

Siena College
ECON 328: Labor Economics
Fall 2018

Instructor: Arindam Mandal

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Time and Venue: Monday, Wednesday, and Friday 10:20 am – 11:20 am in Siena Hall 224

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Office Hours:

Day	Time
Monday, Wednesday, Friday	9:00 am – 10:20 am
Monday	11:30 am – 12:30 pm

Course Description

This course explores how labor markets operate in advanced capitalist economies with primary reference to the United States economy. The course will explore labor market performance and outcomes from a theoretical and empirical perspective. Students will become familiar with the theories and methods used by labor economists and will have the opportunity to apply them to topics of interest and current events. Topics to be covered include, but are not limited to, labor supply and demand, unemployment, labor market flows, wage determination, human capital, wage inequality, discrimination, unions, immigration and full employment policies. (ATTR: ARTS)

Prerequisites

Undergraduate level ECON 201 with minimum grade of D-.

Course-level learning goals

At the end of this course, students will be able to:

- 1) Demonstrate a theoretical understanding of how labor markets operate
- 2) Use quantitative data and qualitative analysis to explain and critique the way labor market outcomes change over time
- 3) Apply theoretical and empirical analysis to current events and policy recommendations

Topics and Associated Readings

Primary Readings:

- Cahuc, Pierre and Zylberberg, Andre. *The Natural Survival of Work*, MIT Press.
- You are also expected to read about current events and happenings related to labor market.

Topic wise readings are provided below. You should expect more readings outside the readings mentioned below. Additional readings will be posted in the **Canvas**.

Week 1 (Sept. 4 – Sept. 9): Introduction and the State of the Current U.S. Labor Market

Readings for Friday, September 7

- Chapter 1 from “Labor and Monopoly Capital” by Harry Braverman
- BLS report “The Employment Situation – July 2018”
- BLS report “Job Openings and Labor Turnover – June 2018”

Week 2 (Sept. 10 – Sept. 16): Effects of Automation and Technology on Labor

Readings for Monday, September 10

- Chapter 3 from “Labor and Monopoly Capital” by Harry Braverman
- Mokyr, Joel, Chris Vickers, and Nicolas L. Ziebarth. "The history of technological anxiety and the future of economic growth: Is this time different?" *Journal of Economic Perspectives* 29, no. 3 (2015): 31-50.

Readings for Wednesday, September 12

- Autor, David H. "Why Are There Still So Many Jobs? The History and Future of Workplace Automation." *The Journal of Economic Perspectives* 29, no. 3 (2015): 3-30.
- Autor, David, and Anna Salomons. "Is automation labor-displacing? Productivity growth, employment, and the labor share." *Brookings Papers on Economic Activity* (2018).

Readings for Friday, September 14

- Chapter 1 - Cahuc and Zylberberg
- Who Owns the Robots Rules the World (<https://harvardmagazine.com/2016/05/who-owns-the-robots-rules-the-world>)

Week 3 (Sept. 17 – Sept. 23): Trade and Globalization

Readings for Monday, September 17

- “Chapter 2: Consequences of Trade for Labor Market and Employment Relationship” from “Has Globalization Gone Too Far?” by Dani Rodrik (<https://piie.com/bookstore/has-globalization-gone-too-far>)

Readings for Wednesday, September 19

- Autor, David, H. "Trade and labor markets: Lessons from China’s rise." *IZA World of Labor* (2018).

- Robertson, Raymond. "Effects of regulating international trade on firms and workers." *IZA World of Labor* (2018): 439-439.
- Ural Marchand, Beyza. "How does international trade affect household welfare?" *IZA World of Labor* (2017).

Readings for Friday, September 21

- Collier, Sir Paul. "The downside of globalisation: Why it matters and what can be done about it." *The World Economy* 41, no. 4 (2018): 967-974.
- Senses, Mine Z. "International trade and economic insecurity." *IZA World of Labor* (2017).
- Mosley, Layna, and Saika Uno. "Racing to the bottom or climbing to the top? Economic globalization and collective labor rights." *Comparative Political Studies* 40, no. 8 (2007): 923-948.

