



## General Course Information

**Instructor:** Miana Plesca  
*Email* [miplesca@uoguelph.ca](mailto:miplesca@uoguelph.ca)  
*Office Location* MacKinnon 805  
*Office Hours* Monday 11:30-12:30  
*Department/School* Economics

### TA

*Email*  
*Office Location*  
*Office Hours*

**Class Schedule:** Mon-Wed-Fri 1:30-2:20

**Pre-requisites:** Intermediate Microeconomics (ECON\*2310)

**Co-requisites:**

## Course Description

This course introduces students to the economics of labour markets. We start by presenting the basic theoretical tools of modern labour economics built around the neo-classical model of labour supply and demand. By combining theory and empirical evidence we learn how to address issues like: what makes some people earn more than others; to what extent does the investment in education pay off; what causes unemployment; what are the labour market effects of immigration; how do unions affect wages and unemployment; and others. We study how government policies and public institutions shape the Canadian labour market.

## Indicative Content

- |    |  |           |
|----|--|-----------|
| 1. | Introduction to Labour Market Economics                  | Ch. 1     |
|    | <b>QUANTITY OF LABOUR SUPPLY</b>                         |           |
| 2. | Labour Supply: Labour Force Participation                | Ch. 2, 16 |
| 3. | Labour Supply and Public Policy: Work Incentive Programs | Ch. 3     |
|    | Labour Supply Over the Lifecycle (optional)              | Ch. 4     |
|    | <b>LABOUR DEMAND</b>                                     |           |
| 4. | Labour Demand (optional)                                 | Ch. 5, 6  |

## **LABOUR SUPPLY AND DEMAND TOGETHER**

5. Labour Market Equilibrium (optional) Ch. 7

## **QUALITY OF LABOUR SUPPLY**

6. Human Capital Ch. 9  
7. Immigration Ch. 11  
8. Discrimination and Male-Female Earning Differentials Ch. 12  
9. Retirement (optional) Ch 4, 13  
10. Unions (optional) Ch. 14, 15

## Course Assessment

			<b>Associated Learning Outcomes</b>	<b>Due Date/ location</b>
<b>Assessment 1:</b>	15%	Quiz 1	<i>Numerical and analytical problem solving</i>	Week 6 <b>February 9, in class</b>
<b>Assessment 2:</b>	15%	Quiz 2	<i>Numerical and analytical problem solving</i>	Week 10 <b>March 16, in class</b>
<b>Assessment 3:</b>	15%	<i>In-class participation</i>	<i>Professional and ethical awareness and conduct Problem solving in a Real World context</i>	<i>Top Hat Monocle every class (some exceptions)</i>
<b>Assessment 4:</b>	10%	<i>Individual essay</i>	<i>Written communication Professional and ethical awareness and conduct Problem solving in a Real World context</i>	Week 11 Due by <b>March 23 @ 2PM</b> on Courselink, AND hard copy to be handed on March 23 in class. <b>No extensions.</b>
<b>Assessment 5:</b>	45%	<i>Final Exam</i>	<i>Numerical and analytical problem solving</i>	
<b>Total</b>	<b>100%</b>			

### Quizzes

There will be two in-class **quizzes** each worth 15% of the final grade. The quizzes are multiple-choice format, answered on Scantron, and will test new material (since the previous quiz). There will be **no make-ups** for the quizzes. In case you missed a quiz for valid reasons, the weight of the missed test will be re-assigned to the multiple choice portion of the final exam.

### Participation

Starting with the second week of class and until the week before last (inclusive) I will use Top Hat to ask one question per class, usually during regular class time. In the even that class time is taken by a quiz or some other circumstance, we will have the Top Hat quiz added to the next class. There will be 30 questions in total, each worth half a mark. The questions will be related to content discussed in class.

### Final

The final exam is 45% of the grade and it is a mix of multiple-choice questions, analytical problems, and short answer, policy-related questions. The final exam is cumulative. You need to have a passing grade on the final exam in order to pass the course.

