

LABOR ECONOMICS

SYLLABUS

ECON 3810-01, 3 credit hours

Spring 2021

Tu Th 7:00-8:15 P.M. on Zoom

Instructor: Professor Patrick Button
Department of Economics
School of Liberal Arts
Tulane University

Pronouns: He/Him or They/Them (What's this?)

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Course Zoom URL: <https://tulane.zoom.us/j/95871041838>

Course Zoom Meeting ID: 958 7104 1838

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Catalog/Course Description

A survey and economic analysis of some contemporary labor market issues. Topics include labor force participation and the economics of retirement, the supply and demand for labor, the demand for education and investment in human capital, unions and collective bargaining, the structure of compensation, occupational choice, job turnover and labor mobility, an introduction to theory of job search as well as various other theories of unemployment. The course focuses on theoretical and empirical aspects of labor economics and is only peripherally concerned with institutional, legal or management aspects.

A More Detailed/Updated Course Description

The field of labor economics studies labor markets, where individuals look for jobs and firms look for workers. Labor markets are important to study since they are fundamental to the daily lives of many individuals, and they are fundamental to the production process of the firm. Many government policies have effects on labor markets, which makes the field of labor economics very useful to anyone interested in government policy.

In this course I prefer to cover both the theoretical research (applications of mathematical models) and empirical research (statistical analysis) on labor economics about equally. By theoretical research I mean what you've often seen in intro micro/macro: explaining mathematical models of the economy using graphs (e.g., supply and demand). By empirical methods I mean that I will be teaching you at a very non-technical and intuitive level how economists use data to analyze labor economics questions. Essentially I will be teaching you applied econometrics without as many equations or formal statistics. The lessons will be very intuitive and more focused on how the methods are used in policy analysis. I will also teach you how to use microdata (survey data) to estimate employment statistics using Stata.

Prerequisites

The prerequisites for this course are introductory microeconomics (ECON 1010) and high school-level algebra (e.g., solve for X, graph a line) and high-school level statistics (e.g., calculating medians and standard deviations, hypothesis testing).

Unofficially, familiarity with statistics, econometrics, or Stata will be helpful. For example, knowing what a standard error is and what confidence intervals are would be ideal. Understanding the basics of linear regression will also help a lot. Most students can easily handle the course material since I handle statistics in a more intuitive way, but more background always helps.

Course Goals

This course provides an introduction to labor economics. Topics include labor supply, labor demand, labor market equilibrium, discrimination in labor markets, and many policy applications such as the minimum wage and the Earned Income Tax Credit. This course also provides an intuitive introduction to how empirical methods (applied econometrics) can be used to analyze the labor market. This course also provides an introduction to how to use survey data in Stata to come up with estimates, such as the national employment rate.

Course Learning Objectives

The learning outcomes below list many of what I hope students will grasp after this course. This is a non-exhaustive list and it may change over time.

After completing this course, students will be able to...

– Employment Statistics, Survey Data, and Stata

- Define employment, unemployed, and in the labor force.
- Discuss how these categories can get fuzzy (e.g., discouraged workers, retirement).
- Use the official definition of unemployment, employment, and labor force participation to categorize people from different situations into these categories.
- Locate existing tables of labor market statistics (so you can avoid calculating your own).
- Download and process micro-data from IPUMS-CPS.
- Calculate an unemployment rate, an employment-to-population ratio, and a labor force participation rate using survey data.
- Calculate statistics for different demographic groups (e.g., older vs. younger, natives vs. immigrants).
- Create figures of the unemployment rate over time for different demographic groups.
- Plot two lines on one figure in Stata.

– Labor Supply

- Explain in words and using a figure how the wage rate affects the choice between labor and leisure.
- Explain in words and using figures how a wage change can be decomposed into an income effect and a substitution effect.
- Contrast and define intensive margin and extensive margin of employment.

- Explain the effect of wages changes on the extensive (decision to work or not) and intensive (given I work, how much do I work?) margins.
- Explain the elasticity of labor supply.
- Show how labor supply decisions are affected by the Earned Income Tax Credit, including how the effects differ based on family income.
- **Labor Demand**
 - Show how the value of the marginal product of labor is used to derive a short-run labor demand curve.
 - Show how a production function is used to derive the MP of labor, capital, and then the VMP.
 - Explain how the average product differs from the marginal product.
 - Explain what is meant by the law of diminishing returns, using an intuitive example.
 - Show how to get a short-run labor demand curve for labor from a VMP.
 - Express the elasticity of labor demand and explain what it captures.
 - Contrast an isoquant with an indifference curve.
 - Sketch an isoquant and explain how it shows the trade-off a firm faces between capital and labor in the long-run.
 - Define the marginal rate of technical substitution and show how it is derived.
 - Contrast an isocost with a budget line.
 - Show in a figure how isoquant and isocost lines are used to find the cost-minimizing combination between capital and labor.
 - Sketch a diagram to show how a change in the wage rate (or capital rental rate) affects employment.
 - Show how a long-run demand curve for labor can be derived this way.
 - Explain how a change in the wage rate can be decomposed into a scale effect and a substitution effect.
 - Demonstrate the scale and substitution effects in a well-labeled diagram.
 - Contrast the elasticity of demand in the short- and long-run.
 - Explain how the shape of the isoquant helps indicate the elasticity of substitution between capital and labor.
- **Labor Market Discrimination**
 - Distinguish between various types of discrimination: taste, statistical, implicit, customer, employee, etc.
 - Explain how regression analysis can be used, as in an Oaxaca decomposition, to estimate discrimination based on gender, race, etc.
 - Critique the Oaxaca approach based on the issue of unobservables.
 - Argue for the benefits (and costs) of experimental methods (audit-correspondence studies) as a way to measure discrimination over an Oaxaca decomposition.
 - Discuss the costs and benefits to a resume study versus an audit study (actors).