Week 4 (Sept. 24 – Sept. 30): Immigration, Outsourcing, and Globalization

Readings for Monday, September 24

- Chapter 2 from Cahuc and Zylberberg
- Economic Aspects of Migration by Philip Martin in *Migration theory* by Brettell, Caroline B., and James F. Hollifield. Routledge, 2014.
- Dustmann, Christian, Albrecht Glitz, and Tommaso Frattini. "The labour market impact of immigration." *Oxford Review of Economic Policy* 24, no. 3 (2008): 477-494.
- Chapter 21 (Pages 744 – 749) from "Labor Economics: Introduction to Classic and the New Labor Economics" by Derek Laing

Readings for Wednesday, September 26

- Card, David. "The impact of the Mariel boatlift on the Miami labor market." *ILR Review* 43, no. 2 (1990): 245-257.
- Peri, G. "The Labour Market Effects of Immigration: A Unified View of Recent Developments." *Migration in the 21st Century: Rights, Outcomes and Policy*. New York: Routledge (2010).

Readings for Friday, September 28

- Kerr, Sari Pekkala, and William R. Kerr. *Economic impacts of immigration: A survey*. No. w16736. National Bureau of Economic Research, 2011.
- Cohn, D. "How US immigration laws and rules have changed through history." *Pew Research Center RSS* (2017)

Week 5 (Oct. 1 – Oct. 7): Review and Exam 1. Exam is scheduled on Friday, October 5, 2018.

Week 6 (Oct. 8 – Oct. 14): U.S. Labor History, Labor Law, and Institutions

Readings for Monday, October 8

- A Short History of American Labor in <https://www.albany.edu/history/history316/LaborMovementHistory1.html>
- Rosenbloom, Joshua, and R. Whaples. "The History of American Labor Market Institutions and Outcomes." *EH. Net Encyclopedia* (2008).

Readings for Wednesday, October 10

- Boone, Graham. "Labor law highlights, 1915–2015." *Monthly Labor Review* (2015).

Readings for Friday, October 12 - Holiday

Week 7 (Oct. 15 – Oct. 21): Labor Union, Labor Rights, and Job Protection

Readings for Monday, October 15

- Labor Market Monopsony: Trends, Consequences, and Policy Responses by Council of Economic Advisers Issue Brief, October 2016.
- Pages 183 – 187 in “Labor Economics: Introduction to Classic and the New Labor Economics” by Derek Laing
- Chapter 6 - Cahuc and Zylberberg

Readings for Wednesday, October 17

- Bang, James T., Arindam Mandal, and Aniruddha Mitra. "Does a free media protect labour rights?" *Applied Economics Letters* (2018): 1-4.
- Addison, John T., and Paulino Teixeira. "The economics of employment protection." *Journal of Labor research* 24, no. 1 (2003): 85-128.

Readings for Wednesday, October 19

- The Union Difference: Labor and American Inequality by Colin Gordon in https://www.dissentmagazine.org/online_articles/the-union-difference-labor-and-american-inequality
- Western, Bruce, and Jake Rosenfeld. "Unions, norms, and the rise in US wage inequality." *American Sociological Review* 76, no. 4 (2011): 513-537.

Week 8 (Oct. 22 – Oct. 28): Minimum Wage

Readings for Monday, October 22

- Chapter 3 from Cahuc and Zylberberg
- Bradley, David H. "The Federal Minimum Wage: In Brief." From Congressional Budget Office (2017).

Readings for Wednesday, October 24

- Card, David, and Alan B. Krueger. "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania." *American Economic Review* 84 (1994): 772-793.

Readings for Friday, October 26

- Neumark, David, and William Wascher. "Minimum wages and employment: A case study of the fast-food industry in New Jersey and Pennsylvania: Comment." *American Economic Review* 90, no. 5 (2000): 1362-1396.
- Card, David, and Alan B. Krueger. "Minimum wages and employment: a case study of the fast-food industry in New Jersey and Pennsylvania: reply." *American Economic Review* 90, no. 5 (2000): 1397-1420.

Week 9 (Oct. 29 – Nov. 4): Review and Exam 2. Exam is scheduled on Friday, November 2, 2018.

Week 10 (Nov. 5 – Nov. 11): Human Capital – Role of Education and Training

Readings for Monday, November 5

- Weiss, Andrew. "Human capital vs. signalling explanations of wages." *Journal of Economic perspectives* 9, no. 4 (1995): 133-154.
- Chapter 9 from Ehrenberg, Ronald G., and Robert S. Smith. *Modern labor economics: Theory and public policy*. Routledge, 2016.

Readings for Wednesday, November 7

- Chapter 7 - Cahuc and Zylberberg
- Oreopoulos, Philip, and Kjell G. Salvanes. "Priceless: The nonpecuniary benefits of schooling." *Journal of Economic perspectives* 25, no. 1 (2011): 159-84.

