

Economics 3100 – Syllabus  
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M/W 1.25 pm – 2.45 pm.  
 BEH S 106  
 Office Hrs – Only by previous App.

**Labor Economics** - Fulfills Quantitative Intensive behavioral science. Labor-market economics, wage theory, labor mobility, human-resource development, unionism, collective bargaining, employment, and public policy.

**Text** - Labor Economics: Introduction to Classic and the New Labor Economics, Deek Laing, 2011. W.W. Norton & Company (ISBN# 9780393979527)

**Objective** - To provide students the necessary tools for a better understanding of labor economics. The composition of labor markets, demand and supply of labor, the determination of wages, influential factors (theory of human capital), the role of unions and government, unemployment and the effects of crises.

<b>Course Proposed Schedule</b>			
<b>Date</b>	<b>Chapter</b>	<b>Reading</b>	<b>Problems</b>
<b>Aug 21<sup>st</sup> – 23<sup>rd</sup></b>	<u>Introduction</u> : Labor Market, Supply and Demand Framework, Elements of Analysis – Microeconomics. <u>The US Labor Market</u> : Populations, Labor Cost, Empirical Aspects of the US Labor Market	Ch. 1/2	1-P6 2-P2,P6
<b>Aug 28<sup>th</sup> – 30<sup>th</sup></b>	<u>Demand and Supply for Labor</u> : Models, Constraints, Perfect Competition and Monopoly power, Monopsony, Determinations, Properties, Empirical Evidences.	Ch. 3/4	3-P2 4-P2
<b>Sep 4<sup>th</sup></b>	<b>LABOR DAY</b>		
<b>Sep 6<sup>th</sup> – 13<sup>th</sup></b>	<u>Human Capital</u> : Investment, Return to Investment. <u>On-the-Job Training</u> : Theory and Models.	Ch. 5/6	5-P4 6-P6
<b>Sep 18<sup>th</sup> – 20<sup>th</sup></b>	<u>Competitive Equilibrium</u> : Equilibrium and Wage Differentials <u>Minimum Wage</u> : From perfect Competition to Monopsony, Inequality and Education, Empirical Evidences.	Ch. 7/8	7-P1/P2 8-P1/P2
<b>Sep 25<sup>th</sup></b>	<b>1<sup>ST</sup> MIDTERM – In Class</b>		
<b>Sep 27<sup>th</sup> – Oct 4<sup>th</sup></b>	<u>The War on Poverty</u> : The Battlefield and Welfare Reforms. Death and Injury in the U.S. <u>Workplace</u> : Hedonic Analysis, OSHA, and Workers Comp.	Ch. 9/10	9-P2 10-P4
<b>Oct 9<sup>th</sup></b>	<b>FALL BREAK</b>		
<b>Oct 16<sup>nd</sup> – 18<sup>th</sup></b>	<u>Discrimination Theory</u> : Employer, Coworker, and Consumer Discrimination, Theory, Measuring Discrimination – Race and Gender, Policy.	Ch. 11/12	11-P2 12-P2/P6

<b>Oct 23<sup>rd</sup> – 30<sup>th</sup></b>	<u>Employment Relations</u> : Incentives, Tasks, Technologies and Organizational Designs, Careers, Executive Pay.	Ch. 14-17	14-P8 16-P4/P6
<b>Nov 1<sup>st</sup> – 8<sup>th</sup></b>	<u>Unions</u> : Institutional Background and Economic Impact.	Ch. 18	18-P2/P3
<b>Nov. 13<sup>th</sup></b>	<b>2<sup>nd</sup> MIDTERM – In class</b>		
<b>Nov. 20<sup>th</sup> – 29<sup>th</sup></b>	<u>Wage Structure</u> : Distribution of Earnings, Earning Inequality, Institutional Factors and the SDI Framework <u>Labor Mobility</u> : Migration, Immigration and Outsourcing, Labor-Market Effects	Ch. 19/20/21	19-P2/P4 20-P1/P2 21-P6
<b>Dec. 4<sup>th</sup> – 6<sup>th</sup></b>	<u>Frictions</u> : Contractual and Market Frictions, Unemployment, Job Search and Accessions: Model, Wage Determination, and Reservation Wage.	Ch. 22/23	23-P2
<b>Dec 11<sup>th</sup></b>	<b>FINAL – In class</b>		

### Grading:

- Participation/Attendance                      10%                                      10% of grade
- 2 Midterm Evaluations                      15%/each                                      30% of grade
- Discussions                                      4%/each                                      20% of grade
- Chapters Summary                              5%/each                                      25% of grade
- Final Test                                      25%                                      25% of grade

110%

A	90% - 100%	D	60% - 69%
B	80% - 89%	E	50% - 59%
C	70% - 79%	F	0% - 49%

### General Policies:

#### **1. In regard to *Canvas*.**

The student is responsible to follow all type of information regarding the course and provided by the instructor in Canvas. All assignments, quizzes, syllabus, discussions, handouts, literature, grades, etc; related to the course will be posted in the corresponding file.

#### **2. In regard to *incomplete assignments and examinations*.**

Without a previous reasonable explanation directed to the instructor, an incomplete assignment will be graded with 0%. Students will have a week to complete each assignment for the class. Unless previous notice by the instructor, the dates for the two midterms and the final scheduled above are unchangeable and will be taken at the time and place of the regular class scheduled.

**3. In regard to *Unscholastic Behavior*.**

Unscholastic behavior includes any form of plagiarism, excessive absences, and disruptive behavior and it may lead to expulsion from and failure of the class. The instructor will specify group assignments.