- Discuss to what extent audit-correspondence studies can be used when groups are inherently different (e.g., age, disability) or when signaling minority status may not be easy (e.g., LGBTQ+).
- Explain how the theoretical effect of employment discrimination protections is ambiguous with respect to employment, and why.
- **Labor Market Equilibrium**
 - Show how to derive the equilibrium wage and employment level under the perfect competition model.
 - Provide an intuitive explanation of deadweight loss.
 - Discuss how equilibrium outcomes differ under a monopsony versus perfect competition.
- **Application - Minimum Wages**
 - Explain in words and in a diagram how the minimum wage affects employment in the perfect competition model.
 - Explain in words and in a diagram how the minimum wage affects employment in the monopsony model.
 - Explain how a difference-in-differences is often used to estimate the effects of the minimum wage.
 - Discuss how the methodology has improved since Card and Krueger (1994).
 - Argue to what extent you think the minimum wage reduces employment, based on theory and empirical evidence.
- **Immigration**
 - Use economic theory to explain how immigration could affect labor markets and migration of natives.
 - Discuss, using at least two empirical studies, what the effects of immigration surges (e.g., Mariel Boatlift) have been on labor markets.
 - Compare higher and lower-skilled immigration and how the costs and benefits of those could differ.
- **Student Learning Outcomes that are not Topic-Specific**
 - Describe what labor economics is to a parental figure.
 - Explain the concept of a confidence interval and “statistically significant” intuitively.
 - Determine from reading published tables which estimates are statistically significant.
 - Calculate a rough (“eye-ball”) 95% confidence interval from reading a point estimate and standard error from a table.
 - Explain regression analysis intuitively with an example.
 - Interpret regression equations, regression output, and regression coefficients.
 - Explain the intuitive idea behind difference-in-differences.
 - Explain how difference-in-differences provides more causal estimates of the effects of policies compared to cross-sectional comparisons.
 - Explain the assumptions behind a difference-in-differences.

- Explain how differences-in-differences is used in at least two labor economics research papers.
- Critique a difference-in-differences research design.
- Explain the benefits and costs of experimental methods over non-experimental methods in estimating the effects of policies.
- Evaluate the validity of a particular difference-in-differences approach in a research paper.
- Locate peer-reviewed research using Google Scholar.
- Identify at least two peer-reviewed journals that primarily publish labor economics research.
- Cite sources in-text and in a references section, following APA format.
- Retrieve references section items from Google Scholar.

Program-Level Outcomes

This course contributes to economics major/minor by filling one of the elective requirements. This course also contributes to the major/minor by teaching students how to use the tools of microeconomics (theory, empirical methods) to explain labor markets. This course also provides an introduction to STATA and survey data, leading students to be able to use STATA and survey data to estimate unemployment rates and other economic statistics.

Core Curriculum Outcomes

Under the core requirements, required of all undergraduate students regardless of school/major, this course can satisfy either the “Social & Behavioral Sciences” requirement or the “Race & Inclusion” requirement (but not both, since only one course can be used to satisfy each criteria).

Canvas

We will use Canvas for most of the course content and management. I will be uploading all files related to the course on Canvas. I will create pages for each class day on Canvas that provide organized information on each class covered (e.g., required reading, topics covered, slides). Through Canvas you can also access your grades/scores, the most up-to-date syllabus (under “files”), our course Zoom and Zoom recordings, and you will also submit all your assignments through Canvas. You can also use Canvas to send me messages, although I prefer email (pbutton@tulane.edu).

Zoom Information

Patrick Button (he/they) is inviting you to a scheduled Zoom meeting.

Topic: ECON 3810-01 Labor Economics Time: Jan 19, 2021 07:00 PM Central Time (US and Canada) Every week on Tue, Thu, until Apr 29, 2021, 28 occurrences

1. Jan 19, 21, 26, 28, 2021 07:00 PM

2. Feb 2, 4, 9, 11, 2021 07:00 PM
3. NO CLASS Feb. 16 - MARDI GRAS DAY
4. Feb 18, 23, 25, 2021 07:00 PM
5. Mar 2, 4, 9, 11, 16, 18, 23, 25, 30, 2021 07:00 PM
6. Apr 1, 6, 2021 07:00 PM
7. NO CLASS Apr. 8 - LAGNIAPPE DAY
8. Apr 13, 15, 20, 22, 27, 29, 2021 07:00 PM

Join Zoom Meeting <https://tulane.zoom.us/j/95871041838>
If you run into any issues with Zoom, please let me know.

Required Student Resources

Textbook and Reading Materials

The textbook for this course is

Borjas, George J. *Labor Economics*. 8th or 7th Ed. Cambridge: MIT University Press.

This textbook is available at the bookstore. I have heard something about there being some online version or online content associated with the book. You do NOT need access to any sort of online course content. You just need access to the textbook in either physical or electronic form.

The 8th edition is pretty similar to the 7th edition, except it is organized a bit better apparently. Editions older than 7th should be fine. However, it is up to you to figure out how the pages correspond. Please check with someone who has access to a more recent version to make sure the content lines up.

In addition to the textbook, there will be several other readings, all of which will be available on Canvas.

I will give announcements either via Canvas and/or in class about upcoming readings and advice on what to focus on. Some of the readings are technical pieces from economics journals. The degree to which you to be familiar with the details of a paper will be clear from the emphasis given to the paper in lecture or will be clear based on instructions I give you. See more discussion of this later in the syllabus.

It is your responsibility to follow my announcements and do the readings. Not keeping up to date on readings will negatively affect your ability to achieve the course learning objectives and will negatively affect your grade. For example, many classroom activities may require that you have read the readings before class.

Required Software

You will need to use Stata to complete two data assignments and an optional Stata research note. You can get access to Stata by purchasing a personal license. You can purchase a copy with an educational discount from: <http://www.stata.com/order/new/edu/gradplans/student-pricing/> or possibly through the bookstore. Any of the following are fine: Stata/MP, Stata/SE, and Stata/IC, so likely go with IC since it is cheapest and there are really no benefits to SE or MP for you unless

you plan to use large datasets or do a more complex analysis in the future. Any edition of Stata is fine, although usually you can only purchase the most recent version. Prices for Stata/IC are about \$48 for 6 months, \$94 for one year, and \$225 for a perpetual license. The department suggests a perpetual license for majors, especially if you plan to take more economics courses that will use Stata or think you might go to graduate school or might use Stata in a future job.

Note that Tulane has added Stata to software.tulane.edu, which is free, but this is buggy and numerous students had difficulty with it last semester. Most of them just switched to purchasing their own license. Given our experiences with this last semester, I cannot recommend it. I can provide limited support for it, and currently Tulane is not offering good support for it either.

Sometimes I will demonstrate Stata during class, and it would help for you to follow along as this may help you learn better and may lead to you making progress on assignments. So, it would be ideal if you could have this on your own laptop that you can bring to class (if attending in person) or have it open on your computer (if attending through zoom), but it is not required.

Evaluation Procedures and Grading Criteria

Success at achieving the learning outcomes above is measured through various course assignments. Your final course grade is based on the following breakdowns. To have this class be more adaptable for you, I've provided two streams you can choose from.