Readings for Wednesday, November 9

- Heckman, James, and Pedro Carneiro. *Human capital policy*. No. w9495. National Bureau of Economic Research, 2003.
- Should College Education Be Free? In Wall Street Journal – March 20, 2018 (<https://www.wsj.com/articles/should-college-education-be-free-1521558856>)

Week 11 (Nov. 12 – Nov. 18): Labor Market Discrimination – Gender, Race, and Ethnicity

Readings for Monday, November 12

- Arrow, Kenneth J. "What has economics to say about racial discrimination?." *Journal of economic perspectives* 12, no. 2 (1998): 91-100.
- Shulman, Steven. "The political economy of labor market discrimination: A classroom-friendly presentation of the theory." *The Review of Black Political Economy* 24, no. 4 (1996): 47-64.
- Stiglitz, Joseph E. "Approaches to the Economics of Discrimination." *The American Economic Review* 63, no. 2 (1973): 287-295.

Readings for Wednesday, November 14

- Pages 382 – 385 from Borjas, George J. *Labor Economics*. Boston: McGraw-Hill/Irwin, 2008. Print.
- Bertrand, Marianne, and Sendhil Mullainathan. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." *American economic review* 94, no. 4 (2004): 991-1013.
- Blau, Francine D., and Lawrence M. Kahn. "The gender wage gap: Extent, trends, and explanations." *Journal of Economic Literature* 55, no. 3 (2017): 789-865.

Readings for Wednesday, November 16

- Katz, Martin J. "The economics of discrimination: The three fallacies of Croson." *The Yale Law Journal* 100, no. 4 (1991): 1033-1052.
- Heckman, James J. "Detecting discrimination." *Journal of economic perspectives* 12, no. 2 (1998): 101-116.

- Pages 392 – 399 from “Labor Economics: Introduction to Classic and the New Labor Economics” by Derek Laing

Week 12 (Nov. 19 – Nov. 25): Thanksgiving Break

Week 13 (Nov. 26 – Dec. 2): Labor Market Since the Great Recession and Financialization

Readings for Monday, November 26

- Elsby, Michael WL, Bart Hobijn, Ayşegül Şahin, Robert G. Valletta, Betsey Stevenson, and Andrew Langan. "The Labor Market in the Great Recession—An Update to September 2011 [with Comment and Discussion]." *Brookings Papers on Economic Activity* (2011): 353-384.
- Kalleberg, Arne L., and Till M. Von Wachter. "The US Labor Market During and After the Great Recession: Continuities and Transformations." *RSF* (2017).

Readings for Wednesday, November 28

- Palley, Thomas I. "Financialization: What it is and Why it Matters." In *Financialization: The Economics of Finance Capital Domination*, pp. 17-40. Palgrave Macmillan, London, 2013.
- Heintz, James, and Radhika Balakrishnan. "Debt, power, and crisis: social stratification and the inequitable governance of financial markets." *American Quarterly* 64, no. 3 (2012): 387-409.

Readings for Wednesday, November 30

- Darcillon, Thibault. "How does finance affect labor market institutions? An empirical analysis in 16 OECD countries." *Socio-Economic Review* 13, no. 3 (2015): 477-504.

Week 14 (Dec. 3 – Dec. 9): Future of Work and Labor

Readings for Monday, December 3

- Technology, jobs, and the future of work in <https://www.mckinsey.com/~media/McKinsey/Featured%20Insights/Employment%20and%20Growth/Technology%20jobs%20and%20the%20future%20of%20work/MGI-Future-of-Work-Briefing-note-May-2017.ashx>

Assessment and Grading

- 1. Three Exams:** There will be three online exams during the semester. Each exam will be worth 100 points.
- 2. Research Proposal:** You are required to develop a research proposal during the semester. The goal of a research proposal is to present and justify the need to study a research problem and to present the practical ways in which the proposed study should be conducted. Maximum points possible for the research proposal is 100. Detailed guidance for research proposal provided below. You will be developing the proposal throughout the semester. The due dates of main proposal parts are given below
 - a. Research topic, introduction, background and significance due by Monday, October 15, 2018**

- b. **Literature review due by Monday, November 12, 2018**
 - c. **Brief research method, preliminary suppositions and implications, and conclusion due by Monday, December 3, 2018**
 - d. **Final completed proposal due by Monday, December 10, 2018**
3. **Reading guides:** You will be assigned multiple reading guides. Template for these guides will be provided. Working on these reading guides will help you to understand assigned papers better. Each reading guide would be worth 10 points.
4. **Data Exercises, Assignments, and Quizzes:** There will be multiple data exercises, quizzes, and assignments. Total points possible are 150.