### Essay

You will submit one essay worth 10% of your total grade. You will be able to choose between two or three general labour topics of current public policy relevance which I will announce in class on February 23, one month before the essay is due. The essay should address theoretical and empirical aspects of your chosen topic. You will have one month to complete the essay. The essay is due on Monday, March 23 (by 2 PM) and absolutely no extensions will be given. You can submit the essay early if you so wish. You need to hand out one printed copy in class **and also** submit the essay through the **Turn it in** portal on Courselink. You should also upload one copy onto your e-portfolio.

## Teaching and Learning Practices (as appropriate)

<b>Lectures</b>	<i>3 lectures per week</i>
<b>Labs</b>	None – but we will do some hands-on applications in class during lecture time
<b>Seminars</b>	None
<b>Workshops</b>	None – but we will do some hands-on applications in class during lecture time
<b>Site/Field Trip</b>	None

## Course Resources

### Required Texts:

D. Benjamin, M. Gunderson, T. Lemieux, C. Ridell. *Labour Market Economics*. Seventh Edition, McGraw-Hill Ryerson, 2012.

### Recommended Texts:

Student On-line Learning Centre [www.mcgrawhill.ca/olc/benjamin](http://www.mcgrawhill.ca/olc/benjamin)

Select the 6th edition, then click “study plan only” and you will have an option to purchase an access code.

Or, use from Library reserve:

D. Gray. *Study Guide for Use with Labour Market Economics – Theory, Evidence and Policy in Canada*. Fifth Edition, McGraw-Hill Ryerson, 2002.

### Other Resources:

We will use Top Hat for in-class quiz questions [www.tophat.com](http://www.tophat.com)

The price of a license is \$20 for a one semester license (regardless of how many courses you use it for) or a 5-year subscription for \$38. Students in financial need should contact me at [miplesca@uoguelph.ca](mailto:miplesca@uoguelph.ca), no later than Tuesday September 9, if you need me to purchase a license for you or explore other options.

### Additional Costs: \$20

## Course Policies

### Grading Policies

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

## University Policies

### Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/>

### Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: <http://www.uoguelph.ca/csd/>

### Course Evaluation Information

Please refer to <https://www.uoguelph.ca/economics/course-evaluation>

### Drop date

The last date to drop one-semester courses, without academic penalty, is March 6, 2015. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/>

# Course Learning Outcomes

## Skills

### 1) Written Communication

This skill is evaluated with the essay submission.

### 2) Numerical Problem Solving

This skill will be utilized on computing employment and unemployment rates, and present values of different education and occupation streams. The quizzes and final will test on solving numerical problems.

### 3) Analytical Problem Solving

This skill will be utilized, among other, in the labour- leisure choice model and applications to government transfer programs. The quizzes and final will test on solving analytical problems.

### 4) Problem Solving in a Real World Context

We will use Excel to compute internal rates of return to education, and wage premia to unionization, public sector, occupation, or gender. Students will be tested on the policy implications of these findings. The essay may also draw on this skill.

### 5) Professional and ethical awareness and conduct

There is no extension for the essay submission, so that students practice handling deadlines in a professional way. Essay submissions go through Turn it in.

## Knowledge:

### 1) Mathematical Methodology

Among other things, we will compute internal rates of return to education, we will decompose wage differentials, we will compute different labour supply elasticities, and we will compute equilibrium wages and employment.

### 2) Statistical and Econometric Methodology

We will discuss the human capital function and ability bias, in particular with regards to returns to education. The essay submission will give extra credit for students who present their own data analysis.

### 3) Microeconomic Modelling

In this class we will see models of labour supply and labour demand.

### 4) Understanding of Specific Markets (labour market, financial markets, goods markets)

The focus of this class is on the labour market.

### 5) Historical and Global context (e.g., market trends, trade patterns, major economic turning points)

We will talk about the historical context when discussing female labour supply and unionization. We will discuss trends in unemployment rates related to the business cycle. We will mention the impact of globalization and offshoring on labour demand.

### 6) Economic Policy and Regulation

Every topic and issue studied in this course will have an immediate direct policy implication. In particular, all three essays must make policy recommendations. The main policy focus will be on wage differentials for immigrants, women, unionized workers, education policies and human capital, labour supply and unemployment and the business cycle.