Stream 1: Stata stream

This stream is designed for students who want feedback for me as they work through using Stata to create a short research note using labor economics data. Since Stata and other data analysis skills are important in economics, and valued by employers, this stream is recommended.

- Quizzes (Best 2 out of 3 x 10% = 20%) (Feb. 18, Mar. 16, Apr. 13)
- Cumulative Final Exam (20%) (Thursday May 6 from 7:30 P.M. -10:30 P.M.)
- Group Briefing Notes (2 x 5% = 10%) (to be scheduled)
- Other Activities (10%)
- Group Practice Stata Assignment 1 (5%) (Recommended due date: Feb. 7)
- Group Practice Stata Assignment 2 (5%) (Recommended due date: Mar. 7)
- Group Stata Research Note - Draft summary of variables, groups, and code (5%) (Recommended due date: Mar. 21)
- Group Stata Research Note - First draft of figure(s) (5%) (Recommended due date: Apr. 4)
- Group Stata Research Note - Final draft of entire research note (20%) (Due by May 1 if you want the optional pre-grading, otherwise hard deadline of May 11 for this and anything else)

Note that, under this stream, if your grade on the first draft of figure(s) and/or the final draft of the entire research note is low, then I will ignore these and add the weight to your quiz and final exam scores, which would be higher. This is done automatically. I will do this calculate for everyone.

Stream 2: Exam stream

This stream removes the requirement to create the draft figure(s) for the Stata Research Note, and removes the requirement to write the group Stata research note. This stream still requires the first two Stata assignments and the draft summary of variables, groups, and code for the research note (i.e. you come up with a description of what you *would* do, without doing it.) The weight of 25% gets re-allocated to the quizzes and final exam.

- Quizzes (Best 2 out of 3 x 15% = 30%) (Feb. 18, Mar. 16, Apr. 13)
- Cumulative Final Exam (35%) (Thursday May 6 from 7:30 P.M. –10:30 P.M.)
- Group Briefing Notes (2 x 5% = 10%) (to be scheduled)
- Other Activities (10%)
- Group Practice Stata Assignment 1 (5%) (Recommended due date: Feb. 7)
- Group Practice Stata Assignment 2 (5%) (Recommended due date: Mar. 7)
- Group Stata Research Note - Draft summary of variables, groups, and code (5%) (Recommended due date: Mar. 21)

Stream FAQs

Here are some answers to questions you may ask about these streams. If you have additional questions then please ask.

Q: What is the purpose of having these streams?

A: Some students prefer a more traditional (but outdated) course which is largely just exam-based. Other students want to engage more with Stata and data analysis. Providing options is best for everyone. If you know beforehand that you want to attempt a particular stream, then you can focus more on that. On my end, I also do not want to spend my time mentoring students through the Stata research note if they are not interested in that. I really enjoy working with students who find Stata and data analysis exciting so I want to focus my time on those students.

Q: What are the pros and cons of doing the Stata stream over the Exam stream?

A: The Stata stream is “more pain, more gain” as, with more work, it can increase your course grade. The Stata stream is certainly harder since it requires you to write the short Stata research note. However, I provide optional pre-grading on the research note and its components (the draft summary of variables, groups, and code; the draft figure(s); the draft note), with the goal that you will re-vise and re-submit to increase your grade. When you re-submit, I will use the grade for your second submission. This is more generous than for the first two Stata assignments, where I take the average of your first and second submissions. Thus, it is possible to get very high scores on the Stata research note, and its components, if you are careful about making revisions. I also typically only write reference letters for students who do the Stata stream and do well on it. These students have often gotten jobs where these data skills were used, such as jobs at the Census Bureau, consulting firms, and internships at the Federal Reserve. But I will stress that the research note can be frustrating depending on your topic, and it can be frustrating if you do not stay on top of it and seek feedback from me and others in order to overcome challenges. It is usually not something you can start a week before it is due.

Q: Do I have to select a stream?

A: No, students do not have to explicitly choose a stream or notify me of their chosen stream. When I calculate grades, I will use whichever stream gives you a higher grade. So, if you do

poorly on the research note and you would have earned a higher grade on the exam stream, then I use the exam stream for your grade calculation again.

Q: Can I change streams?

A: Yes, but technically you never have to select a stream on the first place. When submitting end-of-semester grades, I calculate your grade under both streams and use whichever stream gives the highest grade.

Q: Will I face any penalty for attempting the Stata research note and not doing a good job at it? Or not finishing it?

A: Generally not. I will give you the grade for whichever stream you score the highest on. If you do a poor job at the Stata research note, or a component of it, then the weight for that would be applied to the exams instead. For example, suppose you did well on everything but the final draft of the Stata research note. Then, then 20% weight for this would be applied to the exams (10% to the total quiz grade, and 10% to the final exam grade).

Conversion to letter grades

In determining your final letter grade, I will first calculate a percentage grade based on the above criteria. Then I will convert this final percentage grade to a final letter grade as follows:

- A = 93% to 100%, A- = 90% to 92.99%,
- B+ = 87% to 89.99%, B = 83% to 86.99%, B- = 80% to 82.99%,
- C+ = 77% to 79.99%, C = 73% to 76.99%, C- = 70% to 72.99%,
- D+ = 67% to 69.99%, D = 63% to 66.99%, D- = 60% to 62.99%,
- F = 0% to 59.99%

Note that I do not round grades up if you are close to a cut-off or otherwise tweak grades (e.g., apply a curve). I would prefer not to add subjectivity into the process as this is not fair. Please do not ask me to do this. Requests of this nature will be ignored. Similarly, I do not provide extra credit opportunities.

Below are more details on each individual evaluation criteria.

Quizzes

There will be three short quizzes, all conducted during class time, using the entire class time. These are currently scheduled for Feb. 18, Mar. 16, and Apr. 13. These can be taken remotely or in-person. While these are “open book” meaning you can bring and use course notes, documents on your computer, books, etc, you cannot communicate or work with anyone else. I will generally provide at least one week notice for when the quizzes will be.

The quizzes will be approximately two or three short answer questions and zero to two multiple choice questions and will be similar to the types of questions you will see on the final exam, and practice questions that you’ll see through some activities.

Note that I will use your two highest quiz grades for the calculate of your quiz grade. This is to accommodate the fact that some of you may have to miss a quiz.

Cumulative Final Exam

The final exam will cover all material from the course: assigned readings in the text, other assigned readings, and any additional material that I cover in lecture. The exam will weight content covered

since Quiz 3 more heavily since that will not have been tested on yet. The final exam is similar to the quizzes in terms of question types. The final exam will be about six to eight short answer questions, with about four multiple choice questions. The final exam will again be open book, but communication with others is not allowed. The final exam is scheduled for **Thursday May 6 from 7:30 P.M. –10:30 P.M.** and will be conducted online.