Total Point Schedule

Research Proposal	100
3 Exams (100 points each)	300
Reading Guides (10 points each)	50
Data Exercises, Assignments, and Quizzes	100
Total	550

Exams Dates: The exam dates are as follows: -

Exam 1 – Friday, October 5

Exam 2 – Friday, November 2

Exam 3 – Monday, December 10

Quizzes will be given unannounced.

Final course grades will be based on achieving the following point totals:

Course Grade	%	Course Grade	%
A	90	C	68
A-	88	C-	65
B+	86	D+	60
B	78	D	55
B-	76	D-	50
C+	74	F	Below 50

You must receive a passing grade (greater than 50%) on the final to pass the course.

Research Proposal Suggested Guidelines¹

You are required to choose a topic related to labor economics for developing a research proposal. The topic needs to be something **not discussed in class** in any of the assigned readings. The goal of a research proposal is to present and justify the need to study a research problem and to present the practical ways in which the proposed study should be conducted. Research proposals contain extensive literature reviews. They must provide persuasive evidence that a need exists for the proposed study. In addition to providing a rationale, a proposal describes detailed methodology for conducting the research consistent with requirements of the professional or academic field and a statement on anticipated outcomes and/or benefits derived from the study's completion. Suggested steps in developing a research proposal are as follows: -

Beginning the Proposal Process

Proposals vary between ten and twenty-five pages in length. **A good place to begin is to ask yourself a series of questions:**

- What do I want to study?
- Why is the topic important?
- How is it significant within the subject areas covered in my class?
- What problems will it help solve?
- How does it build upon [and hopefully go beyond] research already conducted on the topic?
- What exactly should I plan to do, and can I get it done in the time available?

In general, a compelling research proposal should document your knowledge of the topic and demonstrate your enthusiasm for conducting the study. Approach it with the intention of leaving your readers feeling like--"Wow, that's an exciting idea and I can't wait to see how it turns out!"

In general your proposal should include the following sections:

I. Introduction

In the real world of higher education, a research proposal is most often written by scholars seeking grant funding for a research project or it's the first step in getting approval to write a doctoral dissertation. Even if this is just a course assignment, treat your introduction as the initial pitch of an idea or a thorough examination of the significance of a research problem. After reading the introduction, your readers should not only have an understanding of what you want to do, but they should also be able to gain a sense of your passion for the topic and be excited about the study's possible outcomes. **Note that most proposals do not include an abstract [summary] before the introduction.**

Think about your introduction as a narrative written in one to three paragraphs that succinctly answers the following four questions:

¹ These guidelines are adopted from the University of Southern California library research guides. <http://libguides.usc.edu/writingguide/researchproposal>

1. What is the central research problem?
 2. What is the topic of study related to that problem?
 3. Why is this important research, what is its significance, and why should someone reading the proposal care about the outcomes of the proposed study?
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II. Background and Significance

This section can be melded into your introduction or you can create a separate section to help with the organization and narrative flow of your proposal. This is where you explain the context of your proposal and describe in detail why it's important. Approach writing this section with the thought that you can't assume your readers will know as much about the research problem as you do. Note that this section is not an essay going over everything you have learned about the topic; instead, you must choose what is relevant to help explain the goals for your study.

To that end, while there are no hard and fast rules, you should attempt to address some or all of the following key points:

- State the research problem and give a more detailed explanation about the purpose of the study than what you stated in the introduction. This is particularly important if the problem is complex or multifaceted.
 - Present the rationale of your proposed study and clearly indicate why it is worth doing. Answer the "So What?" question [i.e., why should anyone care].
 - Describe the major issues or problems to be addressed by your research. Be sure to note how your proposed study builds on previous assumptions about the research problem.
 - Set the boundaries of your proposed research in order to provide a clear focus. Where appropriate, state not only what you will study, but what is excluded from the study.
 - If necessary, provide definitions of key concepts or terms.
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III. Literature Review

Connected to the background and significance of your study is a section of your proposal devoted to a more deliberate review and synthesis of prior studies related to the research problem under investigation. The purpose here is to place your project within the larger whole of what is currently being explored, while demonstrating to your readers that your work is original and innovative. Think about what questions other researchers have asked, what methods they have used, and what is your understanding of their findings and, where stated, their recommendations. Do not be afraid to challenge the conclusions of prior research. Assess what you believe is missing and state how previous research has failed to adequately examine the issue that your study addresses. For more information on writing literature reviews, **[GO HERE](#)**.

