Course Syllabus

Course Number:	ECON 6331
Course Title:	Graduate Labor Economics I
Course Term:	Fall 2024 (8-week course)
Meetings Days, Times & Location:	Mon and Tues 7:00 – 9:45 PM CT in GR 3.606

Professor's Contact Information

Professor:	Dr. Camila Morales
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Online Office Hours:	Mondays 4:30 PM – 6:00 PM CT on MS Teams (link)

General Course Information

Course Pre-requisites, Co-requisites, and Other Restrictions

Students should have a thorough understanding of microeconomic theory, statistics, and econometrics. This course requires students to be able to read and understand empirical papers in labor economics. Many of these papers make use of advanced econometric and quasi-experimental methods. Moreover, some lectures will rely on concepts taught in the PhD-level microeconomic theory course. Therefore, if you lack this background, it may be difficult for you to do well in this course. It is your responsibility to fill in the knowledge gaps in order to keep up with the material.

Course Description

This course is the first in a two-course sequence in labor economics. It covers a variety of topics relevant to contemporary labor economic research, including both theory and empirical analyses. The course will rely heavily on academic journal articles. Learning will be achieved through careful reading and discussion of academic research, coupled with student presentations and critical assessment of scholarly work. The purpose of this course is to provide a foundation that will allow students to produce original research in the field of Labor Economics.

Learning Outcomes and Objectives

Upon completing the course, students should:

1. Demonstrate a thorough understanding of the foundational and contemporary literature in labor economics.

2. Critically evaluate research papers in labor economics, provide feedback, and identify concrete gaps in the current literature.
3. Replicate and interpret results from seminal papers in labor economics.

Suggested Reference Textbooks

Class readings will include academic journal articles, excerpts from handbooks/textbooks, and other documents. PDF files will be made available via eLearning. If a link suffices, it will be included in the course outline. Note that some links will require you to access restricted content using your UTD login information.

The books listed below are for your own reference. I will use these to guide the structure of the topics and present some of the theoretical models, but you are not required to buy them. I may draw excerpts from some of these books, which will be available via eLearning.

1. Pierre Cahuc, Stephané Carcillo, and André Zylberberg, Labor Economics, 2nd Edition, MIT Press, 2014.

2. George Borjas, Labor Economics, 8th Edition, McGraw Hill, 2020.

3. Joshua Angrist, and Jon-Steffen Pischke, Mostly Harmless Econometrics, Princeton University Press, 2009.

4. William H. Greene, Econometric Analysis, 7th Edition, Pearson, 2012.

Important articles in labor economics are published in leading general interest and labor journals. Leading labor journals are the *Journal of Labor Economics*, *Journal of Human Resources*, and *Industrial and Labor Relations Review*. Additional labor journals include *Industrial Relations*, *Journal of Labor Research*, *Labour Economics*, and *Research in Labor Economics*. A valuable collection of survey articles is contained in the seven-volume *Handbook of Labor Economics* (Vols. 1, 2 in 1986; Vols. 3A, 3B, 3C in 1999; Vols. 4A, 4B in 2011). The *Journal of Economic Perspectives* provides readily accessible articles in all areas of economics, including labor. We will read several articles from these leading journals.

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience (e.g., lecture slides). These materials may be downloaded during the course; however, these materials are for registered students' use only. *Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation*. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Technical Requirements

Access to Stata is required for this class. You have the option to purchase a 6-month student license, or access the software through an EPPS computer lab.

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the eLearning website. Please see the course access and navigation section of the Getting Started with eLearning webpage for more information. To become familiar with the eLearning tool, please see the Student eLearning Tutorials webpage. UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The eLearning Support Center includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Office Hours

Office hours will be held on MS Teams every Monday from 4:30 to 6:00 PM. To reserve an appointment, please email the instructor no later than 3 PM on the Monday you would like to meet. You can book up to two 15-min slots at a time to allow multiple students to attend office hours on the same day. If none of the days and times work for you, please email the instructor and request a meeting outside the normal office hours.