If you know will not be available during the final exam time, then please enroll in another course or contact me if you strongly prefer to take this specific course. This all said, sometimes an illness or event can make it difficult to write final exams. As per Newcomb-Tulane College policies: “Students may be excused from final examinations by the Newcomb-Tulane College dean and the course instructor when there is a serious, incapacitating medical problem or when there is a death in the immediate family. Students who must be absent from the final examination for one of these reasons must contact the Newcomb-Tulane dean’s office before or within 24 hours after the examination for approval. A student with an excused absence will receive a grade of I and a make-up examination; a student with an unexcused absence will earn a grade of F in the course. (See school sections for further information.)” (See http://www.tulane.edu/admin-cat/pdfcat/section8/fm_policies_05.pdf)

Group Briefing Notes

There will be two graded group briefing note assignments. The goal for these is that you will get practice with the following:

1. Concise writing.
2. Citing sources, and creating a references section in APA format or Chicago Author-Year format.
3. Doing a literature review using Google Scholar.
4. Reading and summarizing published economics journal articles.
5. Coming to reasonable conclusions based on your assessment of the research.

How this will work is that you will form groups of three or four beforehand, or I will create groups randomly. Your group will work on Zoom in breakout rooms, during class time, to write a one page briefing note, single-spaced, in a Google Doc. We cannot do this activity in person given safety concerns, but it works well on Zoom.

I will provide guidance for the content of each briefing note through handouts, provided to you on Canvas beforehand. Your briefing note will seek to quickly introduce the reader, who may not have an economics background, to the topic and to summarize what the research says about the topic. Briefing note topics will likely be:

1. Earned Income Tax Credit - What impact does it have on labor supply and welfare?
2. Minimum Wage - What impact does it have on employment?

These briefing notes will be graded on a ten point rubric that will be provided to you. You will start working on the first draft in class and you will have until the start of the next class to submit the first draft to me. You will submit it to me by email, including a link with the Google Doc. Please ensure that the link allows anyone with the link to edit it. See more on Google Docs below. Failure to share the Google Doc properly will could result in your assignment being late.

I will then grade your first draft as if it is a final document, so that you know exactly where you stand with that draft. I will be grading it as if I am a picky bureaucrat, and this briefing note were actually to be used to brief, say, an important government official. Thus, first round grades will be lower, between 4/10 and 8/10 likely.

However, this first round grade is only temporary. If you submitted this draft by the deadline (before the next class) then you get a chance to make revisions. You will have one week from when I first grade your briefing note to make any revisions. I will provide detailed feedback that will guide you towards revisions you can make. Most students make revisions that increase their scores by at least two points. When you submit your final version, please email me the link to the Google doc again and in the body of your email, summarize your changes so I can more easily identify them and reward you for them.

If you failed to submit your first draft before the deadline (before the next class) then whenever you submit, I will grade it as the final version but you will not have the opportunity to resubmit. Note that incorrectly sharing the Google Doc with me could result in your assignment being late.

Students that miss day(s) when we do briefing notes will get a zero on that assignment unless they choose to do the briefing note on their own later (email me to make arrangements).

***A Note about Google Docs**

Google Docs are an awesome way to collaborate. The tricky thing though is that it is easy to accidentally not share the doc correctly. The easiest thing to do is create a shareable link and send that to me. See <https://support.google.com/docs/answer/2494822?co=GENIE.Platform%3DDesktop&hl=en>

Group Practice Stata Assignments

You will have two group assignments where you will calculate some labor force statistics using data from the Current Population Survey (CPS), with this data being downloaded from IPUMS-CPS. The CPS is a government survey that is used to calculate the official unemployment rate, and is commonly used by labor economists and others in a variety of ways. So, this assignment will give you some experience using data that economists frequently use to present some interesting, but simple, statistics such as employment rates and earnings by demographic groups (e.g., men vs. women, older vs. younger individuals).

You are allowed to submit these Stata assignments either individually or in pairs (i.e. one assignment done jointly by two of you). If you need to make a group of three then please ask me first. For those who have worked with Stata before, I would appreciate it if you worked with someone who is new to Stata so you can help coach them.

The first assignment will have you process the data and calculate one or two means of statistics, like the employment rate and average earnings for two different groups. The second assignment will have you make a figure showing unemployment rates over time (e.g., pre and post COVID-19) for two groups (e.g., younger people versus older people). Both of these assignments are designed so that you learn the basis such that doing analysis of data for your briefing note becomes easy, just a matter of downloading a new variable or two, and tweaking some lines of code.

Since the point of these assignments is to help you learn, you can re-submit these assignments, if you would like, to increase your grade. Here is how this will work. After you get your graded assignment back from me, fix any issues and re-submit it to me. When you re-submit it to me, please include a discussion of what errors you made and how you fixed them. I will then re-grade it. Your updated grade will be the average of the old and new grade.

I will make it as easy as possible for you to do these assignments without having you learn all the ins and outs of Stata, IPUMS-CPS, and survey data. I will provide a demonstration in class of how to find and download the CPS data from IPUMS-CPS. They have a fairly intuitive interface that allows you to easily download data. It's one of the easiest data sets to work with (you may not feel that way as you work with the data, but please trust me that it gets a lot worse with other data sets!)

I will also demonstrate how to do everything in each assignment, such that if you follow along carefully you should know how to do it. To complete the assignment, you would only need to understand generally what all the Stata commands do (which I will explain to you), you will have to make minor changes to the code I will provide for you, and then you will re-run the code on your copy of Stata.

It is easy to get full points on these assignments if you are careful. But often students are not careful, or use code from someone else without checking, and make a grave error. I will try to warn you of these grave errors.

You are allowed and encouraged to work somewhat with other students outside of your pair. You can help each other when you are stuck or provide guidance to each other, but no blatant copying of work without attribution is allowed. It is good to get advice on a Stata command from someone else on occasion as long as you make note of that in your code (e.g., adding a note like “*I got help with this line of the code from Student X”). It is very common for researchers to borrow code from each other to ask each other coding questions. I just do not want you to copy code and run it as-is without adapting it or really understanding it. Students that do this may be plagiarizing and will do poorly on any exam questions on the basics of Stata.

Some simple questions about Stata will appear on the final exam and on some quizzes as a way to reward students who learned the basics while doing the assignments (and penalize those who entirely copied and learned nothing.) Also note that in the past, some students took code from others without checking it first and made major mistakes that significantly affected their scores.