Since a literature review is information dense, it is crucial that this section is intelligently structured to enable a reader to grasp the key arguments underpinning your study in relation to that of other researchers. A good strategy is to break the literature into "conceptual categories" [themes] rather than systematically describing groups of materials one at a time. Note that conceptual categories generally reveal themselves after you have read most of the pertinent literature on your topic so adding new categories is an on-going process of discovery as you read

more studies. How do you know you've covered the key conceptual categories underlying the research literature? Generally, you can have confidence that all of the significant conceptual categories have been identified if you start to see repetition in the conclusions or recommendations that are being made.

To help frame your proposal's literature review, here are the "five C's" of writing a literature review:

1. **Cite**, so as to keep the primary focus on the literature pertinent to your research problem.
2. **Compare** the various arguments, theories, methodologies, and findings expressed in the literature: what do the authors agree on? Who applies similar approaches to analyzing the research problem?
3. **Contrast** the various arguments, themes, methodologies, approaches, and controversies expressed in the literature: what are the major areas of disagreement, controversy, or debate?
4. **Critique** the literature: Which arguments are more persuasive, and why? Which approaches, findings, methodologies seem most reliable, valid, or appropriate, and why? Pay attention to the verbs you use to describe what an author says/does [e.g., asserts, demonstrates, argues, etc.].
5. **Connect** the literature to your own area of research and investigation: how does your own work draw upon, depart from, synthesize, or add a new perspective to what has been said in the literature?

IV. Research Design and Methods

This section must be well-written and logically organized because you are not actually doing the research, yet, your reader must have confidence that it is worth pursuing. The reader will never have a study outcome from which to evaluate whether your methodological choices were the correct ones. Thus, the objective here is to convince the reader that your overall research design and methods of analysis will correctly address the problem and that the methods will provide the means to effectively interpret the potential results. Your design and methods should be unmistakably tied to the specific aims of your study.

Describe the overall research design by building upon and drawing examples from your review of the literature. Consider not only methods that other researchers have used but methods of data gathering that have not been used but perhaps could be. Be specific about the methodological approaches you plan to undertake to obtain information, the techniques you would use to analyze the data, and the tests of external validity to which you commit yourself [i.e., the trustworthiness by which you can generalize from your study to other people, places, events, and/or periods of time].

When describing the methods you will use, be sure to cover the following:

- Specify the research operations you will undertake and the way you will interpret the results of these operations in relation to the research problem. Don't just describe what you intend to achieve from applying the methods you choose, but state how you will spend your time while applying these methods [e.g., coding text from interviews to find statements about the need to change school curriculum; running a regression to determine

if there is a relationship between campaign advertising on social media sites and election outcomes in Europe].

- Keep in mind that a methodology is not just a list of tasks; it is an argument as to why these tasks add up to the best way to investigate the research problem. This is an important point because the mere listing of tasks to be performed does not demonstrate that, collectively, they effectively address the research problem. Be sure you explain this.
- Anticipate and acknowledge any potential barriers and pitfalls in carrying out your research design and explain how you plan to address them. No method is perfect so you need to describe where you believe challenges may exist in obtaining data or accessing information. It's always better to acknowledge this than to have it brought up by your reader.

V. Preliminary Suppositions and Implications

Just because you don't have to actually conduct the study and analyze the results, doesn't mean you can skip talking about the analytical process and potential implications. The purpose of this section is to argue how and in what ways you believe your research will refine, revise, or extend existing knowledge in the subject area under investigation. Depending on the aims and objectives of your study, describe how the anticipated results will impact future scholarly research, theory, practice, forms of interventions, or policymaking. Note that such discussions may have either substantive [a potential new policy], theoretical [a potential new understanding], or methodological [a potential new way of analyzing] significance.

When thinking about the potential implications of your study, ask the following questions:

- What might the results mean in regards to the theoretical framework that underpins the study?
- What suggestions for subsequent research could arise from the potential outcomes of the study?
- What will the results mean to practitioners in the natural settings of their workplace?
- Will the results influence programs, methods, and/or forms of intervention?
- How might the results contribute to the solution of social, economic, or other types of problems?
- Will the results influence policy decisions?
- In what way do individuals or groups benefit should your study be pursued?
- What will be improved or changed as a result of the proposed research?
- How will the results of the study be implemented, and what innovations will come about?

