

Syllabus ECN 5210 Online Fall 2015

University of Detroit-Mercy

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Instructor Bio

I am Chris Rakovalis, and I will be your instructor for this course. I was born and raised in Detroit, Michigan. In 1991, I finished my undergraduate degree in logistics from Wayne State University in Detroit. As for my graduate work, I finished my Masters of Science in Business Administration in 1996, and then a Masters of Arts in Financial Economics in 2008, both at the University of Detroit-Mercy. In my career, I have held management and supervisory positions at various logistics firms. Most recently, since 1997, I have held several positions at Ford Motor Company in Dearborn, Michigan. Currently, I am a certified Six Sigma BlackBelt quality and inventory planning specialist supervisor. I oversee operations of two manufacturing facilities in metro Detroit, ensuring efficient inventory systems and accounting of Ford Motor Company inventory assets. My teaching career encompasses over 11 years of traditional classroom instruction at Henry Ford Community College in Dearborn, Michigan, where I have taught macro and micro economics classes. In addition, my online experience in teaching economics and business encompasses over 10 years at University of Detroit-Mercy, University of Phoenix, Kaplan University, and Grantham University. I have created and taught several types of economics classes, such as micro, macro, international, applied economics, fiscal and monetary policy, labor economics, public finance, and graduate level economics classes. I want to welcome you to the start of this new term. Your success at UofD-Mercy is a high priority goal of mine.

Course Catalog Description

ECN 5210 Labor Economics

Examines the following topics: determinants of the demand for and supply of labor; the changing labor force; time-allocation models; wage structure; occupational, industrial and geographical wage differentials; the wage-price unemployment problem; the impact of unionism; the implications of wage-price policies; structural unemployment; the problem of maintaining full employment.

Course Overview

Many students today are not exposed to the essence of labor economics and how labor markets work and why some people choose to work, while others withdraw from the labor market. It is critical to understand why some firms expand employment, while others are laying off workers. This course will help you analyze and learn how labor economics works, and how it affects our economy.

The course will make extensive use of the textbook, and the textbook will make extensive use of labor market statistics and reports as evidence. The material in the textbook will provide good theory of the labor market and help shape our thinking about the way the labor market works. Some of the main learning outcomes will be an **advanced** understanding of supply and demand for labor, price elasticity of demand and supply of labor, marginal physical and revenue product, market disequilibrium, price floors and ceilings and minimum wages, union structure, efficiency and equity wage structure, government intervention, and application of linear regression.

In addition to the textbook, this course will entail discussion boards and lectures. Together, the main objective will be to analyze labor economics with an emphasis on both theory and facts.

Textbook

Labor Economics, 6/e (7/e if UDM Bookstore has latest level)

George J. Borjas, Harvard University-Cambridge

ISBN: 0073511366

Copyright year: 2010

Publisher: McGraw-Hill

Additional Recommended Supplemental Reading:

Beyond Politics: Markets, Welfare, and the Failure of Bureaucracy

William C. Mitchell & Randy T. Simmons

Westview Press, ISBN 0813322081

Student Course Evaluations

Administration's statement repeated in italics:

Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are strongly encouraged to complete an online course evaluation (<https://jackson.udmercy.edu/surveys/>). You will receive e-mails explaining how to complete the evaluation online. In addition, your instructor will remind you of the deadline for completing the evaluation.

Dishonesty and Plagiarism

Unacceptable behavior such as cheating in any form will result in penalties after a due process hearing determines that such behavior did occur. Students are advised to read the student

handbook for the penalties resulting from such behavior – Student Code of Conduct (<http://www.udmercy.edu/slo/student-handbook/index.htm>).

University’s Policy on Plagiarism and Academic Integrity

As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Among the most serious academic offenses is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one’s own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer’s ideas and structure without documentation.

Students are advised always to set off another writer’s exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others’ words and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty.

The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment or in a course to dismissal from the University.

ADA Statement

Students with disabilities may request accommodations as provided within federal law. In order for the University to adequately review each case, requests should be made to the Office of Disability Support Services prior to the start of the semester. Students should contact ADA officer: Emily Gallegos, UDM Section 504 Coordinator, McNichols Campus, Ground Floor, Student Center, (313) 578-0310, gallegem@udmercy.edu.

