

Econ E340/E556-- Labor Economics
Professor: DR. Eric Schansberg

IU (New Albany)
Spring 2011

Texts:

- 1.) Reynolds, *Economics of Labor* (out-of-print; on Oncourse only)
- 2.) Hazlitt, *Economics in One Lesson*
- 3.) Supplemental readings (Oncourse and my website)
- 4.) *Wall Street Journal* (optional; student subscriptions available with book or on the web at <http://wsjstudent.com> or <http://subscribe.wsj.com/semester>)

Office Hours:

TR	4:00-6:00 (before E340)	Office location:	Hillside Hall 018
T	7:15-8:15 (after E340)	Office phone #:	941-2527
R	sometime after 7:15 (given E470) and by appointment...	Email address:	DSchansb@ius.edu
		Webpage:	http://homepages.ius.edu/DSchansb

Please don't hesitate to contact me if you need help; in addition to my research and service to the university and community, my primary commitment is teaching. Part of my job is to help you outside of class~ you are not an inconvenience.

We'll use Oncourse for some course materials and communication. If you do not know how to access or use Oncourse, please ask a computer lab assistant at your earliest convenience. In particular, you should enable your "email forwarding preference" (under "Messages" and then "Settings") and set it to your preferred email address.

Other things to know:

-IUS provides services for students with disabilities (941-2579) and those who struggle with writing (-2498) and math (-2312).

-IUS will use IU-Notify to inform faculty, staff, and students about weather-related closings and delays. (Use OneStart to update your contact information through the Emergency Notification links—so you can be notified effectively.) IUS will also post notices on its web site and phone system (-2567 or -2662).

-IUS accommodates the religious observances of students: "Any student who is unable to attend classes or participate in any examination, study, or work requirement on a particular day because of his or her religious beliefs is excused from any such activity. The student will be given the opportunity to make up the work that was missed, provided that the makeup work does not create an unreasonable burden upon Indiana University." The IUS School of Business has a form to be filled out and signed by the student, instructor and Dean. It is the student's responsibility to request accommodation at the beginning of each semester—for each relevant course.

Objectives of this Course:

- to build human capital
 - to enhance institutional knowledge
 - to promote critical and creative thinking; see: Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation)
- to cover interesting material
 - to analyze macro and micro policy options
 - to detail political vs. economic markets
- to address some of the “general education goals” of IUS: oral communication skills, quantitative reasoning, reasoning about moral/ethical questions, critical thinking, and to understand “the world through the central ideas, issues, and methods of inquiry found in the social/behavioral sciences”

Grading: You will earn your grade on the basis of your performance on:

-2 Midterm Exams	20% each
-Final Exam	20%
-Class Participation	15%
-Book Review with Presentation	12.5%
-One-page Paper with Presentation	12.5%
→ E556: 3*20% for exams; add second book review and 4*10% for other	

Exam Questions:

- short answer, short essay and graphical
- think through questions that I might ask over the material to be tested
- comprehensive final but 1/2 of the questions are nearly identical to those on the midterms

Class Participation:

- determined by accuracy and activity in response to questions posed during class and paper presentations
- questions will come from the material assigned for that day
- lecture structure is predicated on the assumption that the readings have been completed
- as the semester proceeds, I encourage you to inquire if you want to know how you're doing in this portion of your grade.

Book Review:

- Presentations: 6-8 minutes long; graded on style & substance; econ language is permissible in this context; will be on Tuesday, April 5 and Thursday, April 7.
- Paper: 6-10 pages (with 1.5” line spacing), summarizing and providing comments (with value-added), organized chapter-by-chapter, due Tuesday, April 12.
- The presentation is 40% of your grade for this assignment; the paper is 60%.
- Assuming close conformity to standards of grammar, spelling, and so on, graded *moreso* on substance (analysis) than style (although I will provide thorough comments on your style!)
 - You can use any common/acceptable literary format or style.
 - More than three errors of grammar, spelling, etc. will result in a reduction in the paper grade of 10% per additional error.