NOTE: This section should not delve into idle speculation, opinion, or be formulated on the basis of unclear evidence. The purpose is to reflect upon gaps or understudied areas of the current literature and describe how your proposed research contributes to a new understanding of the research problem should the study be implemented as designed.

VI. Conclusion

The conclusion reiterates the importance or significance of your proposal and provides a brief summary of the entire study. This section should be only one or two paragraphs long, emphasizing why the research problem is worth investigating, why your research study is unique, and how it should advance existing knowledge.

Someone reading this section should come away with an understanding of:

- Why the study should be done,
- The specific purpose of the study and the research questions it attempts to answer,
- The decision to why the research design and methods used were chosen over other options,
- The potential implications emerging from your proposed study of the research problem, and
- A sense of how your study fits within the broader scholarship about the research problem.

VII. Citations

As with any scholarly research paper, you must cite the sources you used in composing your proposal. In a standard research proposal, this section can take two forms, so consult with your professor about which one is preferred.

1. **References** -- lists only the literature that you actually used or cited in your proposal.
2. **Bibliography** -- lists everything you used or cited in your proposal, with additional citations to any key sources relevant to understanding the research problem.

In either case, this section should testify to the fact that you did enough preparatory work to make sure the project will complement and not duplicate the efforts of other researchers. Start a new page and use the heading "References" or "Bibliography" centered at the top of the page. Cited works should always use a standard format that follows the writing style advised by the discipline of your course [i.e., education=APA; history=Chicago, etc] or that is preferred by your professor. This section normally does not count towards the total page length of your research proposal.

Economics Department Mission

The mission of the Economics Department at Siena College is to educate undergraduate students in a learning environment that emphasizes both mainstream and heterodox approaches to economics, as well as principles of economic justice related to Siena's Franciscan tradition. The Economics Department offers a curriculum that is taught critically and comparatively to promote inquiry and intellectual growth for students, department faculty, and the campus community. The B.A. offers students the opportunity to focus on the relationship between economics and society, while the B.S. requires training in functional areas of business.

Economics Department Learning Goals

Concept mastery: Show mastery in central concepts of mainstream and heterodox approaches to economics.

Inquiry: Provide critical and comparative inquiry through engagement with texts, models, and data. (Includes critical thinking, problem solving, and data analysis.)

Policy analysis: Analyze policy with respect to mainstream and heterodox approaches to economics, and principles of economic justice related to Siena's Franciscan tradition.

Communication: Demonstrate intellectual growth by communicating inquiry based findings.

School of Business Mission

We empower students with the knowledge and values necessary to lead, serve, and succeed in their careers, communities and lives.

School of Business Vision

To be the standard of educational excellence for a diverse learning community developing business minds for today and the future.

School of Business Mission and Learning Goals

Each School of Business graduate will attain the following outcomes:

Problem Solving: Think critically and creatively to solve complex organizational problems using appropriate and analytic and quantitative techniques and integrating knowledge and skills from various disciplines.

Communication: Communicate orally and in writing using language appropriate to the audience.

Teamwork and Leadership: Demonstrate respect, responsibility, and a focus on serving others as a leader and team member.

Moral Consideration: Work toward a just, peaceable, and humane solution with thoughtful consideration of the impact on all stakeholders, the external environment, and the natural world.

Life-Long learning: Pursue opportunities that provide growth as an individual and as an organizational member.

Business Specialization: Develop competency in a chosen business discipline.

Siena Mission and Learning Goals

Mission: *Siena College is a learning community advancing the ideals of a liberal arts education, rooted in its identity as a Franciscan and Catholic institution.*

As a learning community, Siena is committed to a student-centered education emphasizing dynamic faculty-student interaction. Through a blending of liberal arts and professional education, Siena College provides experiences and courses of study instilling the values and knowledge to lead a compassionate, reflective, and productive life of service and leadership.

As a liberal arts college, Siena fosters the rigorous intellectual development of its students through a healthy exchange of ideas both inside and outside the classroom. It provides opportunities to develop

critical and creative thinking; to make reasoned and informed judgments; to appreciate cultural diversity; to deepen aesthetic sensibility and to enhance written and oral communication skills. It develops in each individual an appreciation for the richness of exploring knowledge from a variety of perspectives and disciplines.