Be sure to check the following...

Office of the Registrar

Important Dates

<http://www.udmercy.edu/registrar/academic-calendar/index.htm>

Evaluation Components

There are 1,000 possible points...

120 points – Discussion Board Participation (12 units X 10 points per unit)

240 points - Term Paper

300 points – Midterm Exam

340 points – Final Exam

1,000 points – Total

Evaluation Criteria

NO LATE WORK WILL BE ACCEPTED! KEEPING THIS IN MIND, IT IS IMPORTANT THAT YOU KEEP UP AND THAT YOU LET ME KNOW EARLY ON IF THERE ARE ANY SCHEDULING PROBLEMS...NO EXTRA CREDIT ASSIGNMENTS WILL BE AVAILABLE (YOU HAVE PLENTY TO DO WITH YOUR REGULAR LOAD).

Weekly Summaries/Chapter Questions/Lectures

Weekly, I will submit study material for that week that will be supplemental to the PowerPoint presentations. I will post an announcement upon submitting the materials. It will be useful to you and pertinent for discussions and exams. The materials should also complement and supplement your textbook reading. Thus, it will be necessary to keep referring to the Announcements during the week, not only for the study materials, but also any other information I will be passing along.

Weekly Office Hours

During the week, I am available most of the time during the 5:00 a.m.-9:00 p.m. timeframe, but on Sundays, I tend to be available in the afternoon only. If these times are not convenient for you, please let me know, and I will be happy to accommodate your schedule if at all possible. I provide you with these times to make it easier to communicate with me, not to limit our contact. Most often, I will be in discussion boards and chat rooms during the evening hours.

One night per week, on Thursdays, I reserve time to be completely available for personal communication and discussion in real time. For office hours on Thursdays (9:30 p.m. EST to 10:30 EST), you can reach me via UDM email or phone 1-734-495-9443. Feel free to contact me there. Thanks!

Discussion Board Participation (120 points): There will be 2 discussion questions per week in 12 of the 15 weeks based upon lectures/textbook and/or reading. You must respond to both questions and also provide feedback/comments to at least 2 other student's input (be as critical as you like but stay on topic) in each question's thread; answers should be substantive. Thus, in total, to get full credit in a week, you will need to have submitted 6 posts – an initial

response to each of the 2 discussion questions, and 2 responses to other students' posts in each discussion question.

Again, you are expected to participate in the Discussion Board on a regular basis.

You have to be participating on the Discussion Board at least three times per week (not all at once if you can help it): (1) response to my questions and (2) comments on your fellow students' postings.

I will be the observer/facilitator of this process and will be assessing your contributions to the topic-related discussion. I'm looking for insightful analysis, probing questions, and constructive suggestions to each other. Keep thinking from the perspective – how can I add something useful? It may be an experience you've had – or a quote from an article you read...be creative!

I will interject questions and respond with occasional brief comments to keep your momentum on track but for the most part, the discussions will be left to you!

Midterm (300 points) & Final Exam (340 points): The exams will test your understanding of class topics throughout the course. All tests in this course will be objective in nature, covering the material from the Discussion Boards, Lectures and Readings.

Call me immediately if you have any questions or concerns (the exams will be objective multiple choice and/or true/false - you'll have plenty of time to complete the work).

Term Paper (240 points): There will be a term paper due at the end of the course. The paper will entail writing a minimum of seven pages, double-spaced discussion of a topic in labor economics of your choice. The topic you choose should be related to a topic in labor economics, and you will need to provide data to back up your points in the body of the paper.

I recommend skimming over the textbook chapters for topics, listing three or four that might interest you, and then doing some research on those particular subjects on the internet, economic journals, textbooks, and/or other media. The reference material you ultimately utilize should be reputable sources, and although Wikipedia is a good starting point for research, it is not recommended that you use that, since it is a source that may or may not have been updated/created by experts.

Examples of topics about which to write may include the following:

- Does a gap still exist today between male and female wages
- Compare the trends in wages/salaries between high school dropouts and those with college degrees
- What has been the trend in unionization in industrial countries in the past 20 years. Why has it risen or fallen?
- How has the proliferation of globalization affected labor markets in industrialized nations and those of developing nations

I recommend working on the paper throughout the course but submitting it later in the course to allow you to read the text and gather thoughts on how to approach the dilemma of the subject; of course, additional resources and research separate from the text may be necessary.