**4. In regard to *Students with Disabilities*.**

Equal access is provided to Students with disabilities. A previous notice is needed to be given to the instructor and to the Center for Disability Services, <http://disability.utah.edu> - 162 Olpin Union Bldg., (801) 581-5020 – in order to make arrangements for accommodations.

**Expectations:**

**You can expect me to:**

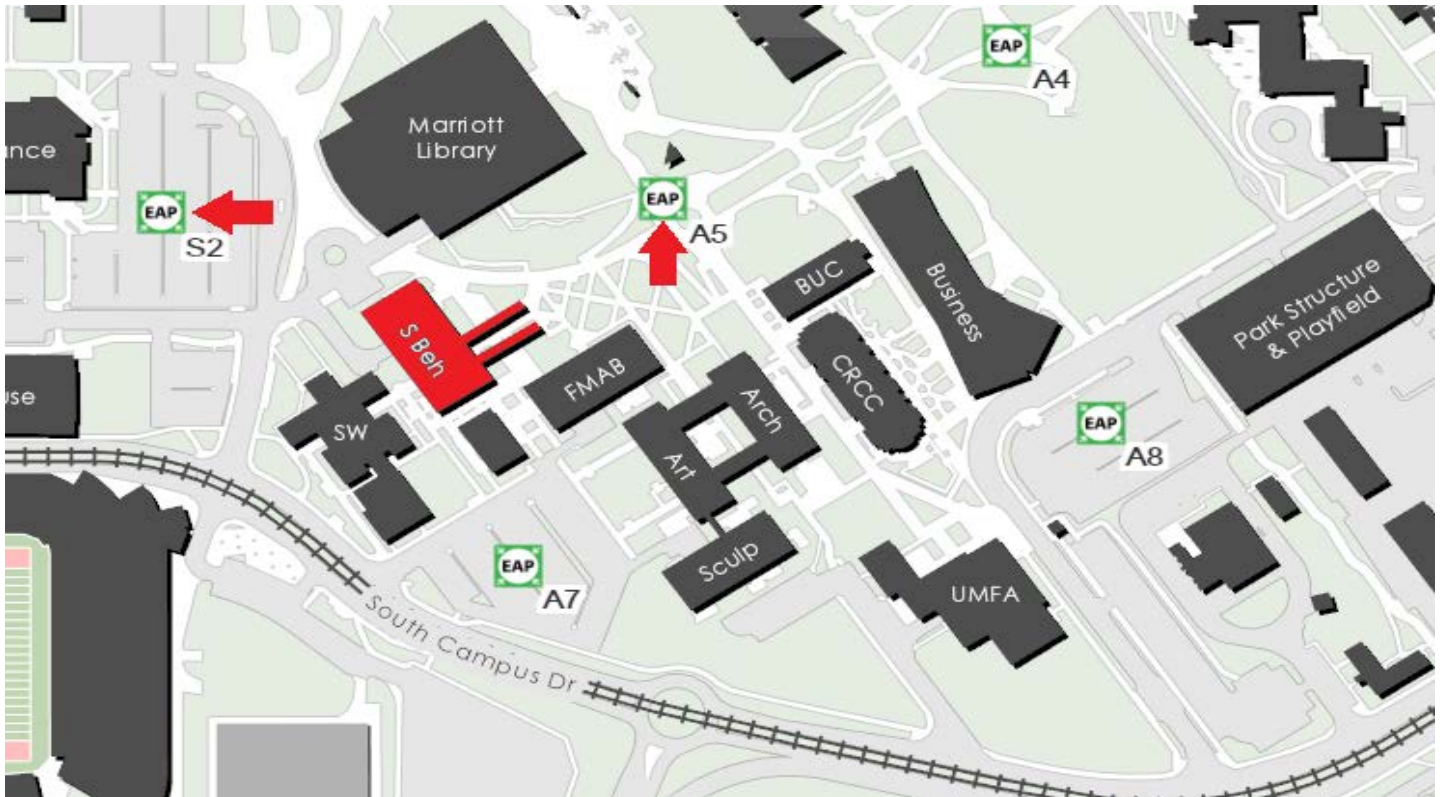
- Respect to students and other participants.
- One week - for grading and providing feedback on submitted assignments.
- 24 hours – return emails or calls.
- Updated canvas regularly with necessary information to facilitate communication.
- Follow proposed scheduled.
- Be available to meet with students.
- 2 weeks to post final grades after the last day of class.

**I expect you to:**

- Communicate using canvas regularly and in case of any emergency.
- Complete reading and submit homework on time.
- Take mid-term and final evaluation on the days and time scheduled.
- Read the syllabus and ask questions for full understanding and/or clarification
- Come to class on time and prepared for discussions.
- Learn about and abide by the University of Utah's academic honesty policy. Cheating, plagiarism and furnishing false or misleading information to any faculty or staff member.
- Ask question for clarifications.
- Show always respect to others in and out of the classroom. In the classroom, the use of technology should be limited to emergencies. It is required to provide all our attention to speakers.
- Additional readings will be provided through canvas. Students are responsible to access and read these articles that provide more elements for class interaction.

The present Syllabus is subject to changes. Students will be notified if any change is decided during the first session of the present semester.

# CSBS EMERGENCY ACTION PLAN



## BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



## CAMPUS RESOURCES

**U Heads Up App:** There's an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://alert.utah.edu/headsup) to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.