Course Assignments

** All assignments are expected to be generative AI free. Whenever possible, AI detection tools such as Turnitin, which is integrated into eLearning, will be used to check for compliance.*

Problem Sets (All)

There will be **two** problem sets each consisting of empirical and theoretical exercises. See the course outline for specific due dates. More details will be made available in the "Problem Sets" folder under the "Assignments" content area in eLearning. You will require access to STATA to complete the problem sets. Please see the section "Technical Requirements" for information on how to access the software through the EPPS computer labs.

Paper Presentation (PhD students)

Each PhD student will prepare and lead a 45-minute presentation of **one** of the required readings in the course schedule indicated by ***. Students will sign up for a paper on the first day of class.

Presentations should include discussions of the importance of the research question, contribution to the literature, methodology and main results. Students are also expected to be prepared to answer questions during and after the presentation.

Please refer to the "Presentation" folder under the "Assignments" content area in eLearning for more detailed guidelines, expectations, and other useful resources.

Referee Report (PhD students)

PhD students are responsible for submitting **one** 2–3-page referee report of a paper of their choosing. This **must** be a working paper on a labor topic (broadly defined), preferably a Job Market Paper by a recent PhD graduate or candidate. Referee reports typically include a brief summary of the paper and its contribution, and a series of bullet points describing 3-4 major areas in which the paper can improve, often including suggestions on how to approach the feedback. Additional minor suggestions are also in the report. Please refer to the "Referee Report" folder under the "Assignments" content area in eLearning for more detailed guidelines, deadlines, and other useful resources.

Paper Summaries (MA students)

Each Master's student will prepare and submit 3-4 page summaries of **two** of the papers in the *suggested* reading list of the syllabus indicated by **. Students will sign up for papers on the first day of class. Summaries are due within 24 hours from the day corresponding to the reading.

Each summary should include a discussion of the importance of the research question, contribution to the literature, methodology and main results. Students are also expected to write a concluding paragraph outlining further questions/scholarly inquiry motivated by the findings of the paper.

Please refer to the "Paper Summaries" folder under the "Assignments" content area in eLearning for more detailed guidelines and other useful resources.

Research Proposal (PhD students)

Each PhD student will be required to submit **one** 10-12-page research proposal on a topic of interest in labor economics (broadly defined) that addresses an important gap in the literature. The research proposal must include the following sections: 1) introduction/motivation, 2) review of the literature and contributions, 3) empirical approach, 4) summary of data necessary to conduct the analysis, 5) concluding remarks.

Students are NOT expected to carry out the analysis, rather the project intends to guide students through the process of finding a relevant research question, choosing an appropriate empirical approach to answer the question, and identifying relevant data.

Please refer to the "Research Proposal" folder under the "Assignments" content area in eLearning for more details.

Literature Review (MA students)

Each Master's student will be required to submit **one** 10-12-page literature review on a topic of interest in labor economics (broadly defined). The topic must be broad in nature so as to encompass multiple subfields of labor economics. For example, the topic of *peer effects in academic settings* can be studied through the lens of students (achievement, sex, race, immigrant peer effects in K-12 and higher education, etc.) and teachers (effective teachers, same-race matching, etc.).

The literature review must include the following sections: 1) introduction/relevance of the topic, 2) review of the *canonical* literature, 3) review of the research frontier, 4) discussion of gaps in the literature, 5) concluding section.

Please refer to the "Literature Review" folder under the "Assignments" content area in eLearning for more details.

Class Participation/Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. A portion of the grade in the course is directly tied to class participation as measured by participation in the guided conversation / Q&A after each student presentation, and during lectures. See above for more details.

Successful class participation is defined as consistently adhering to University requirements, as presented in the syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Recordings

Unless the AccessAbility Resource Center has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Grading and Course Policies

PhD Students

Item	Points
Class Participation	5
Problem Sets (2)	30
Presentation	20
Referee Report	10
Research Proposal	35

MA Students

Item	Points
Class Participation	5
Problem Sets (2)	30
Paper Summaries (2)	30
Literature Review	35

A: 100-90 B: 89-80 C: 79-70 D: 69-65 F: 65 or below. Pluses and Minuses will be distributed at the instructor's discretion.