Group Stata Research Note

This group Stata research note will be, in total, at least two single-spaced pages, but no longer than three single-spaced pages. Please use 11 or 12 point font, one font out of Calibri, Arial, Times New Roman, or the default LaTeX font (for those who want to use LaTeX), and 1 inch margins on all sides. This page count includes figures but does not include a references section. So, it is not a long writing assignment but rather it's a short one that focuses on academic-quality writing and conducting a small but important amount of real, publishable, research.

You are allowed to submit the research note either individually or in pairs (i.e. one assignment done jointly by two of you). If you need to make a group of three then please ask me first. Groups of three will be approved for more complex projects.

The theme of this research note is that your group will do a simple analysis of how an economic variable, such as unemployment rates, varied before and after the COVID-19 pandemic for two or more groups that you will compare. For example, how did the unemployment rates for prime age (25-44) and younger people (18-24) change during the COVID-19 pandemic? How did employment rates change for those with hearing disabilities, compared to those without them? Since economists have not yet fully explored which groups were most impacted by the COVID-19 pandemic and recession, your research note could contribute to actual knowledge. I also hope that this research note is something that you can use to show off your research skills later. For example, many of my students who have developed their Stata skills in my courses have gone

on to get jobs on the basis of these Stata skills at places such as the Census Bureau, the Federal Reserve, or consulting firms.

This group Stata briefing note is broken down into smaller parts that help you build up to the final product and help you get feedback and help along the way. These parts are:

1. **Draft summary of variables, groups, and code (5%, required for everyone): Recommended due date Oct. 30).** This is a Canvas submission to let me know the following. Any of this can be changed later. The purpose of this is to get feedback and to catch any issues. Please submit:
 - Who is in your group
 - What your economic outcome variable will be (e.g., unemployment rate, weekly earnings, unemployment duration, employment rates)
 - A discussion of how you would calculate this economic outcome variable using the IPUMS-CPS data. What variable would you use? You can also include draft code if you want me to review it (recommended).
 - What your comparison groups will be (e.g., women vs. men, Hispanics vs. non-Hispanics, LA residents vs. other states)
 - A discussion of how you would create indicator variables for these groups. What variable(s) would you use? For comparisons such as black vs. white, please explain exactly how you will determine “black” and “white”. For example, do you include mixed race people that report being at least partly black in the “black” group? Do you include or exclude Hispanic people in the “white” group? You can also include draft code if you want me to review it (highly recommended).
2. **Final draft of entire research note (20%, required for Stata stream only):** This is a final draft of the entire research note. This needs to be at least two single-spaced pages. Students are welcome to make this longer but that is not required. The research note includes:
 - *Introduction (about 0.5 s-s pages).* A short motivation of a paragraph or maybe two, motivating the recessions you will look at and why we would want to compare these two groups. Then, an introductory paragraph that briefly summarizes exactly what you do and show in the briefing note. In sum, the introduction would be no longer than half a single-spaced page. wrote, plus the data and methodology section you already wrote, plus the figure(s) you already made, plus the discussion of the figure(s). You will also include a references section (in APA or Chicago Author-Year format). At this point you will have already made all these portions and received feedback on all of them, so it is just a matter of making improvements, putting it all together, and proofing it.
 - *Data and Methodology (about 0.25 s-s pages).* A paragraph or two explaining the data source, time frame, and the variables used. It would also be important to be clear about how comparison groups are defined if the groups are non-obvious.
 - *Results (about 1 s-s page including the figure(s)).* Includes your figure(s) and a paragraph or two discussing what we learn from the figure(s). The discussion of the figure(s) would probably be between 0.25 and 0.5 single-spaced pages.
 - *Conclusion (about 0.25 s-s pages).* A paragraph or two summarizing the general issue and what we learn from the research note. Can also briefly detail how future researchers could improve on this, or considerations for future work.

Stata Mentors and Getting Stata Help

There is certainly a learning curve to Stata, despite me giving you code that will do 95% of assignments 1 and 2 (and then the research note just involves tweaking the code for assignment 2). Often the major issues that come up are common rookie mistakes, often setting an incorrect current directory or naming your file something different than what you are opening.

I am certainly able to help you with any issues you face. However, to increase access to support for you, I have hired two fantastic Labor Economics students from last semester, Becca Lubin (rlubin@tulane.edu) and Chase Farha (cfarha@tulane.edu), as Stata mentors for this course. Please contact them if you are running into Stata issues. They went through all these Stata assignments last semester and likely can help you through some of the issues you will face.

I also highly recommend that you work with your peers on the Stata assignments as well. This includes having a partner for the assignments, but it can also include informal chats with other students when you run into issues. You are certainly welcome to use code from others so long as you just note that in your code (e.g., add a comment like *I adapted this code from Liz Miller.)

To ensure that more people can help you with Stata issues, and to allow other students to benefit from knowledge learned, *please post Stata questions or tips onto the discussion board on Canvas for our course*. To reward students who post or provide useful comments (e.g., just “Thank you, this helped me as I had the same issue!”), there will be an “other activity” where I’ll give you 100% points if, by the due date, you have commented or posted on the Stata discussion board.

Other Activities

Research shows that students often learn better when instructors adopt some “active learning”, where students participate in class, relative to when instruction is based on lecture only. For this reason, there will be several in-class activities throughout the semester, in addition to some that you will do outside of class. These activities will vary by day, with some days having no activities and others having more than one. A common activity is doing problems in small groups (on Zoom). These problems are often similar to midterm questions. Other activities that I hope to use are mini-projects that you’ll work on in groups during class time and are very lightly graded. I also plan to do some polls and interactive quizzes.

The weight given to each activity will differ depending on how complex the activity is. I will not always be able to provide warning as to which days will have activities, or what the activities will be, but it is likely that most days will have an activity of some sort. If an activity requires preparation before class (e.g., reading an article) or requires that you bring something, I will give you instructions and notice. Otherwise the activities are meant to be done without preparation and are mostly to gauge and encourage participation with the course content.

On average I would say that there is an activity at least every second class, but I can’t tell you in advance at all times which days will have activities and which will not. Because in-class activities are crucial to achieving many of the above learning outcomes, attendance at lecture is important. Those who do not attend will not receive credit for any in-class activities done that day. I do not allow make-ups for in-class activities. However, I will automatically drop three graded in-class activities from the calculation of your in-class activities grade. The in-class activities that will be dropped will be the ones with the lowest scores. If there are two activities with the same grade that could be dropped (e.g., two different zeros), then the grade with the most weight will be dropped (e.g., 0/3 would be dropped over 0/2). I do this “dropping” manually, so please note that your other activities grade on canvas does not include this dropping and will always be an under-estimate.

