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<b>Course</b>	ECON 5140 001 and 6140 001 Discrimination in the Labor Markets Fall 2014 M/W 1:25 – 2:45 pm OSH 102
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<b>Instructor</b>	Rick Haskell Office: OSH 199M (149) Office Hours: M/W 12:00 – 1:00 pm and by appointment Cell Phone: 801-209-3546 Email: <a href="mailto:rick.haskell@utah.edu">rick.haskell@utah.edu</a>
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<b>Course readings</b>	There is no specific text for this course. Published articles are assigned for each week and can be located in the Canvas Files folder for the course.
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<b>Course Technology</b>	This course requires the use of <b>Top Hat</b> , an interactive response tool accessible through internet connected mobile devices and computers. Top Hat will cost each student \$20 for the semester or \$38 for a 5 year license; to be purchased directly through Top Hat ( <a href="http://www.tophat.com">www.tophat.com</a> ). The course also uses Canvas heavily with most assignments and the final exam due to be turned in through Canvas.
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<b>Course Overview</b>	This course is intended to help us answer particular parts of the basic labor economics question, <b><i>Why do different workers receive different wages?</i></b> In this case we investigate the answers to subordinate questions with respect to labor market discrimination using both theoretical models and empirical evidence, and seek to provide answers to more focused questions such as <b><i>Why is racial inequality so persistent? What are the economic reasons behind the racial gaps? Who is to blame for these gaps? Why are women treated differently than men? What interventions, if any, can we use to create a more just society?</i></b> We will also have the opportunity to examine the experiences of other ethnic groups, as well as discrimination along age, religion, or other lines, through additional readings and research projects.
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<b>Course Objective</b>	This course has two main objectives: to imbue students with a useful set of analytical skills, and to impart a sense of social responsibility and social awareness. The analytical skills include critical analysis of labor markets, technical research, effective written communication of technical subject matter, and professional oral presentation skills. These skills will be enhanced through the use of active learning activities and critical discussions.
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<b>Learning Approaches</b>	This course employs a combination of readings, discussions, quizzes, exams and analysis to drive home the concepts and applications of economics. Class attendance and participation are vital and you are not likely to pass the course without consistent attendance and participation. The assigned readings should be completed before class, will be discussed in class, and exam material will come from both the assigned readings and class discussions. Please note that you will be called upon in class with the specific expectation that you'll contribute to the class discussion.
<b>Quizzes</b>	Quizzes will be administered at the beginning of most classes and will include questions directly related to in-class discussions and assigned readings. Additional quizzes may be given without notice.
<b>Exams</b>	There will be one mid-term exam ( <b>In-Class 10/8/2014</b> ) and one comprehensive final exam ( <b>Take home due 12/19/2014</b> ). If you anticipate missing a test due to a time conflict, please notify me in advance. No make-up exams will be given if arrangements are not made before the exam dates.

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<b>Research Project</b>	<p>At the beginning of the term you will be assigned to work on a research project with 1-2 other students, with each topic being specific to one of the various concepts addressed in this course. Your project will culminate in the formation of a short presentation and research poster to be presented in class on <b>Monday December 1<sup>st</sup></b> and <b>Wednesday, December 3<sup>rd</sup></b>, again in a competition in the Economics Department on <b>Thursday, December 11<sup>th</sup> from 3:00 – 5:00 pm</b>, and will be considered for inclusion in the CSBS Student Research Day competition to be held on <b>Wednesday, April 29<sup>th</sup></b>.</p> <p>These projects should display the assigned topic using contemporary and relevant data, examples, methods, and models in such a way as to highlight the issues central to the course. Presentations and posters will be judged by a select group of professors and graduate students from the Economics Department, with the scores associated with the adjudication heavily influencing your overall score for the assignment. This set of assignments, progress points and adjudication score, will comprise 20% of your grade for the course and are due as follows:</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Topic Assignment</td> <td>9/3/2014</td> </tr> <tr> <td>Papers and Models</td> <td>9/21/2014</td> </tr> <tr> <td>Contemporary Example</td> <td>10/12/2014</td> </tr> <tr> <td>Data Evaluation</td> <td>11/2/2014</td> </tr> <tr> <td>Draft Poster and Presentation</td> <td>11/30/2014</td> </tr> <tr> <td>Presentation and Poster (In-Class)</td> <td>12/3/2014</td> </tr> <tr> <td>Econ Dept Research Poster Event</td> <td>12/11/2014</td> </tr> </table>	Topic Assignment	9/3/2014	Papers and Models	9/21/2014	Contemporary Example	10/12/2014	Data Evaluation	11/2/2014	Draft Poster and Presentation	11/30/2014	Presentation and Poster (In-Class)	12/3/2014	Econ Dept Research Poster Event	12/11/2014
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<b>Reaction Papers</b>	You will be required to write four (4) Reaction Papers due <b>9/14/2014, 10/5/2014, 10/26/2014, and 11/16/2014</b> to be submitted through the Canvas assignment submission function. These papers should be used to assist you in your research project. For <i>each paper</i> you are required to find published journal articles specifically associated with your research topic. These papers are to be no less than 750 words in length, must include appropriate economic graphic representation of the issue being addressed and will be graded on content, grammar, syntax and proper use of graphs and charts. It is important to note that economic graphics (models) are not simply charts, tables or graphs presenting values associated with the issue, but are specifically formatted graphs designed to present economic models with their temporal or equational dynamics.														