As a Franciscan community, Siena strives to embody the vision and values of St. Francis of Assisi: faith in a personal and provident God, reverence for all creation, affirmation of the unique worth of each person, delight in diversity, appreciation for beauty, service with the poor and marginalized, a community where members work together in friendship and respect, and commitment to building a world that is more just, peaceable, and humane.

As a Catholic college, Siena seeks to advance not only the intellectual growth of its students, but their spiritual, religious and ethical formation as well. To this end, Siena is composed of and in dialogue with people from different religious and cultural traditions; fosters a critical appreciation of the Catholic intellectual heritage in conversation with contemporary experience; provides ample opportunities for worship and service; explores the moral dimensions of decision-making in business and the professions; and affirms the dignity of the individual while pursuing the common good.

Learning Goals: As a learning community and liberal arts college grounded in its Franciscan and Catholic heritage, Siena affirms the following learning goals:

Learning Goal 1. Informed reasoning (Reason)

Students will think critically and creatively to make reasoned and informed judgments. Through engagement with contemporary and enduring questions of human concern, students will solve problems in ways that reflect the integration of knowledge across general and specialized studies, and they will demonstrate competence in information literacy and independent research.

Learning Goal 2. Effective communication (Rhetoric)

Students will read a variety of texts with comprehension and critical involvement, write effectively for a variety of purposes and audiences, speak knowledgeably, and listen with discernment and empathy.

Learning Goal 3. Meaningful reflection (Reflection)

Students will comprehend that learning is a life-long process and that personal growth, marked by concern and care for others, is enhanced by intellectual and spiritual exploration.

Learning Goal 4. Regard for human solidarity and diversity (Regard)

Students will affirm the unity of the human family, uphold the dignity of individuals, and delight in diversity. They will demonstrate intercultural knowledge and respect.

Learning Goal 5. Reverence for creation (Reverence)

Students will demonstrate a reverence for creation. They will develop a worldview that recognizes the benefits of sustaining our natural and social worlds.

Learning Goal 6. Moral responsibility (Responsibility)

Students will commit to building a world that is more just, peaceable, and humane. They will lead through service.

Expectations and Policies

This is an elective class in economics. The material to be covered is important. It is worth the student's time to learn it and to know how to apply it. It can impact careers and the competitiveness of organizations that look to our graduates for contributions. It is not easy stuff --- economics is inherently difficult, especially in a very competitive environment. Most of the learning that will take place will not happen in the classroom.

You should understand that most learning takes place when you are working on the material outside of class, as you are reading, thinking critically, analyzing, and applying concepts and techniques to examples. The amount that you learn and the level of skill that is developed will be directly related to the amount of effort that is expended. You should expect that the average weekly workload in this course will be three hours in class plus a minimum of six hours of studying and assignment preparation.

Attendance: Regular attendance is mandatory for the course. For any leave of more than one day, you need to inform me at least three days in advance. If you miss two consecutive classes without permission, then you need to give me a medical certificate. In case you cannot submit a medical certificate, then I will deduct 50% of the grade you will get in the next home work. All examinations are mandatory. Make-up examinations will be granted when students have: illness; family emergencies; or three finals in one day. In case you have three finals in one day, you need to inform me in advance.

If there has been an extraordinary reason for excessive absences, such as prolonged illness, a student may petition the Vice President for Academic Affairs in writing to consider reinstatement in the class or permission to withdraw with the grade W.

It is the personal responsibility of the student to make up all work assigned during an absence from any class or laboratory.

Typing: All home works turned in must be typed, though you may hand draw figures and graphs. All else should be typed in a word processor and must be submitted in a printed format. I will not accept work that is not typed.

Class materials: Keep a complete record of all class handouts, worksheets and exercises, your reading notes, and yes, your in-class notes. Many students also find it very beneficial to prepare, following class, a set of notes which cover the material covered that day.

Class Policies: Use of cellular phones or any other electronic communication devices for any purpose during a class or exam session is prohibited by Siena College, unless expressly permitted by the instructor. Please turn your cell-phones OFF during class. Light-up or vibrate mode does not count as off. I can see them light-up and I can hear them vibrate. Every time that your cell phone rings once during class, you will receive a 0 on a homework assignment.