I will not drop any in-class activities beyond three. Please do not ask. However, if you experience an extended, documented, disruption to your ability to participate in class (two weeks or longer), then we will come up with an individualized plan for you to make up some activities if you would like to.

Many of the in-class activities are lightly graded. Most students get full points if they put in a reasonable amount of effort. Given this and the excellent attendance of my students in previous semesters, roughly half of the class get a perfect score (100%) for in-class activities, with the vast majority of the rest of them getting a boost in their final letter grade due to a very high in-class activities score. So, it usually isn't necessary to raise concerns about specific in-class activity grades. But poor attendance will significantly lower your in-class activity score and your final course grade, both by significantly reducing your in-class activities score and also because you won't learn the course content as well.

Course Schedule

Assessment Schedule

I will keep the assessment schedule for the course updated on Canvas.

Here is a summary of all the deadlines scheduled thus far:

- Quizzes: Feb. 18, Mar. 16, Apr. 13. If these dates change, I will let you know, but it is unlikely.
- Cumulative Final Exam (Thursday May 6 from 7:30 P.M. -10:30 P.M.)
- Group Practice Stata Assignment 1 (5%) **Recommended due date: Feb. 7**
- Group Practice Stata Assignment 2 (5%) **Recommended due date: Mar. 7**
- Group Stata Research Note - Draft summary of variables, groups, and code (5%) **Recommended due date: Mar. 21**
- Group Stata Research Note - First draft of figure(s) (5%, Stata stream only) **Recommended due date: Apr. 4)**
- Group Stata Research Note - Final draft of entire research note (20%, Stata stream only) (Due by May 1 if you want the optional pre-grading, otherwise hard deadline of May 11 for this and anything else)

Assessment items that are not yet scheduled:

- Group Briefing Notes: There will be ~~three~~ **two** graded group briefing notes. The timing of when you'll work on these in-class (on Zoom) with your classmates and when they will be due will vary. These will be spread out across the course. **The recommended deadline for completing the first draft of group briefing notes is one week after they are started. Final, revised versions are optional and need to be submitted by the end of November to receive consideration.**
- Other Activities: These are spread out across the course, with there being an activity during more class times, but not all, and sometimes there are more than one.

Topics and Readings Outline

This is a list of topics and the readings we will cover. This plan is subject to change. I will let you know of any changes, which are likely to be minor.

On Canvas under “Modules” I will create a page for each class day which will summarize what should be done before the class and what was done during the class. The page will link to any resources (e.g., activities on Canvas, readings). This “Modules” page is what will serve as our day-by-day schedule. I will keep that up-to-date.

Readings other than the main textbook will be available in PDF format on the course website. Readings with a “B” in front of them will be covered in a briefing note assignment, such that you won’t need to read all of them necessarily, but you will be exposed to most of them.

Some advice on reading papers. These are academic papers in peer-reviewed journals. They are written to an audience of academic economists. So most of the readings will be very difficult for you to understand as an undergraduate student. I am not expecting you to understand all the details of the papers. For example, many of the papers will use econometric methods. While having a background in econometrics is helpful, you don’t need to understand the technical aspects of what they are doing. What you need to understand is the intuition. You can often grasp the intuition of what they are doing from reading the introduction and conclusion. I will focus on the intuition when I cover these papers in class.

– Introduction to the Course

- Introductions
- Going over the syllabus
- What is labor economics?
- Models vs. Empirical Methods
- Icebreaker
- Overview of my labor economics research
- Q & A
 - Borjas (2016, Ch. 1)

– Employment Statistics, Survey Data, and Stata

- Measuring the labor force
- Categorization activity
 - Borjas (2016, Ch. 2-1 to 2-2)
- Locate existing tables of labor market statistics (so you can avoid calculating your own).
- Introduction to survey data and the CPS
- Survey weights
- Downloading data from IPUMS-CPS
- Getting the data into Stata format
- Cleaning and understanding the data
- Creating indicator variables for demographic groups
- Calculating employment statistics (employment rate, unemployment rate, unemployment duration, average earnings)

– Labor Supply

- Labor-Leisure trade-off (intensive margin)
- Income vs. substitution effect
 - Borjas (2016, Ch. 2-3 to 2-5)
- To work or not to work? (extensive margin)
- Reservation wages
 - Borjas (2016, Ch. 2-6)
- Labor supply curve
 - Borjas (2016, Ch. 2-7)
- Elasticity of labor supply
 - Borjas (2016, Ch. 2-8)
- Application - Welfare programs and work incentives
 - Borjas (2016, Ch. 2-10)

– Creating Figures in Stata

- Download and process new data from IPUMS-CPS
- Figure of unemployment rate over time
- Putting two series onto one figure

– Application - Earned Income Tax Credit

- Theoretical Effects of the Earned Income Tax Credit
 - Borjas (2016, Ch. 2-11)
- Introduction to linear regression
 - Borjas (2016, Appendix to Ch.1)
- Introduction to the “Difference-in-Differences” (DD) regression strategy as a way to estimate the effect of the EITC on labor supply
- Benefits of DD, Assumptions behind DD
 - Eissa and Liebman (1996)
 - Angrist and Pischke (2015) (Chapter 5 up to “What are you weighting for?” on page 201)
- Briefing note on EITC
 - B - Eissa and Hoynes (2004)
 - B - Chetty and Saez (2013)
 - B - Chetty, Friedman and Saez (2013)
 - B - Neumark and Shirley (2020)