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An excellent Reaction Paper (one that receives 18+ points) addresses a timely topic, points out strengths and weaknesses of the author(s) argument(s), includes at least one economic graphic representing the dynamics or effects of the issue being addressed, and offers your personal opinion, or reaction, in respect to the issue. Examples of excellent Reaction Papers can be found in Canvas.

**Canvas Discussions**

During the semester there will be five Canvas Discussions presented for your participation. Each discussion will include several articles, papers, etc. posted in Canvas’s Discussion forum for you comment on or to discuss. You are required to review these postings and enter into the discussion with specific and substantive comments in respect to the postings. You are also required to *separately* comment on the posting of another student, as such you will want to begin participating in each discussion well in advance of the assigned due date. Canvas Discussions are due as follows:

Canvas Discussion #1 – Minimum Wage	9/7/2014
Canvas Discussion #2 – Healthcare	9/28/2014
Canvas Discussion #3 – Education	10/19/2014
Canvas Discussion #4 – Immigration	11/9/2014
Canvas Discussion #5 – Income Inequality	12/7/2014

**Grading**

Research Project	20%
Reaction Papers	15%
Canvas Discussions	15%
Quizzes	10%
Mid-Term Exam	20%
Final Exam	20%

**Grading Scale**

A	94-100%	B-	80-83.9%	D+	67-69.9%
A-	90-93.9%	C+	77-79.9%	D	64-66.9%
B+	87-89.9%	C	74-76.9%	D-	60-63.9%
B	84-86.9%	C-	70-73.9%	E	0-59.9%

Grades will be determined in accordance with the University of Utah’s grading policies. Written feedback will be provided on some assignments and more detailed feedback will be provided at any time upon request. If you believe you have received an incorrect grade on any assignment for this class, please bring it to my attention immediately.

**Expectations**

**You can expect me to:**

- Treat students and others with respect, expect that as adults we are each responsible for our decisions and actions, and ask “why” often.
- Grade and provide feedback on assignments within one week of the date they are submitted.
- Return email messages and phone calls within 24 hours.
- Use Canvas to enhance student learning, communication, and convenience.
- Follow the syllabus and hold each class session as scheduled. In the event of an unsolvable conflict or emergency, I will make every effort to arrange for a qualified substitute to teach the class.
- Be readily available to meet with students, either during regularly-scheduled office hours

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or at any other time that works for both of us.

**I expect you to:**

- Actively communicate and use Canvas regularly.
- Complete reading and homework assignments, take all quizzes and exams, participate in class discussions and ask “why” often.
- Attend each class session. In the event that you must miss a class, please notify me in advance and assume responsibility for the material you missed.
- Read the course syllabus, ensure you have a clear understanding of the course requirements and evaluation methods used in the course, and fulfill the course requirements.
- Come to class prepared and participate fully, honestly, and professionally in class discussions and online class activities.
- Learn about and abide by the University of Utah’s academic honesty policy. Specifically, I expect you to not engage in cheating, plagiarism and furnishing false or misleading information to any faculty or staff member.
- Immediately notify me in the event of an emergency that prevents you from submitting an assignment or completing the course.
- Ask questions if any expectations or assignments are unclear.
- Be courteous of others when using technology. Always give speakers your full attention and make sure that any use of technology during class enhances your learning and does not distract your or others from course content.

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**ADA statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. ([www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/))

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**Syllabus changes**

This syllabus is subject to change. Potential changes will be discussed in class and may be posted in Canvas.