Late Work

Consider that you may experience technical difficulties and/or personal circumstances that may prevent you from attending class on a given day. Give yourself ample time to complete and turn in all required assignments. To accommodate potential day-to-day circumstances, *some* of the deadlines are defined over a date range rather than a particular day. Assignments submitted late will be penalized by deducting 20% of the grade for every day past the deadline.

Academic Integrity

The faculty expects from its students a high-level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.
See https://www.utdallas.edu/conduct/integrity/.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.
Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: https://www.utdallas.edu/conduct/dishonesty/.

Email Use and Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the Student eLearning Tutorials webpage for video demonstrations on eLearning tools.

Student emails will be answered within 2 working days under normal circumstances.

UT Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual corresponding via email and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account

and forward email to another account, go to https://www.utdallas.edu/oit/netid/self-service.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (http://www.utdallas.edu/calendar) and in the Academic Calendar (http://www.utdallas.edu/academiccalendar). It is the student's responsibility to handle withdrawal requirements from any class. It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (https://policy.utdallas.edu/utdsp5005). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy

As per university policy, incomplete grades may be given at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the grade of 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to a grade of F. The incomplete grade policy is included in the online UT Dallas Undergraduate Catalog, https://catalog.utdallas.edu/now/undergraduate/policies/academic#incomplete-grades and the Graduate Catalog, https://catalog.utdallas.edu/now/graduate/policies/grades#grade-of-i-incomplete.

Accommodations for Students with Disabilities

It is the policy and practice of UT Dallas to make reasonable accommodations for students with properly documented disabilities. If you are a student with a disability and believe you will need academic accommodations for this class, you are encouraged to register with the Office of Student AccessAbility (OSA). Some aspects of the course, the assignments, the in-class activities, and the way the course is typically taught may be accommodated to facilitate your participation and progress. OSA will assist you in determining academic accommodations that are appropriate for your situation. Any information you provide is private and confidential and will be treated as such. To avoid any delay, please contact OSA as soon as possible. Please note that accommodations

are not retroactive and disability accommodations cannot be provided until an OSA Letter of Accommodation has been given to the instructor. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Administration Building, AD 2.224 They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days

UT Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.
Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.
Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.
If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.
This information is also included in the online UT Dallas Undergraduate Catalog, https://catalog.utdallas.edu/now/undergraduate/policies/religious-holy-days, and the Graduate Catalog, https://catalog.utdallas.edu/now/graduate/policies/religious-holy-days.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students. Please go to Academic Support Resources webpage for these policies.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to UT Dallas Syllabus Policies webpage for these policies.

Comet Creed: This creed was voted on by the UT Dallas student body in 2014. It is a standard that comets choose to live by and encourage others to do the same. *"As a Comet, I pledge honesty, integrity, and service in all that I do"*

The descriptions and timelines contained in this syllabus and course schedule are subject to change at the discretion of the Professor.

Course Schedule and Tentative Reading List (subject to change)

Please see the eLearning folders further details on the required readings and specific pages you are expected to read. The professor may add suggested readings in future iterations of the schedule.