Book Review—some potential books:

- The Natural Survival of Work: Job Creation and Job Destruction in a Growing Economy* by Pierre Cahuc
 - The Invisible Hook: The Hidden Economics of Pirates* by Peter Leeson
 - Marriage and Caste in America: Separate and Unequal Families in a Post-Marital Age* by Kay Hymowitz
 - Revolutionary Conceptions: Women, Fertility, and Family Limitation in America, 1760-1820*, Susam Klepp
 - Education Myths* by Jay Greene
 - The Education Gap* by William Howell and Paul Peterson
 - Politics, Markets, and American Schools* (1990) OR *Liberating Learning* (2010) by John Chubb & Terry Moe
 - From Mutual Aid to the Welfare State: Fraternal Societies and Social Services, 1890-1967* by David Beito
 - Stealing from Each other: How the Welfare State Robs Americans of Money and Spirit* by Edgar Browning
 - From the Folks Who Brought You the Weekend: A Short, Illustrated History of Labor in the United States* by Priscilla Murolo
 - The Increase in Leisure Inequality* by Mark Aguiar and Erik Hurst
 - Black Americans and Organized Labor: A New History* by Paul Moreno
 - The Excuse Factory* by Walter Olson
 - Only One Place of Redress: African-Americans, Labor Regulations, and the Courts from Reconstruction to the New Deal* by David Bernstein
 - Mexifornia* by Victor Davis Hansen
 - Blink* by Malcolm Gladwell (connects to one of our last topics—"statistical discrimination")
 - Why Men Earn More: The Startling Truth Behind the Pay Gap and What Women Can Do About It* by Warren Farrell
 - Women Don't Ask* by Linda Babcock
 - The Forgotten Man* by Amity Shlaes (connects to Macro/Labor)
 - New Deal or Raw Deal?* by Burton Fulsom (connects to Macro/Labor)
 - In Pursuit of Happiness and Good Government* by Charles Murray (feel free to skim chapter 2)
- *I am also open to your suggestions of books related to the course.*
- MBA's must review Murray's In Pursuit as one of their two book reviews. For Murray's book, students are to submit bullet points (summarizing key points of each chapter), meet together with me, and then write a final paper.

Paper/Presentation:

- The Task: respond to an editorial, story or syndicated column using the tools, economic reasoning and factual knowledge that you obtain in this course.
- The Basic Requirements: 1.) the article and your response must be related to the topics in this course (or approved by me); 2.) your main task is to "add something"—at most, you can have one paragraph to summarize their arguments; and 3.) both drafts must very closely conform to standards of grammar, spelling, and so on.
 - Failure to adhere to the basic requirements of the assignment will result in a D or F.*
- The Goal: In a word, your effort should be an organized, well-written, tactfully-delivered criticism AND/OR an agreement that provides further detail to buttress their argument.
 - Assuming the former, look at publications that generally do poor analysis.
 - Keep your audience in mind, particularly in avoiding jargon.
- The Grade: presentation of paper (30%), rough draft (50%), and final draft (20%).
 - More than one error of grammar, spelling, etc. will result in a reduction in the paper grade of 10% per error. I recommend that you use a proof-reader or two.
 - Tardiness on any part will result in a 10% penalty per day.

Paper Presentation—The Schedule and Other Details:

-Preparation: By the class before your presentation, you must provide a copy of your article to your classmates so they can review it beforehand.

-Presentations: 6-8 minutes long, graded on style & substance, econ language is permissible in this context, will be on Tuesday, March 29 and Thursday, March 31.

-Rough drafts-- typed in letter format (*except double-spaced, allowing me to write my comments more easily*) and stapled to a copy of the original article—are due on Tuesday, April 5. They will be returned by Tuesday, April 12 with comments and corrections.

-Final drafts (*single-spaced; one page in the form of a letter with your signature*)—including the rough draft with my comments and a "properly-addressed" stamped envelope—are due on Tuesday, April 19.

Quotes and Philosophy of Teaching:

B. Knight: "The key is not the 'will to win'...everybody has that. It is the will to prepare to win that is important."

Sophocles: "One must learn by doing the thing; for though you think you know it, you have no certainty until you try..."

G. L. Bach: "Economics is a way of thinking about problems, not a set of answers to be taken off the shelf."

M. L. King, Jr.: "To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. The function of education, therefore, is to teach one to think intensively and to think critically."

Derek Bok: "If you think education is expensive, try ignorance."

Aristotle: "It is absurd to hold that a man ought to be ashamed of being unable to defend himself with his limbs but not of being unable to defend himself with speech and reason, when the use of reason is more distinctive of a human being than the use of his limbs."

Mark Twain: "It isn't what we don't know that kills us, it's everything we know that ain't so."

Blaise Pascal: "Working hard to think clearly is the beginning of moral conduct."

Blaise Pascal: "If I had more time, I would write a shorter letter."

Alan Blinder: "'Murphy's law of economic policy': Economists have the least influence on policy where they know the most and are most agreed; they have the most influence on policy where they know the least and disagree most vehemently."

Jerry Seinfeld: "According to most studies, people's number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy."