

REQUEST FOR APPROVAL TO USE W-DESIGNATION

UNUCC: App# 10/29/13
Senate: App-12/13/13
LSC # 13-92
Action App-10/24/13

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- () Professor Brandon Vick
- () Phone 7-4827 Email bcvick@iup.edu
- () Writing Workshop? (If not at IUP, where? when?) n/a
- () Proposal for one W-course (see instructions below)
- () Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____
- () Phone _____ Email _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) Brandon Vick
- () Phone 7-4827 Email bcvick@iup.edu
- () Course Number/Title Econ 330 Labor Economics
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Brandon Vick

Department Chairperson Aram 10/24/13

College Dean Aram 10/24/13

Director of Liberal Studies John H. Pustyl

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade. (See Summary Chart of Writing Assignments.)
- II. Copy of the course syllabus.
- III. Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Lab Write-ups	5	5	Yes	Yes	20%
Case Studies	4	20-24	Yes	Yes	40%
Totals	9	25-29	NA	NA	60%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
Totals			

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

**ECON 330: Labor Economics (DRAFT)
Writing Summary for Spring 2014**

Perhaps more than any other area of economics, issues concerning work and labor divide experts, policymakers, and interested citizens. Disagreements occur on a number of levels that are difficult to disentangle: 1) ideology, 2) theory, and 3) methodology. The ability to tease out the roots of labor policy differences, to evaluate economic arguments, and to communicate theory and research relating to labor issues will greatly benefit students in many areas of work and life.

The course will consist of two types of writing assignments:

Type 1: Lab Write-ups (20 percent of grade)

Students will apply economic methods, explore labor data, and present findings in five lab assignments. We will meet in computer labs 8-10 times over the course of the semester to expose students to various labor data sources and gain competence using statistical methods to evaluate labor policies and measure labor outcomes. After certain labs, students will be given instructions for finding data, performing a set of empirical calculations, and writing up their results (to be presented to class). Please see Appendix II for a description of such a lab exercise.

- 1) These assignments are intended to increase competence with statistical software (i.e. Excel), statistical methods, and in writing about statistical results. Many of the issues we discuss will be relevant to students' lives (i.e. computing age-earnings profiles for their majors and future occupations).
- 2) These assignments will include the creation of tables and graphs and up to one page of descriptive write-ups.
- 3) There will be five lab assignments, due approximately every other week.
- 4) Students will have the opportunity to revise after switching reports with partner students, who offer suggestions.
- 5) Standards consist of appropriate use of technical terms, adequate descriptions of findings, and clear presentation of tables and graphs. Students will be asked to read excerpts from books on writing about economics and statistical analysis.
- 6) The five assignments will make up 20 percent of the total grade (4 percent each).

Type 2: Case Studies (40 percent of grade)

Case studies consist of four papers (5-6 pages) with topics being related to various topics discussed in class (discrimination, inequality, etc...). The purpose of these papers is to conduct preliminary research into what could later become a comprehensive research paper. Each paper takes the form of a research proposal, which must consist of the following elements:

- A specific research question
- A description of the economic stakeholders and market
- A summary (literature review) of the economic studies concerning the overall topic
- A summary of studies of similar research questions
- A description of the economic model(s) that might be used to explore the question
- A scope for your study (i.e. is it a strict Labor Econ study, or does it explore political and/or other institutional concerns)
- A description of the data that needs to be gathered or used from existing sources (qualitative, quantitative, historical, etc...)
- A summary of the methods that have been used and will be used for the study

Topic selections will proceed through a process of bidding, where students can bid to write on the issues that are most interesting to them (see the Syllabus in Appendix II for details).

- 1) These assignments are intended to increase student ability to create research questions and prepare preliminary research plans. Students will need to understand economic theories so that they can clearly communicate and apply them to specific research areas. Students will also gain experience reading abstracts and results from economic research, interpreting this information, and summarizing it for other audiences. Whether the students become researchers in the future or not, the ability to ask questions, read the span of expert knowledge, and identify strengths and weaknesses in previous research is important. Additionally, the students will be writing on issues that have direct implications on their future careers, such as discrimination, starting a business, or barriers to education.
- 2) These assignments will be 5-6 pages each.
- 3) There will be four case studies, due when the assignment is covered in class. Students will have to plan out which topics they bid on, so as to spread out the workload.
- 4) Students will have the opportunity to revise after switching reports with partner students, who offer suggestions. Students will also have the opportunity to revise after initial submissions through Turnitin.com.
- 5) Standards are expected to be in line with Introduction and Literature Review sections found in current Labor Economic literature. Students will be asked to read excerpts from books on writing about economics and statistical analysis. In addition, students will have a firm grasp of the outline, scope, and requirements for each case study.
- 6) The four assignments will make up 40 percent of the total grade (10 percent each).

APPENDIX I – Course Syllabus and Case Study Outline**ECON 330: Labor Economics (DRAFT)
Spring 2014 Syllabus**

McElhaney Hall 206 MWF
Prerequisites: ECON 121, 122
Dr. Brandon Vick

Department of Economics, Indiana University of Pennsylvania
Office: 202-C McElhaney Hall
Phone: (724) 357-4827
Email: Brandon.vick@iup.edu
Course website: <https://sites.google.com/site/econwithdoctorvick/econ330>
Office hours: MWF 11am to 12pm and MW 3:30 to 4:30pm or by appointment (in person, phone, or Skype)

Note: any email correspondence to me should be through your iup.edu email account. Course information, announcements, and updates will be sent to your iup.edu email accounts.

Course Description

Catalog Description: History, structure, and operation of trade unions and employer organizations; major federal labor legislation; collective bargaining theory; wage determination; current labor problems.

Does the minimum wage help or hurt workers? Does international trade and immigration take away U.S. jobs? Is inequality increasing in the U.S.? Why do women consistently get paid less than men in most countries around the world? People have strong opinions about these issues. Many times these opinions are not informed by what is really going on in the labor market. This class will help you utilize economic tools to better understand the workings of modern labor markets. We will explore theoretical models that allow us to make testable hypotheses about these questions. We will also learn about the data sources and methods that economists use to test their labor market predictions. The first half of the course will provide a broad structure and context to look at labor markets. In the second half, we will look more closely at important economic and policy issues concerning wages, discrimination, immigration, and trade.

Course Objectives

- Develop an understanding of the common theories behind the determination of wages, how these are used to inform policy, and alternative theories;
- Develop a familiarity with current labor data and economic studies; also develop a familiarity with the use of economic research in policy and in communication with the public (i.e. labor economics in the news and in debates);
- Develop the ability to form economic questions, increase familiarity with economic research methods (descriptive statistics and regression methods), and communicate economic ideas in a clear manner;
- Develop an understanding of how labor economics informs important issues related to education, discrimination, and inequality; also develop an understanding of the limits of using economic thinking in these complex issues.

We will use a number of methods to analyze Local PA markets from various (sometimes competing) perspectives and through the lenses of various (sometimes competing) economic stakeholders. In each study, the group will consider: 1) dominant incentives (economic, cultural, political); 2) institutional/historical context; 3) agency of market actors (ability/freedom to make different choices); 4) possible tradeoffs (i.e. agency vs. steady income); 5) potential debates; 6) links to broader philosophies of labor and the economy.

Evaluation and Grading

A number of methods will be used to evaluate your comprehension of readings, lectures, discussions, and current events. I incorporate different types of assignments that require you to make economically-informed judgments and opinions on a number of topics. Also, you will receive feedback for your work in a number of ways. Figure 1 details the grading breakdown based on these items: 1) You will apply economic methods, explore labor data, and present findings in writing in five lab assignments (20%). 2) A number of important labor issues will be discussed, and you will have to clearly communicate economic logic, use empirical methods to bolster your arguments, and express policy prescriptions in 4 papers (5-6 pages each) (40%). 4) Finally, a midterm (20%) and a comprehensive final exam (20%) will test your knowledge of the theoretical and empirical tools we learn in the course.

Scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

Please note that all assignments (labs, papers, etc.) are due at the beginning of class on the date specified for their submission. Anything submitted after that time is late, and late assignments will receive fewer points. Makeup labs or midterm will only be available for an excused absence, which requires you to contact me as soon as you know the absence will occur.

Academic Integrity

Violations of Academic Integrity will not be tolerated. Academic dishonesty (plagiarism, falsification of information, cutting and pasting from web-based resources without acknowledgement, etc.) is a serious violation and will result in consequences that affect grades and/or may result in disciplinary charges. Please see the [Academic Integrity at IUP website](#) for explanations of the full list and possible consequences of these actions.

Homework and project deliverables will consist of original writing to describe results and to argue policy prescriptions. Plagiarism is defined as "copying another's work or portions thereof and/or using ideas or concepts of another and presenting them as one's own without giving proper credit." Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Case Studies and Student Bidding: Case studies consist of four papers (5-6 pages) with topics being related to the cases below. The purpose of these papers is to conduct preliminary research into what would be a detailed analysis of the economic lives of people involved in these cases. Topic selections will proceed as follows:

- (1) You will be given an equal budget for the course – say 100 Pesos
- (2) As part of the discussion of each case, the group will create a list of the most important issues concerning the case (i.e. we may find that the most important issues concerning Community Agriculture are 1-Sustainability and 2-Transportation Costs, etc...)
- (3) If you are interested in the particular case or issue, you can bid on the issue to discuss for your paper, considering both that there will be around 6-7 cases and you must complete 4 papers:
 - a. You cannot bid on or skip three cases in a row (no front- or back- loading cases)
 - b. You must save Pesos to bid on later case-issues (1 Peso minimum)
- (4) The highest bidder will write on the issue;
- (5) The paper will be due 2 weeks after the issue is discussed in class

Each paper takes the form of a research proposal. I am available to help you work through issues with your specific proposal. These will need to consist of the following elements:

- A specific research question that you seek to answer and why anyone should care
- A description of the economic stakeholders and market related to your question
- A summary (literature review) of the economic studies concerning the overall topic
- A summary of studies of similar research questions
- A description of the economic model(s) that might be used to explore your question
- A scope for your study (i.e. is it a strict Labor Econ study, or will you explore political and/or other institutional concerns
- A description of the data you propose gathering or using from existing sources (qualitative, quantitative, historical, etc...)
- A summary of the methods that have been used and will be used for your study

Course Outline

Part I. Course Background and Preliminaries

- a. Introduce: Theory and Realities of Labor Markets
 - i. Labor market participation; unemployment; Theories of Supply, Demand and Wages
- b. The role of education and human capital
- c. The role of wages and earnings. What are they?
 - i. <http://www.tandfonline.com/doi/abs/10.1080/13545700110064337>
- d. The use of labor data
- e. Methods for evaluating labor policy and measuring labor outcomes

Part II. Studies of Work, Agency, and Livelihood (ONLY 6-7 OF THESE WILL BE PRESENTED)

