This course is designed to familiarize students with a variety of theories about how labor markets work, including mainly neoclassical and political economy models. The course objective is to provide students with the ability to read most of the literature in the field with a critical eye.

Requirements
1) Preparation (20%)
2) Presentations (20%)
3) Updating project (10%)
4) Quizzes (40%)

Course Task Information:
1) Students will receive preparation grades each day at the end of class after the first day of class (3 pts. for being present, 6 pts. for meaningful contributions). Preparation means understanding the readings and contributing to the discussions. There are at least four ways to contribute to discussions: a) find an important point in the reading, b) find a confusing issue that the author does not explain well, c) find some issue where the author contradicts other readings, or d) relate the reading to either Neoclassical or Political Economy models. Students can miss up to one class period without penalty.

2) Presentations will last around 15 minutes and involve covering a) one reading that will be assigned to the rest of the class, and b) one that will not be assigned to the rest of the class. Students are expected to email notes in Powerpoint or Word to me a week in advance of each presentation (I will make these available on the web syllabus, and we are in a classroom with electronic access). Articles for presentations should use an economic perspective and be taken from refereed journals available electronically from the PSU library (a partial list is provided at the end of this syllabus), should be published between 2001 and 2009, should either directly concern the U.S. or include the U.S. in a comparative perspective and should cover at least one of the following topics a) wealth or income inequality and race and/or gender, b) work-family conflict and race and/or gender, or c) public policies to address wealth or income inequality or work-family conflict. All articles should be cleared with me, and you should either bring a list of possible articles to class on Mar 2, or email them to me before that date.

3) The text, *Unlevel Playing Fields*, is out-of-date, so each student will be assigned one or more likely two tables or figures from Chapter 2, and will update the information and email it to me prior to class on February 23. We will cover the updated information in class that day. Note that you will not be asked to create graphs or charts; instead you will provide a table or tables in Word or Excel with the updated numbers included, along with a full reference to the appropriate citation.
4) Starting on February 2, there will be eight in-class quizzes (dates with *'s below). Each quiz will be in two parts. First, at the beginning of the class period, students will be asked to provide the definitions to five terms related to the day's reading. Second, at the end of each class period, students will be given four short-answer questions covering class material up to that point. You will have one-half hour to prepare your answers, either individually or in groups of 2-3. Each student will then take this portion of the quiz individually and without notes. If your hand-writing is not clear, please practice printing for the quizzes. Students can miss one quiz (only) without penalty.

Access to Readings:
Copies of the 2nd edition of *Unlevel Playing Fields* should be available from amazon.com or barnesandnoble.com. Except where noted, all other articles are available on-line from this syllabus or the PSU library at [http://www.libraries.psu.edu/](http://www.libraries.psu.edu/) "TBD" is for papers that are not available on-line; a copy will be distributed the first day of class.

Course grade:
Final grades will be scored out of 100 possible points using the scale A 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 70-76, D 60-69, F 59 or below.

Academic dishonesty:
Students are expected to uphold the highest standards of academic integrity. University Faculty Senate Policy 49-20 concerning Academic Dishonesty states: “Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.” *Any instance of academic dishonesty will result in penalties, which may include failure of the course and possible dismissal from the university.*

If any student has a special need for accommodation, please let me know on the first day of class.

**Reading List and Schedule**

*Jan 12 - Introduction of class, terminology, syllabus: Unlevel Playing Fields (UPF), Ch. 1*

*Jan 26 - Labor Markets by the Numbers: UPF, Ch. 2*

*Feb 2 - Neoclassical Models of Labor Markets*: UPF, Ch.s 3, 4 [Notes3&4]

*Feb 9 - Political Economy Models of Labor Markets*: UPF, Ch.s 6, 7 [Notes6, Notes7]

*Feb 16 - Applications*


Feb 23 - Redoing the numbers, *UPF Ch. 2 updates*, and Labor Laws*


U.S. Department of Labor, *Complainice with the Family and Medical Leave Act*, 2008


Mar 2 - Working time, Part-time*


Mar 16 - Working time, Full-time and Long Hours*


Mar 23 - Discrimination*

*UPF, Ch.s 5, 8, notes, notes

Mar 30 - Special Topics*


*Apr 6/13* - Student presentations with class readings

*Apr 20/27* - Student presentations without class readings