKS may also be testable; all testable material will be identified before the exit exam is made available via OAKS. Exams will be due by 5pm on the Monday after a module is completed, and will be made available after class on the previous Friday.

In order to gain access to exams, students must complete a syllabus quiz on OAKS with a score of 100%. This quiz will involve assenting to the college honor code regarding academic integrity.

Final Exam. *The comprehensive final exam will replace your lowest prior exam grade; if the final is the lowest grade, it will be dropped.* You will have 2 hours to complete the final exam, which can be taken any time between Thursday, 22 April, at 9:00am and Monday, 26 April, at 10:00am (which is the end of our officially scheduled final exam period). The testable material will be the same as for the module exams, and draw roughly evenly from all three modules.

Team Project. Students will work in assigned teams on a semester-long project, conducting data-based research on a topic related to labor market policy. The project will require an annotated bibliography of non-partisan scholarly research, a written report that includes a policy recommendation, and an oral presentation by one or more team members. Teams will be assigned uniform grades for each contributing component, while individual grades will depend on peer evaluations of the individual's contribution to the team outcome and the professor's assessment of each member based on group feedback. Details on the projects are provided in a separate Team Project Guide.

Students are responsible for all information presented through class meetings (whether in-person or online) or through assigned readings, multimedia, or activities, and all will be considered testable. Graded assignments are designed for you to *use* the terms, concepts, and models presented in the course and to challenge your weakest abilities in these areas. As such, any inability to use the course material effectively will be reflected in your grade, even if you "know" the material.

There will be no "bumping up" offered at the end of the semester, and (except when a grade of Incomplete or similar is filed) no graded assignment can be submitted after the final exam has been administered. Each student is responsible for their own grade, and extra credit opportunities cannot be offered to one student that have not been made available to the class as a whole. If you are concerned about getting a certain letter grade, you must consistently put in the effort and achieve the performance required by the standards of the course throughout the semester.

No make-up assignments, including taking exams early, will be offered for any reason. Students are expected to complete online assignments far enough in advance to avoid losing points due to computer malfunctions, power outages, or similar rare events. If a student will be unable to complete a graded assignment, they should inform the professor (prior to the assignment's due date if possible) and up to one exam, one reading quiz, and one discussion may be excused from the student's grade at the professor's discretion.

RESOURCES FOR SUCCESS:

In order to succeed in the course, students should take advantage of the following resources in the manner they find most productive. Note again that students are expected to be working approximately 7-9 hours per week on course related activities, inclusive of all of the following:

Reading Assignments. Students will be given chapters in the assigned textbook to read according to the class schedule. Students are encouraged to discuss chapter content with other students on the OAKS discussion forums for the relevant module.

OAKS Discussions. Students should feel free to post questions related to the readings or class material on OAKS, especially working on team projects using the team discussion boards. Students should generally seek out peer assistance on discussions before addressing questions to the professor via email.

Red Questions. After each reading and policy quiz, the professor will compile a short list of the 3 to 5 most-missed questions. This list of questions, and their answers, will be made available online within two working days of the quiz's due date, and may be used for class meeting practice and discussion.

Class Meetings. Although this course will involve some lecturing via online meetings, repeated analysis has shown that non-interactive class meetings are often not the most effective way for college students to learn challenging material. As such, the class meetings themselves will to a large extent be driven by student questions and discussion. In these meetings students will be able to interact with the professor as if they were physically present in class: asking questions, answering the professor's questions, participating in breakout sessions, and contributing to discussions. This allows us to use our time more effectively on topics where many students are having difficulty. Students are encouraged to take notes during class meetings just as they would in a fully traditional course. The class meetings will also devote time to working practice problems such as Red Questions.

Office Hours. While face-to-face office hours will not be offered this semester, students can meet with the professor via Zoom on Mondays and Wednesdays from 1pm to 3pm. Students may attend these designated office hours to ask clarifying questions, work through red questions or other practice problems and learn the answers, discuss their current standing in the course, or develop study plans for this course. Students unable to meet at this time may email the professor to schedule an alternate meeting time. Please be as flexible as possible with your availability for such meetings, and please keep in mind that it is unprofessional to miss specially scheduled appointments.

Online Resources. Students will have access to any formal slides used in class and occasional additional notes or videos which illustrate some connections between the readings and the lectures for the course. Optional additional readings of interest and videos from the textbook authors will expand on ideas introduced in the course. From time to time, videos or other media which might illuminate on topics discussed will be made available through OAKS.