– Labor Demand

- Short run
 - Borjas (2016, Ch. 3-1 and 3-2)
- Long run

- Borjas (2016, Ch. 3-3 and 3-4)
- Elasticity of substitution
 - Borjas (2016, Ch. 3-5)
- Marshall's rules of derived demand
 - Borjas (2016, Ch. 3-7)
- **Application - Labor Market Discrimination**
 - Defining discrimination - taste, statistical, implicit, customer, employee
 - Measuring discrimination - Oaxaca decomposition
 - Borjas (2016, Ch. 9-8)
 - Studying discrimination using experimental methods
 - Borjas (2016, Ch. 9-7)
 - Neumark, Burn and Button (2019)
- **Labor Market Equilibrium**
 - Labor Market Equilibrium - Perfect Competition Model
 - Borjas (2016, Ch. 3-9)
 - Borjas (2016, Ch. 4-1)
 - Monopsony
 - Borjas (2016, Ch. 4-8, but skip "Monopsony and the Minimum Wage" for now)
- **Application - Minimum Wages**
 - Effects under perfect competition model
 - Borjas (2016, Ch. 3-10)
 - Monopsony
 - Borjas (2016, Ch. 4-8 "Monopsony and the Minimum Wage" p. 186 to 187)
 - Estimated effects using empirical methods
 - Another DD example
 - Card and Krueger (1994)
 - Handout on Card and Krueger (1994)
 - Group briefing note 2/2 - Do minimum wages reduce employment?
 - B - Dube, Lester and Reich (2010)
 - B - Neumark and Wascher (2002)
 - B - Neumark and Wascher (1992)
 - B - Meer and West (2016)
 - B - Ruffini (2019)
- **Application - Immigration**
 - Economic theory
 - Borjas (2016, Ch. 4-5, up to "The Mariel Boatlift")
 - Empirical studies, e.g., "Mariel Boatlift"

- Card (1990)
- Borjas (2016, Ch. 4-5, “The Mariel Boatlift” and everything after)
- Higher-skilled immigration (e.g., H-1B visas)
- Glennon (2020)

Course Policies

Below are course policies regarding deadline flexibility, regrading, attendance, class recordings, the Code of Academic Conduct, and Title IX (policies and supports around sexual assaults and other violence).

Deadline Flexibility

Unless otherwise noted, deadlines for everything are flexible. This includes other activities, group briefing notes (and optional revisions to them) and any and all Stata-related assignments (and optional revisions to them). **There is a hard deadline of May 11 for everything.** All work must be completed by then, otherwise it will get a zero unless we arranged for you to take a temporary “incomplete” grade.

The syllabus and Canvas will show the recommended deadlines above. Assignments submitted on Canvas past these deadlines will be automatically marked as “late” but this has no bearing. There are no late penalties outside of the hard May 11th deadline. These recommended deadlines are suggested so that you can keep consistent progress on the Stata content in the course, which builds up to the briefing note. If you wait until May to do assignments, you will have less time to receive feedback from me or ask for him. I will be able to provide more detailed, useful, and timely feedback if you try to follow the suggested schedule.

Exam times are fixed. I may be able to have to take an exam at a slightly different time if that is arranged at least a week before (if at all possible). However, I cannot guarantee this. Recall that I take your best two out of three quiz grades as a way to increase flexibility.

Regrading

Students may ask that a exam or assignment be regraded if they feel that a mistake has been made, by giving the professor a request via email explaining the reasoning behind why there was a grading error. Please do not come up to me before, during, or after class to ask me to regrade a question unless it is simply an addition error. I cannot and will not re-grade “on the spot” as I need more time to carefully consider your situation.

If we do decide to regrade the assignment or exam, then the entire exam or activity will be regraded. After regrading, the grade may rise or fall. Students who are fishing for points typically have no change on average, although some have had scores go down. Those with legitimate concerns sometimes get an increase. Please note that regrading quizzes and exams will not be allowed for students who take their quizzes or exams in pencil.

Attendance

Success in this class requires that you attend class regularly via Zoom. This is important because I will regularly cover material that is not in the text or in the assigned readings or I will cover it

differently. A lot of the course material is of my own doing and doesn't have a direct parallel in an assigned reading. My class include both traditional lecturing and some in-class activities, and participating in these activities is crucial to achieve the learning outcomes. In addition, important announcements regarding the course may be made during class.

Of course, you may be sick or something may prevent you from attending the class. In that case, you can watch the recorded lecture later. You may miss out on an activity we did in class. You can ask me if that can be made up or not (almost always it can). Recall that the "other activities" grade is calculated in a way that allows for three activities to be dropped, so it will not be a problem if there are a few activities that you miss and cannot make up.

Faculty and students must comply with University policies on COVID-19 testing and isolation, which are located heretulane.edu/covid-19/health-strategies. Faculty and students must wear face coverings in all common areas, including classrooms, and follow social distancing rules. Failure to comply is a violation of the Code of Student Conduct and students will be subject to University discipline, which can include suspension or permanent dismissal. If a student cannot attend class for any reason, the student is responsible for communicating with their instructors to make up any work they may miss. Faculty will provide online options for class participation, outlined in this document, and unless a student is seriously ill, they are expected to use this option. The University Health Center will provide documentation verifying a student is ill, as well as verification that a student may return to class. With the approval of the Newcomb-Tulane College dean, an instructor may have a student who has excessive absences involuntarily withdrawn from a course with a WF grade after written warning at any time during the semester.

Class Recordings

Classes will be recorded and the recordings will be posted to Canvas. Students may not post a class recording elsewhere, either wholly or in part. These recordings will provide useful if you cannot attend class.

Code of Academic Conduct

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Code of Academic Conduct and Code of Student Conduct) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

I take matters of academic honesty *very* seriously. A student who commits academic dishonesty disrespects the hard work of their classmates. Any student found cheating, plagiarizing, or improperly colluding during the course will be subject to possible disciplinary action as outlined in the Code of Academic Conduct and the Code of Student Conduct. If you fall behind in your coursework and even feel tempted to cheat, please see me first to see if we can find solutions.

Unless I indicate differently on instructions, all assignments and exams are to be completed individually and without any study aid, including textbooks, class notes, or online sites. If you have any question about whether a resource is acceptable, please ask me rather than assuming.

Title IX

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking.

“Lauren’s Promise”: I will listen and believe you if someone is threatening or harassing you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah campus. *We must all take action to ensure that this never happens again.*

If you are in immediate danger, call 911.

If you (or someone you know) has experienced or is experiencing the behaviors detailed above, know that you are not alone. Resources and support are available: you can learn more at allin.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at tulane.edu/concerns.

Confidential

Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.

Counseling & Psychological Services (CAPS): (504) 314-2277 or The Line (24/7): (504) 264-6074
 Student Health Center: (504) 865-5255
 Sexual Aggression Peer Hotline and Education (SAPHE): (504) 654-9543

Private

Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.

Case Management & Victim Support Services: (504) 314-2160 or srss@tulane.edu
 Tulane University Police (TUPD): Uptown - (504) 865-5911. Downtown - (504) 988-5531
 Title IX Coordinator: (504) 314-2160 or msmith76@tulane.edu

ADA, Accessibility, and Inclusivity Statements and Supports

Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. Goldman Center contact information: goldman@tulane.edu; (504) 862-8433; accessibility.tulane.edu. The COVID-19 pandemic and changes in the delivery of

our courses may also create barriers and I would be delighted to work with you to reduce and prevent those. This is going to be a difficult semester for all of us (myself included) and I would like to work together to make this course go as smoothly as possible.