Class Dates	**Topic**	**Readings (**Required, *Suggested*) *** Indicates papers presented by PhD students ** Indicates papers summarized by Master's students
08/19	Course introduction and empirics in labor economics	Required • Meyer, B. D. (1995). Natural and quasi-experiments in economics. Journal of business & economic statistics, 13(2), 151-161. Suggested • *Backhouse, R. and Cherrier, B. (2017). "The Age of the Applied Economist: The Transformation of Economics since the 1970s". History of Political Economy.* • *Angrist, J., and Krueger, A. (1999). "Empirical Strategies in Labor Economics". Handbook of Labor Economics. Chapter 23, Vol 3. Pp 1277-1366.* • *Hallock, K. F. (2013). "Data Improvements and Labor Economics". Journal of Labor Economics. Vol 31, No 2, pp 2-16.* • *Angrist, J., Azoulay, P., Ellison, G., Hill, R., & Lu, S. F. (2020). Inside job or deep impact? Extramural citations and the influence of economic scholarship. Journal of Economic Literature, 58(1), 3-52.* • *Schwerdt, G., & Woessmann, L. (2020). Empirical methods in the economics of education. The economics of education, 3-20.*
08/20	Review of the canonical model of static labor supply and empirical examples	Required • CCZ, Ch. 1 (pp. 3-23) • Cesarini, D., Lindqvist, E., Notowidigdo, M. J., & Östling, R. (2017). The effect of wealth on individual and household labor supply: evidence from Swedish lotteries. American Economic Review, 107(12), 3917-3946. Suggested • *Schanzenbach, D. W., & Strain, M. R. (2024). Employment and Labor Supply Responses to the Child Tax Credit Expansion: Theory and Evidence (No. w32552). National Bureau of Economic Research.* • *Grossmann, J., Pertold, F., & Šoltés, M. (2024). Parental allowance increase and labor supply: Evidence from a Czech reform. Labour Economics, 102589.*
08/26	Review of the static theory of labor demand and empirical examples	Required • CCZ, Ch. 2 (pp. 77-95) • Acemoglu, D., & Restrepo, P. (2019). Automation and new tasks: How technology displaces and reinstates labor. Journal of economic perspectives, 33(2), 3-30.

		Suggested • *Autor, D. (2022). The labor market impacts of technological change: From unbridled enthusiasm to qualified optimism to vast uncertainty (No. w30074). National Bureau of Economic Research.* • *Notowidigdo, M. J. (2020). The incidence of local labor demand shocks. Journal of Labor Economics, 38(3), 687-725.*
08/27	Minimum wage and introduction to DID	Required • Card, D., and Krueger, A. (1994). "Minimum wages and employment: a case study of the fast-food industry in New Jersey and Pennsylvania." American Economic Review 84 (4). • Dube, A., Lester, T. W., & Reich, M. (2010). Minimum wage effects across state borders: Estimates using contiguous counties. The review of economics and statistics, 92(4), 945-964. • ***Derenoncourt, E., & Weil, D. (2024). Voluntary minimum wages (No. w32546). National Bureau of Economic Research. Suggested • *Card, David and Alan B. Krueger. "A Reanalysis of the Effect of the New Jersey Minimum Wage Increase on the Fast-Food Industry with Representative Payroll Data." American Economic Review, 2000.* • ***Jardim, E., Long, M. C., Plotnick, R., Van Inwegen, E., Vigdor, J., & Wething, H. (2022). Minimum-wage increases and low-wage employment: Evidence from Seattle. American Economic Journal: Economic Policy, 14(2), 263-314.* • *Roth, J., Sant'Anna, P. H., Bilinski, A., & Poe, J. (2023). What's trending in difference-in-differences? A synthesis of the recent econometrics literature. Journal of Econometrics, 235(2), 2218-2244.*
09/03	Introduction to the human capital model and the Mincer equation	Required • CCZ, Ch. 4 (pp. 201-208; 215-218) • ***Deming, D. J. (2023). Why Do Wages Grow Faster for Educated Workers? (No. w31373). National Bureau of Economic Research. Suggested • *Card, D. (1999) "The Causal Effect of Education on Earnings". Handbook of Labor Economics. Chapter 30, Vol 3. Pp 1801-1834* • ***Flores-Lagunes, A., & Light, A. (2010). Interpreting degree effects in the returns to education. Journal of Human Resources, 45(2), 439-467.*
Problem Set I due between 09/03 – 09/06		
09/09	Returns to human capital (years of education)	Required • CCZ, Ch. 4 (pp. 218-229) • Angrist, J. D., & Krueger, A. B. (1991). Does compulsory school attendance affect schooling and earnings? The Quarterly Journal of Economics, 106(4), 979-1014. • ***Buckles, Kasey and Dan Hungerman 2013 "Season of Birth and Later Outcomes, Old Questions New Answers" Review of Economics and Statistics Volume 95 No. 3: 711-724