1. Choosing or Settling for a Career
 - a. Discussion: Gender differences in education and occupations;

- b. Discussion: Age-earnings Profiles for College and Grad School
 - c. Constraints to and preferences for certain jobs; Relation to earnings differentials
 - i. Worldwide factors of earnings inequality: <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0..menuPK:7778074~pagePK:7778278~piPK:7778320~theSitePK:7778063~contentMDK:22851055.00.html>
 - ii. Experimental Evidence of Differences in Gender Preferences: <http://dx.doi.org/10.1257/jel.47.2.448>
 - iii. Little Difference in Performance: <http://psycnet.apa.org/journals/bul/136/6/1123/>
 - iv. Gender/Culture Factors relating to Math Performance: <http://www.pnas.org/content/106/22/8801.short>
2. Workplace Conditions
 - a. Discussion: Compensating Differentials, Measuring Conditions
 - i. Do Immigrants Take Riskier Jobs: <http://link.springer.com/article/10.1353%2Fdem.0.0064?LI=true>
 - ii. NBA Players: <http://jse.sagepub.com/content/11/5/475.short>
 - iii. Sweatshops are an Improvement? <http://www.palgrave-journals.com/ces/journal/vaop/ncurrent/abs/ces201238a.html>
 3. Barriers to Work
 - a. Discussion: Multidimensional poverty, mental health and homelessness, qualitative-quantitative methods of measurement
 - i. Local Studies on Homelessness and Veterans
 - ii. Local Studies on mental health and labor
 - b. Work and Workplace Inclusion
 - i. <http://recovery.fmh.org/index.php?id=340>
 - c. Gender roles in the household, violence
 - i. Violence in Montenegro
 4. Immigration: Moving to New Opportunities
 - a. Discussion: Labor Supply, Immigration and Job Opportunities
 - b. Discrimination, Family work roles
 - c. <http://europepmc.org/abstract/MED/12873080/reload=0;jsessionid=LmlCvDaNj1fghK4iAuah.8>
 5. Labor-Product Market Links (1): Farmers Markets in Indiana, PA
 - a. Discussion: Supply & Demand in Local Context
 - b. Sustainability Debate: "Buying local vs. Efficiency"
 - c. <http://on.aol.com/video/heartly-roots-community-farm-517506955>
 6. Labor-Product Market Links (2): Does My Demand for High-quality Coffee Relate to High-quality Jobs in Uganda?
 - a. Livelihood initiatives in India – BASIX
 - b. Coffee case in Uganda --- USAid and moving from low-q to high-q production
 - c. http://www.observer.ug/index.php?option=com_content&view=article&id=22457:usaid-roots-for-quality-coffee&catid=38:business&Itemid=68
 - d. <http://investor.starbucks.com/phoenix.zhtml?c=99518&p=irol-newsArticle&ID=619086&highlight=>
 7. Pittsburgh Federal Credit Union and Entrepreneurship
 - a. Discussion: Microbanking, Links to Entrepreneurship, Saving Behavior
 - b. Importance of Information, Risk, and Access to Finance
 - c. <http://brooklynneagle.com/articles/brooklyn-sees-rapid-growth-credit-unions>
 8. Wal-Mart: Job Ladder or Job Trap?
 - a. Discussion: Monopsony Markets (products and labor), Discrimination
 - b. Weighing Low-prices vs. Low-wages
 - c. <http://faculty.smu.edu/millimet/classes/eco6352/papers/basker.pdf>
 - d. http://www.evctahmincioglu.com/web/blog/wp-content/uploads/2006/10/6fa282cf-0f41-475d-9f39-f10dbb75dde7_walmart.pdf
 9. Upward Mobility or Growing Inequality

- a. The Debate: Is inequality growing or does economic mobility still exist?
- b. Growing Inequality: Video of Inequality Data, based on wealth differences from survey data.
- c. Substantial Mobility: Video of Mobility, based on income, based on Census and PSID data.
 - i. Burkhauser, Larrimore, and Simon Study Showing Large Growth of Median Income
- d. Mixed Results: Videos by Fed Bank Researchers showing mobility for some but not others

APPENDIX II – Lab Assignment Example**ECON 330-002 Labor Homework, Prof Vick
Due First of Class Wednesday 10/16; Be prepared to Discuss**

**All deliverables must be handed in together in the order listed below.
Your answers must be stapled together as one packet.**