Below are some other ways I am trying to make my course for accessible to those with different backgrounds.

Mental Health

There are many other barriers to learning that I want to remove. For example, students may experience mental health issues during their time at Tulane. This is especially the case during this difficult COVID-19 pandemic. Sometimes these mental health concerns are dealt with formally, such that students work through the Goldman Center to get needed accommodations. But often-times these situations appear and haven't yet been dealt with in a formal way. As someone who sometimes struggles with mental health issues, I understand how mental health issues can be a significant barrier to the ability to learn. I want to work with students who have situations that may or may not be documented to see what we can do to reduce any barriers to learning and to ensure that students can take care of their health in addition to performing in the course. If you have facing barriers to your learning, please let me know what I can do to help. Coming to me earlier usually allows me to be of better help, but I can attempt to assist at all stages.

Religious Accommodation Policy

Per Tulane's religious accommodation policy, I will make every reasonable effort to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve the student from the responsibility for any course work required during the period of absence. Students should notify me within the first two weeks of the semester, if possible, about their intent to observe any holidays that fall on a class day or on the day of the final exam.

Please note that I have already planned for there to be no synchronous lecture or class meeting on Monday September 28 since many of you may celebrate Yom Kippur. This lesson will be planned asynchronously.

Preferred Gender Pronouns

My preferred pronouns are he/him/his or they/them/their. If you've never heard of preferred pronouns before, please read this for an introduction: mypronouns.org/.

Thank you to those of you who added your preferred pronouns to your account on Gibson! I would appreciate if everyone could add those, regardless of your gender or gender identity. This is helpful for several reasons:

- Members of the Tulane community know which pronouns to use for you, making it more likely that people will use pronouns for you that you prefer.
- It normalizes the use of pronouns. If few people mention preferred pronouns on Gibson or in other contexts (e.g., email signatures) then it stands out more when transgender or gender non-conforming individuals mention them. Cisgender allies can be very helpful by mentioning their preferred pronouns too and helping to normalize this.

For more information on how to add your preferred pronouns to Gibson, or other ways Tulane is working to be more inclusive about preferred pronouns and preferred names, see: <https://registrar.tulane.edu/first-name-and-pronoun/faqs>. Thank you for helping make Tulane more welcoming to transgender and nonbinary students and faculty.

Emergency Preparedness and Response

EMERGENCY NOTIFICATION SYSTEM: TU ALERT	RAVE GUARDIAN
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> • Download the RAVE Guardian app from the App Store • Communicate with dispatchers silently by selecting “Submit Tip” feature in the app • Use the Safety Timer feature to alert your “guardian” (TUPD, family, friend) when travelling alone at night <p>For more information, visit publicsafety.tulane.edu/rave-guardian</p>
ACTIVE SHOOTER / VIOLENT ATTACKER	SEVERE WEATHER
<ul style="list-style-type: none"> • RUN – run away from or avoid the affected area, if possible • HIDE – go into the nearest room that can be locked, turn out the lights, silence cell phones, and remain hidden until all-clear message is given through TU ALERT • FIGHT – do not attempt this option, except as a last resort <p>For more information on Active Shooter emergency procedures or to schedule a training, visit emergencyprep.tulane.edu</p>	<ul style="list-style-type: none"> • Follow all TU Alerts and outdoor warning sirens • Seek shelter indoors until the severe weather threat has passed and an all-clear message is given • Do not attempt to travel outside if weather is severe • Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event

Articles and Books on the Syllabus

Angrist, Joshua D., and Jörn-Steffen Pischke. 2015. *Mastering 'Metrics*. Princeton, NJ: Princeton University Press.

Borjas, George J. 2016. *Labor Economics*. 7th ed., New York, NY: McGraw-Hill.

Card, David. 1990. “The Impact of the Mariel Boatlift on the Miami Labor Market.” *ILR Review*, 43(2): 245–257.

Card, David, and Alan B. Krueger. 1994. “Minimum wages and employment: A case study of the fast food industry in New Jersey and Pennsylvania.” *American Economic Review*, 84(4): 772–793.

Chetty, Raj, and Emmanuel Saez. 2013. “Teaching the tax code: Earnings responses to an experiment with EITC recipients.” *American Economic Journal: Applied Economics*, 5(1): 1–31.

Chetty, Raj, John N Friedman, and Emmanuel Saez. 2013. “Using Differences in Knowledge Across Neighborhoods to Uncover the Impacts of the EITC on Earnings.” *American Economic Review*, 103(7): 2683–2721.

- Dube, Arindrajit, T. William Lester, and Michael Reich.** 2010. "Minimum Wage Effects Across State Borders: Estimates Using Contiguous Counties." *Review of Economics and Statistics*, 92(4): 945–964.
- Eissa, Nada, and Hilary W. Hoynes.** 2004. "Taxes and the labor market participation of married couples: The earned income tax credit." *Journal of Public Economics*, 88(9-10): 1931–1958.
- Eissa, Nada, and Jeffrey B. Liebman.** 1996. "Labor Supply Response to the Earned Income Tax Credit." *The Quarterly Journal of Economics*, 111(2): 605–637.
- Glennon, Britta.** 2020. "How do Restrictions on High-Skilled Immigration Affect Offshoring? Evidence from the H-1B Program." *NBER Working Paper 27538*.
- Meer, Jonathan, and Jeremy West.** 2016. "Effects of the Minimum Wage on Employment Dynamics." *Journal of Human Resources*, 51(2): 500–522.
- Neumark, David, and Peter Shirley.** 2020. "The Long-Run Effects of the Earned Income Tax Credit on Women's Labor Market Outcomes." *Labour Economics*, 101878.
- Neumark, David, and William Wascher.** 1992. "Employment Effects of Minimum and Subminimum Wages: Panel Data on State Minimum Wage Laws." *ILR Review*, 46(1): 55–81.
- Neumark, David, and William Wascher.** 2002. "Do Minimum Wages Fight Poverty?" *Economic Inquiry*, 40(3): 315–333.
- Neumark, David, Ian Burn, and Patrick Button.** 2019. "Is It Harder for Older Workers to Find Jobs? New and Improved Evidence from a Field Experiment." *Journal of Political Economy*, 127(2): 922–970.
- Ruffini, Krista.** 2019. "Do higher wages save consumer lives? Evidence from nursing homes and minimum wage reforms."