		Suggested • *Orley Ashenfelter and Alan Krueger. (1994). "Estimates of the Economic Return to Schooling from a New Sample of Twins" The American Economic Review. Vol. 84, No. 5* • *Leigh and C. Ryan. (2008) "Estimating Returns to Education Using Different Natural Experiment Techniques," Economics of Education Review 27, 149-60* • *Gunderson, M., & Oreopolous, P. (2020). Returns to education in developed countries. In The economics of education (pp. 39-51). Academic Press.*
09/10	Returns to human capital (higher education)	Required • Cattaneo, M. D., & Titiunik, R. (2022). Regression discontinuity designs. Annual Review of Economics, 14(1), 821-851. • Hoekstra, M. (2009). The effect of attending the flagship state university on earnings: A discontinuity-based approach. The Review of Economics and Statistics, 91(4), 717-724. • ***Smith, J., Goodman, J., and Hurwitz M. (2020). The Economic Impact of Access to Public Four-Year Colleges. NBER Working Paper No. 27177 Suggested • *Mountjoy, J. (2022). Community colleges and upward mobility. American Economic Review, 112(8), 2580-2630.* • ***Andrews, R. J., Imberman, S. A., & Lovenheim, M. F. (2020). Recruiting and supporting low-income, high-achieving students at flagship universities. Economics of Education Review, 74, 101923.*
09/16	Introduction to signaling and sorting models of human capital	Required • CCZ, Ch. 4 (pp. 208-212) • Lang, K., & Kropp, D. (1986). Human capital versus sorting: the effects of compulsory attendance laws. The Quarterly Journal of Economics, 609-624 • ***Tan, B. J. (2023). The consequences of letter grades for labor market outcomes and student behavior. Journal of Labor Economics, 41(3), 565-588. Suggested • *Spence, M. (1973). "Job Market Signaling". Quarterly Journal of Economics, 87(3), pp.355-374.* • *Weiss, A. (1995). Human capital vs. signaling explanations of wages. Journal of Economic perspectives, 9(4), 133-154.* • ***Naven, M., & Whalen, D. (2022). The signaling value of university rankings: Evidence from top 14 law schools. Economics of Education Review, 89, 102282.* • *Tyler, J. H., Murnane, R. J., & Willett, J. B. (2000). Estimating the labor market signaling value of the GED. The Quarterly Journal of Economics, 115(2), 431-468.*
09/17	Education production function	Required • Todd, Petra E. and Kenneth I. Wolpin. (2003). "On the Specification and Estimation of the Production Function for Cognitive Achievement," The Economic Journal, 113: F3-F33

	(school-level inputs)	• Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. American economic review, 104(9), 2633-2679. • ***Jackson, C. K. (2016). The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms. The Quarterly Journal of Economics, 157, 218. <u>Suggested</u> • *Jackson, C. K. (2018). What do test scores miss? The importance of teacher effects on non–test score outcomes. Journal of Political Economy, 126(5), 2072-2107.* • ***Chetty, R., Friedman, J. N., Hilger, N., Saez, E., Schanzenbach, D. W., & Yagan, D. (2011). How does your kindergarten classroom affect your earnings? Evidence from Project STAR. The Quarterly journal of economics, 126(4), 1593-1660.*
Problem Set II due between 09/17 – 09/20		
09/23	Education production function (peer effects)	<u>Required</u> • Sacerdote, B. (2011). Peer effects in education: How might they work, how big are they and how much do we know thus far? In Handbook of the Economics of Education (Vol. 3, pp. 249-260). Elsevier. • Imberman, S. A., Kugler, A. D., & Sacerdote, B. I. (2012). Katrina's children: Evidence on the structure of peer effects from hurricane evacuees. American Economic Review, 102(5), 2048-2082. • ***Figlio, D., Giuliano, P., Marchingiglio, R., Ozek, U., & Sapienza, P. (2024). Diversity in schools: Immigrants and the educational performance of US-born students. Review of Economic Studies, 91(2), 972-1006. <u>Suggested</u> • ***Figlio, D., & Özek, U. (2019). Unwelcome guests? The effects of refugees on the educational outcomes of incumbent students. Journal of Labor Economics, 37(4), 1061-1096.* • *Morales, C. (2022). Do refugee students affect the academic achievement of peers? Evidence from a large urban school district. Economics of Education Review, 89, 102283.* • *Hoxby, C. M. (2000). Peer effects in the classroom: Learning from gender and race variation.*
09/24	Racial and ethnic differences in labor market outcomes	<u>Required</u> • Autor, D. (2003). Lecture note: the economics of discrimination-theory. Graduate Labor Economics I, Massachusetts Institute of Technology, Cambridge, 1-18. • Charles, K. K., & Guryan, J. (2008). Prejudice and wages: an empirical assessment of Becker's The Economics of Discrimination. Journal of political economy, 116(5), 773-809. • ***Bertrand, Marianne and Sendhil Mullainathan 2004 "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination" American Economic Review 94(4): 991-1013

