

electronic) of the papers we are discussing with you to class. In addition, please prepare a 1-page summary of each paper and bring it with you to class on the day that we discuss the paper. Your summary should include the following: the main research question, the data used in the analysis, the primary methodology including the identification strategy/central comparison, and any major limitations that you see in the paper. Part of this grade will come from successfully turning in a summary for each paper. The other portion will come from a careful review of a random sample of your summaries.

will be assigned twice during the semester as I find appropriate articles. I anticipate assigning at least one paper from our seminar series. You will be required to write a brief summary of the paper's methods and conclusions, followed by an analysis of the paper's strengths and weaknesses. You will receive specific instructions when I have selected the papers.

will occur at various times throughout the semester. You are encouraged to work in groups of two students, although you may work alone if there are enough papers to do so. You will present one of the papers from the reading list marked with *** for approximately 45 minutes. In the first 25-30 minutes, you will present the research as if it were your own, detailing the motivation, methodology, and results of the paper. In the remaining time, you will critique the paper and provide suggestions for how the paper could have been improved.

: The goal of this course is to train you to be able to perform original research in Labor Economics. Two of the most difficult skills to acquire are 1) Coming up with original research ideas and 2) Knowing when to stop working on an idea. In order to help you hone these skills, you will select an original research idea, and attempt to "kill it". It may help to imagine that there is a deadline for a conference approaching and that you are trying to decide whether to submit an abstract and to commit to working on the project in earnest for the next several months. A successful project will accomplish the following things: motivate an original research question, identify and acquire data, formulate an identification strategy, and perform initial analysis to determine whether the project deserves continued work. In the best-case scenario, your idea will survive this initial testing, and you will continue to work on it beyond this course. However, you will not be graded on whether your idea "works". Instead, you will be graded on how well you have determined whether it is worth continuing to work on. nn lfix6 TDtno

with three or more exams on the same day the right to reschedule exams following the first two.¹ Any student wishing to invoke this right should notify me as soon as possible and no later than February 28.

will be a weighted average of each of the components listed above. Prior to averaging, I will assign letter grades to each component based on the scores a good student at this level could reasonably be expected to attain.

You are strongly encouraged to attend the seminar series, especially when the speaker presents on an applied micro topic. Learning to conduct and present original research is a key to your success in the discipline. These seminars are an excellent resource for you in that endeavor.

Referee Reports and the Research Proposal will be due by 5:00 PM on their due dates. Following a 5-minute grace period, I will deduct 25 percent from each assignment for each day it is late. Paper summaries turned in after the class period in which the paper is discussed will receive no credit. Other assignments submitted more than 2 days after the due date will receive no credit.

If you miss the midterm or the final exam you will receive no credit unless you provide documentation of a medical or family emergency. In the case of a legitimate emergency, the missed quiz or exam will be given no weight in the calculation of the final grade and other assignments will be reweighted accordingly. There will be no make-up exams. If you foresee any conflict that will prevent you from taking an exam, please let me know as soon as possible and at least two weeks beforehand.

¹ http://www.colorado.edu/policies/final_exam.html

Topic	Tentative Dates
Introduction, First Paper	1/10, 1/12
MLK Day – NO CLASS	1/17
Theory of Labor Demand	1/19, 1/24
Immigration and Migration	
Labor Demand Application: Immigration and Native Wages – Competing Estimates	1/26, 1/31, 2/2
Individual Migration Decision – Roy Model and Applications	2/7, 2/9, 2/14
The Minimum Wage	
Models of the Minimum Wage	2/16
Empirical Analysis of the Minimum Wage	2/21, 2/23, 2/28
MIDTERM EXAM	3/2
Discrimination	
Models of Discrimination	3/7, 3/9
Blinder-Oaxaca and its limitations	3/14, 3/16
Spring Break – NO CLASS	3/21, 3/23
Other Empirical Estimates of Discrimination	3/28, 3/30, 4/4
Unions	
What do Unions Do?	4/6
Union Formation and Firm Survival	4/11
Unionization and Inequality	4/13
Pay Structure and Worker Performance (Incentives)	
Theoretical Overview	4/18
Evaluation of Piece Rates and Bonuses	4/20, 4/25
Wrap-Up	4/27
FINAL EXAM	4/30 7:30-10:00 PM

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please inform me no later than two weeks prior to any conflict you foresee, sooner if possible, so that we can find an alternative arrangement for you to complete the requirements of the course. See full details at http://www.colorado.edu/policies/fac_relig.html

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). O ttarludi550. Infor-1.cdicy mays .meuj-36n suedu/odh

The reading list is subject to revision prior to the start of each main topic, but these are the papers I currently plan to cover. Readings in bold will be discussed in class. Other readings are additional information for the interested student. Papers with *** after them will be presented by students as part of the assigned presentations.

- Introduction and First Paper
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- 2. Theory of Labor Demand
 - a.
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- 3. Labor Demand Application: Wage Effects of Immigration – Competing Estimates
 - Altonji, J. & Card, D. in Abowd, J. & Freeman, R. (ed.)
The Effect of Immigration on the Labor Market Outcomes of Less-Skilled Natives, *Immigration, Trade, and the Labor Market*, University of Chicago Press, , 201-234
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 - Card, D. & DiNardo, J., Do Immigrant Inflows Lead to Native Outflows?
The American Economic Review, , 90, 360-367
- 4. The Individual Migration Decision – Roy Model
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 - Roy, A., Some Thoughts on the Distribution of Earnings
Oxford Economic Papers, , 3, 135-46
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- 5. Labor Demand Application - Minimum Wage
 - a. Models of the Minimum Wage

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b. Empirical Implications of the Minimum Wage

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6. Discrimination

c. Models of Discrimination

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- Becker, G. The Economics of Discrimination *University Of Chicago Press*,
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d. Blinder-Oaxaca and its Limitations

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- Altonji, J. & Blank, R., Race and Gender in the Labor Market
Handbook of Labor Economics, 3, 3143-3259
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e. Modern Empirical Tests of Discrimination

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- Hellerstein, J.; Neumark, D. & Troske, K. Wages, Productivity, and Worker Characteristics: Evidence from Plant-Level Production Functions and Wage Equations *Journal of Labor Economics*, 1999, 17, 409-446