1. **Calculate the NPV for your Major.**
 - a. Go to the website: <http://www.payscale.com/college-salary-report-2013/majors-that-pay-you-back>
 - b. Find your major in the list. You get two salary numbers:
 - i. Starting salary: What the median worker makes with 2 years of experience.
 - ii. Mid-Career Salary: What the median worker makes at 42 years old and has 15 years of experience.
 - c. Type these into the Orange Section of the Excel Spreadsheet. The Brown Section of the Spreadsheet should populate with Salary estimates for the first 20 years after college.
 - d. Median HS graduate earnings are in the spreadsheet. The figure of \$71,946 is an estimate of how much you would of made if you spent your 4 years of college working. This goes into the PV of Costs. **MAKE A NOTE TO ME IF YOU CHANGE THESE ESTIMATES... IF YOU HAD THE OPPORTUNITY FOR A HIGHER PAYING JOB.**
 - e. In the Orange Part, you need to enter your estimated out-of-pocket costs of school. This could be tuition, books, fees, materials, and additional pay for housing/food than you would of spent had you worked instead of going to school. Put the total for all 4 years into the TOTAL OUT-OF-POCKET cell.
 - f. Go to the following website: <http://www.finaid.org/calculators/loanpayments.phtml>. Calculate the monthly loan repayment you expect to have. Assume you will repay in 10 years. Enter the monthly amount in the Orange Section of the spreadsheet.
 - g. Populate the Cells for Possible Benefits. This is the higher salary you get from College, compared to high school.
 - h. Populate the Cells for PV of Benefits. These adjust for the discount rate and the rate of inflation.
 - i. **This is your deliverable: Answer whether your age-earnings profile looks good. Did you make the right choice going to college? You should include the table and a discussion of the following:**
 - i. If you are on the Median earnings track, what year does the PV of benefits become larger than the PV of TOTAL Costs? State the year, the PV of Benefits that year, and the PV of total Costs.
 - ii. How much does effort/ability play in your earnings for the next 20 years? State the difference in the PV of benefits between High- and Low-Effort Tracks. (Low Effort Salaries are calculated as 25% below the median; High Effort as 20% above the median.)
 - iii. What happens to the NPV if the Discount Rate varies:
 1. Read the following article: <http://grist.org/article/discount-rates-a-boring-thing-you-should-know-about-with-otters/>. In your own words why should you use a higher discount rate to analyze future benefits? Why should you use a lower discount rate?
 - iv. Type your name in the Name Cell. Print off the completed sheet on 1 Landscape Page. Print settings should be set up.
 - v. Click on the Chart1 Sheet and Print it off.
2. **You are interviewing for the same position in four different areas. Find information on the wage you should expect to make.**
 - a. Go to the website <http://bls.gov/>
 - b. Click "Databases and Tools"
 - c. Find the area for "Employment and Wages from Occupational Employment Statistics (OES survey)" and click Multi-Screen Search
 - d. Select One Occupation for Multiple Locations
 - e. Select the Occupation that most fits what you plan to seek
 - f. Select "Metropolitan or Nonmetropolitan Area"
 - g. **NOTE: IF A LIST OF AREAS DOES NOT APPEAR, YOU MUST SELECT A DIFFERENT OCCUPATION**
 - h. Choose 4 Areas that you would most want to work in (hold the control key to select multiple areas)

- i. Take the latest release date and “All data types”. Choose Excel Format.
- j. **This is your 2nd deliverable: Write a short paragraph that includes the following:**
 - i. Create a table with the 4 areas in rows on the left. I want only the columns for ANNUAL 10th, 25th, Median, 75th, and 90th, percentile wage. Highlight with Bold Lettering your preferred location.
 - ii. Which area would give you the highest starting wage (10th percentile)?
 - iii. Which area would give you the highest opportunities for wage growth $[(90^{\text{th}} - 10^{\text{th}}) / 10^{\text{th}}]$?
 - iv. Do the actual wages for your occupation in this table match up with the expected wages from your major, in the age-earnings profile (i.e. are they too high or too low)?
 1. For your preferred location, when during your lifetime should you achieve the median occupation wage?
 2. Which effort level do you have to be on to achieve the 90th percentile of your occupation?