		Suggested • *Kreisman, D., & Smith, J. (2023). Distinctively black names and educational outcomes. Journal of Political Economy, 131(4), 877-897.* • ***Francis, D. V., De Oliveira, A. C., & Dimmitt, C. (2019). Do school counselors exhibit bias in recommending students for advanced coursework? The BE Journal of Economic Analysis & Policy, 19(4), 20180189.* • *Derenoncourt, E., Kim, C. H., Kuhn, M., & Schularick, M. (2024). Wealth of two nations: The US racial wealth gap, 1860–2020. The Quarterly Journal of Economics, 139(2), 693-750.*
09/30	Gender Differences in Labor Market Outcomes	Required • CCZ, Ch. 8 (pp. 504-514) • Bertrand, M., Goldin, C., & Katz, L. F. (2010). Dynamics of the gender gap for young professionals in the financial and corporate sectors. American economic journal: applied economics, 2(3), 228-55. • ***Bertrand, M., Black, S. E., Jensen, S., & Lleras-Muney, A. (2019). Breaking the glass ceiling? The effect of board quotas on female labour market outcomes in Norway. The Review of Economic Studies, 86(1), 191-239. Suggested • *Elder, T. E., Goddeeris, J. H., & Haider, S. J. (2010). Unexplained gaps and Oaxaca–Blinder decompositions. Labour Economics, 17(1), 284-290.* • ***C. Goldin and L. Katz (2002), "The Power of the Pill: Oral Contraceptives and Women's Career and Marriage Decisions," Journal of Political Economy 110* • *Bailey, M. J. (2006). More power to the pill: the impact of contraceptive freedom on women's life cycle labor supply. The Quarterly Journal of Economics, 289-320. (August), 730-70.*
10/01	Impacts of Immigration and Labor Market Outcomes of Immigrants	Required • Card, D. (1990). The impact of the Mariel boatlift on the Miami labor market. ILR Review, 43(2), 245-257. • Borjas, G. J. (2016). The wage impact of the Marielitos: Additional evidence (No. w21850). National Bureau of Economic Research. • ***Peri, G., Rury, D., & Wiltshire, J. C. (2022). The economic impact of migrants from hurricane maria. Journal of Human Resources. Suggested • *Peri, G., & Yasenov, V. (2015). The labor market effects of a refugee wave: Applying the synthetic control method to the Mariel boatlift (No. w21801). National Bureau of Economic Research.* • ***Kuka, Elira, Na'ama Shenhav, and Kevin Shih. 2020. "Do Human Capital Decisions Respond to the Returns to Education? Evidence from DACA." American Economic Journal: Economic Policy, 12 (1): 293-324.* • *Evans, W. N., & Fitzgerald, D. (2017). The economic and social outcomes of refugees in the United States: Evidence from the ACS (No. w23498). National Bureau of Economic Research* • *Borjas, G. J. (1987). Self-selection and the earnings of immigrants (No. w2248). National Bureau of Economic Research.*