Email and Canvas: I will frequently use your Siena email to communicate with you. It is your responsibility to check your email regularly. Also, please familiarize yourself with Canvas as I will use it to post assignments, grades, etc. PLEASE check your grades regularly and save your assignments. Do not hesitate to talk to me if you think that I have made a grading error.

Civility in the classroom is an increasing concern across the country. My expectation is that you will respect the views of your classmates, even as you energetically argue alternative ideas.

The economics department has noted an increasing tendency of students to step out of the classroom. This is disruptive, and often precludes and interferes with participation in class. The department policy is that students needing to leave the classroom will not be allowed to return to that class period. Exceptions can of course be made in the case of prior arrangements with the instructor.

Students with Special Needs: Siena College is committed to ensuring that students with documented disabilities are provided with the resources and supports necessary to effectively address their individual educational needs. Students with disabilities in need of accommodations pertaining to courses must first register with the Director/Office of Accessibility at 518-783-4239. To register with the Office of Accessibility, a student must complete a data sheet, release form, and provide current, comprehensive documentation of her/his disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Upon receipt of written notification from the Director (Office of Accessibility) of the accommodation/s that a student needs for a particular course, the faculty member will work in collaboration with the student (and the Director of the Office of Accessibility, as needed) to address this request to the fullest extent possible. As part of this process, a student requesting course accommodations must meet with each course instructor no later than the first week of class. For more information, please consult <https://www.siena.edu/offices/accessibility/>

Academic integrity: The concept of academic integrity lies as the heart of any college. This is particularly true of Siena, with its strong Franciscan tradition and dedication to fostering moral growth. I take plagiarism and academic dishonesty very seriously and will not tolerate either. I expect all work that you do for this course to be your own. Students who violate the Academic Integrity Policy expose themselves to punishments as severe as dishonorable dismissal from the College and as minor as failure for the assignment and/or the course. The following quote is from the Siena College Catalog:

Academic dishonesty can take different forms, including, but not limited to: cheating [dishonesty in a test situation], plagiarism [dishonesty in the presentation of written materials], and computer abuse. In any situation in which a student is unsure of what constitutes academic dishonesty, it is the student's responsibility to raise the question with his or her instructor.

In writing assignments, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion. Sources include all printed material as well as the Internet. Proper citation means using a formal citation format, such as that detailed in the *Chicago Manual of Style* (aka Turabian).

It is also considered plagiarism if you merely rework source material, placing an author's thoughts in other words without contributing your own ideas. For that reason, you must include some kind of source note whenever drawing on someone else's interpretation. A source note can be a sentence or more in your paper, or it can be a footnote. A source note should clarify the extent to which your interpretation is indebted to your source, explaining both (1) what you use and (2) where you depart or differ from the source.

It is also considered plagiarism to submit drafts, response papers, and other informal assignments without properly citing sources and acknowledging intellectual debts.

This only briefly covers what constitutes academic dishonesty. It is your responsibility to become familiar with the student guidelines on academic integrity. Information on "Academic Integrity and the Siena Student" is available at: http://www.siena.edu/level3col.aspx?menu_id=530&id=1548

Information on "Academic Integrity Policy and Forms" is available at: <http://www.siena.edu/academicintegrity/>

Students suspected of violating the Academic Integrity Policy will be referred to the Academic Integrity Committee for final determination.

Pandemic Planning: In the event of a pandemic resulting in an extended absence from campus this course will continue through to completion, providing that communications can be maintained. Specifically,

a) You are instructed to bring all texts and a copy of the syllabus/course schedule home with you in the event of a College Closure. The Academic Calendar will be adjusted upon Reopening; so be prepared for

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the possibility of a short mini-semester; rescheduled class / exam period; and /or rescheduling of the semester, depending on the length of the Closure.

b) If your situation permits, you should continue with readings and assignments to the best of your ability, per the course schedule.

c) You will be given instructions regarding how to deal with paper assignments requiring library or other required research by me, as needed.

d) Online office hours will be used by me in order to maintain contact with my students. You will be able to “check-in” with questions that you have. If you do not have internet access available, I will also provide my home phone number and home address, as needed. Remember, internet, mail delivery, and telephone services may also be impacted by a Pandemic or other emergency event.

e) Finally, stay connected with information regarding the status of the College’s status and Reopening schedule by monitoring the Siena website.

Other Policies: Exams will require calculator. Scientific and/or financial calculators are both acceptable.

Miscellaneous: The relevant College policies and other information related to academics can be found in the Academic Policy Manual, available at: <http://www.siena.edu/academicpolicy>.