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**Tentative Course and Reading Schedule – subject to change**

Week	Date	Topic	Reading
Week 1	8/25	Introduction	Equal Pay, Discrimination, and the Glass Ceiling (audio), Arrow 1998, Cain 1986
	8/27	Basic Labor Economics (1)	Dr. Henry Farber (video), E&S Chp 2-3, Marginal Product and Marginal Revenue (three Kahn Academy videos); ICP Evaluating Economic Models
Week 2	9/1	<b>Labor Day – No Class</b>	
	9/3	Basic Labor Economics (2) <b>Research Project – Topics Assignment due</b>	E&S Chp 5-6; ICP Labor Demand and MP(L); ICP Friction in the Labor Market;
	9/7	<b>Canvas Discussion #1 Due</b>	
Week 3	9/8	Basic Econometrics	Econometric Overview (video); What is Econometrics (video); Econometrics vs Hard Science (video)
	9/10	Research Project/Posters	
	9/14	<b>Reaction Paper #1 due</b>	
Week 4	9/15	Historical context of discrimination; Institutions	Stiglitz 2007, Sundstrom 1994; Boswell 1986;
	9/17	Types of discrimination	E&S Chp 12; EEOC Discrimination by type;
	9/21	<b>Research Project – Papers and Models due</b>	
Week 5	9/22	Two models of discrimination	E&S Chp 12, ICP Discrimination Model, ICP Labor Discrimination – an alternative model, Arrow 1971
	9/24	Gender discrimination	Blau & Kahn 1997; Truth about Gender Pa Gaps; Fosu 1992; Correll, Benard & Paik 2007
	9/28	<b>Canvas Discussion #2 Due</b>	
Week 6	9/29	Racial Discrimination	Arrow 1998, Cain 1975, Lang & Lehman 2010; Shall We Overcome;
	10/1	Healthcare: Race and Geography	Baicker & Chandra 2009
	10/5	<b>Reaction Paper #2 due</b>	
Week 7	10/6	Education: Race and Gender	Card & Rothstein 2007; Reardon et al 2007; Bifulco & Ladd 2006;
	10/8	<b>Mid-Term Exam</b>	
	10/12	<b>Research Project – Contemporary Example due</b>	
Week 8	10/13	<b>Fall Break – No Class</b>	
	10/15	<b>Fall Break – No Class</b>	
	10/19	<b>Canvas Discussion #3 due</b>	
Week 9	10/20	Antidiscrimination Regulations	Donohue 2005, Federal Laws Q&A;
	10/22	Wage discrimination	Attman 1995; Measuring the effects of

			discrimination on pay;
	10/26	<b>Reaction Paper #3 due</b>	
Week 10	10/27	Workplace discrimination	Kirschenman & Neckerman;
	10/29	Employee and Customer Discrimination	Holzer & Ihlanfeldt 1998
	11/2	<b>Research Project – Data and Evaluation Due</b>	
Week 11	11/3	Occupational discrimination	Alonso-Villar, Del Rio & Gradin 2012
	11/5	Income inequality: race and gender	Thompson 2013; ICP Measuring distributional inequalities;
	11/9	<b>Canvas Discussion #4 due</b>	
Week 12	11/10	Wealth inequality: race and gender	Up the Down Escalator
	11/12	Affirmative Action and the EEOC	Holzer & Neumark 2006; The EEOC: 35 Years, The EEOC: Milestones
	11/16	<b>Reaction Paper #4 Due</b>	
Week 13	11/17	Globalization and the Labor Markets	Bowe & Myers 2007; Dadush & Shaw 2012
	11/19	Modern Slave Labor	Bravo 2007, Ryf 2000
Week 14	11/24	Age discrimination and the 21 <sup>st</sup> Century	Butler 1969; Duncan & Loretto 2004
	11/26	<b>Thanksgiving Break – No Class</b>	
	11/30	<b>Research Projects - Draft Posters/Presentations</b>	
Week 15	12/1	<b>Research Projects - Posters In-Class Presentations</b>	
	12/3	<b>Research Projects - Posters In-Class Presentations</b>	
	12/7	<b>Canvas Discussion #5 Due</b>	
Week 16	12/8	Homogeneity: the future of labor markets	
	12/10	<b>No Class due to Econ Dept Research Poster Event on 12/11</b>	
	12/11	<b>Econ Department Research Poster Event 3:00 – 5:00 pm 3<sup>rd</sup> Floor OSH Rasmussen Library</b>	
	12/19	<b>Final Exam Due (Take Home)</b>	