Group Study. Studying in groups can be a highly effective way to learn challenging material, and is common practice in more mathematically challenging courses. Students may wish to form their own study groups, especially in the week before each exam. On the OAKS General Topics discussion forum, there is a board titled Hallway Conversations which would be an excellent venue for meeting other students and arranging to meet (online or socially distanced, of course) for group study purposes.

Center for Student Learning: The Center for Student Learning's (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please call (843) 953-5635 or visit the CSL website.

Reasonable Accommodation: The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying the professor as soon as possible and for contacting the professor one week before accommodation is needed on a particular graded assignment.

GENERAL RESOURCES:

Mental & Physical Wellbeing: At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843-953-5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or (843) 953-5640, located on the 3rd floor of the Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863 or meeting with them in person on the 3rd Floor of the Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources: Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support

(<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

Technical Difficulties: If you have technical problems, please contact Student Computing Support or Helpdesk using these methods:

Student Computing Support: (843-953-5457) or studentcomputingsupport@cofc.edu

IT Service Desk: (843-953-3375) or ITservicedesk@cofc.edu

Inclusion: The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies. Further resources are available through the Office of Institutional Diversity.

Preferred Name and Pronoun Information

On Campus Gender Inclusive facilities

Campus Resources

College of Charleston Reporting Portals

National Resources for Faculty & Staff

GSEC Reports

Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)

College of Charleston Quality Enhancement Plan (QEP)

Articles about CofC and LGBTQ+ Issues

HONOR CODE AND ACADEMIC INTEGRITY:

“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: <http://deanofstudents.cofc.edu/honor-system/studenthandbook/>.”

COURSE SCHEDULE:

This schedule is subject to change. Changes will be posted on the OAKS announcement page and sent out via email. Please check the OAKS calendar and your official CofC email daily. if there is any confusion as to when an assignment is due, contact the professor.

MODULE 1: THE CORE MODEL (1/11-2/12)					
DATES:	WEEK:	MONDAY	WEDNESDAY	FRIDAY	READINGS
1/11-1/15	1	1ST DAY			
1/18-1/22	2	NO CLASS	RQ #1		CH 1
1/25-1/29	3	RQ #2		How to Research	CH 2
2/1-2/5	4	RQ #3		Discussion #1	CH 3
2/8-2/12	5	RQ #4		Teams Assigned	CH 4
Take-home Exit Exam Due		February 15th before 5pm			

MODULE 2: EXTENDING THE MODEL (2/15-3/12)					
DATES:	WEEK:	MONDAY	WEDNESDAY	FRIDAY	READINGS
2/15-2/19	6	RQ #5		Discussion #2	CH 5
2/22-2/26	7	RQ #6		Citations Due	CH 6
3/1-3/5	8	RQ #7		Discussion #3	CH 7
3/8-3/12	9	RQ #8		Annotated Bib. Due	CH 8
Take-home Exit Exam Due		March 15th before 5pm			

MODULE 3: MARKET IMPERFECTIONS (3/15-4/19)					
DATES:	WEEK:	MONDAY	WEDNESDAY	FRIDAY	READINGS
3/15-3/19	10	RQ #9		Discussion #4	CH 9
3/22-3/26	11	RQ #10*		Paper Draft Due	CH 10
3/29-4/2	12	RQ #11		Discussion #5	CH 11
4/5-4/9	13	RQ #12		Paper Due	CH 12
4/12-4/16	14	PRESENTATION WEEK			
Take-home Exit Exam Due		April 12th before 5pm			
4/19	15	EVALS & REVIEW			
FINAL EXAM		Due by Monday, 26 April, 10:00am			

RQ indicates a reading quiz on the listed chapter from the Borjas textbook. Reading quizzes are due by 9:00pm on the night before the week's first class meeting.

"Discussion" indicates a discussion of one or more videos provided via OAKS will take place during the class meeting. The videos required for each numbered discussion will be detailed in the Discussion Guide. Students will be required to submit a 1-page (250 word max) summary of the assigned videos prior to the class meeting where they are discussed.

Exit Exams are due before 5pm on Mondays, and are available after class the preceding Friday.

*22 March is the last day for students to withdraw with a grade of "W" from full semester classes.