There are many sources of data online:

<http://rfe.org/Data/index.html> – RFE is Resources for Economists, sponsored by the American Economic Association.

<http://www.federalreserve.gov/>– The Federal Reserve

<http://www.census.gov/> the US Census

<http://stats.bls.gov/> is the Bureau of Labor Statistics

<http://www.worldbank.org/lsm/> World Bank

CPI www.bls.gov/cpi/home.htm

PPI www.bls.gov/ppi/home.htm

Overview of BLS data www.bls.gov/bls/inflation.htm

GDP Deflator (from BEA) www.bea.gov/bea/dn/home/gdp.htm

Overview of BEA data <http://www.bea.gov/>

GDP www.bea.gov/bea/dn/home/gdp.htm

NIPA tables www.bea.gov/bea/dn/home/gdp.htm

Unemployment www.bls.gov/cps/home.htm

Wages www.bls.gov/bls/employment.htm

The overall grade of the assignment will be partly contingent upon strong presentation skills utilizing proper grammar, word usage, spelling, and essay layout of an introduction and thesis, body, and conclusion.

APA formatting (5th edition or newer) will be required, which also includes a bibliography. I will run a plagiarism check on the document for verification. Please make sure you properly cite resources used.

Translation of course averages into course grades

Graduate students (ECN 5210)

93 to 100 = A

90 up to but not including 93 = A-

88 up to b.n.i. 90 = B+

85 up to b.n.i. 88 = B

80 up to b.n.i. 85 = B-

74 up to b.n.i. 80 = C+

70 up to b.n.i. 74 = C

67 up to b.n.i. 70 = C-

64 up to b.n.i. 67 = D+

60 up to b.n.i. 64 = D

below 60 = F

b.n.i. = (but not including)

Weekly grades will be updated by the Thursday of the subsequent week.

Weekly (Reading and Exams) Assignments

Week #1 - 8/31 through 9/6

Reading: Textbook: Chapter 1 + Appendix (regression analysis)

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #2 - 9/7 through 9/13

Reading: Textbook: Chapter 2

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #3 - 9/14 through 9/20

Reading: Textbook: Chapter 3

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #4 - 9/21 through 9/27

Reading: Textbook: Chapter 4

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #5 - 9/28 through 10/4

Reading: Textbook: Chapter 5

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #6 - 10/5 through 10/11

Reading: Textbook: Chapter 6

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #7 - 10/12 through 10/18

Reading: None

Discussion Board: None

MIDTERM (300 points): Midterm will be over the first 6 chapters; the test is timed, and once you are in the exam, you cannot exit and return; the system will not allow you to return once you have left. Please pay attention to the time, as you only have **60 minutes** to complete.

Week #8 - 10/19 through 10/25

Reading: Textbook: Chapter 7

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #9 - 10/26 through 11/1

Reading: Textbook: Chapter 8

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #10 - 11/2 through 11/8

Reading: Textbook: Chapter 9

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #11 - 11/9 through 11/15

Reading: Textbook: Chapter 10

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #12 - 11/16 through 11/22

Reading: Textbook: Chapter 11

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #13 - 11/23 through 11/29

Reading: Textbook: Chapter 12

Summary PowerPoint – for your benefit...to be used as a study guide.

Discussion Board (10 points total): Respond to both Discussion Board Questions (your responses should be concise, yet substantive and complete). Also, you must comment on at least two other students' responses for each discussion question. Your grade for the Discussion Board will be based on the thoroughness of your answers.

Week #14 - 11/30 through 12/6

Reading: None

Discussion Board: None

Study for final exam and term paper.

Week #15 - 12/6 through 12/13

Reading: None

Discussion Board: None

Term Paper (240 points): There will be a term paper due on 12/13/15. The paper will entail writing a minimum of seven pages, double-spaced discussion of a topic in labor economics of your choice. The topic you choose should be related to a topic in labor economics, and you will need to provide data to back up your points in the body of the paper. See the section of Term Paper in the syllabus for more specific details, such as APA formatting.

Week #16 - 12/14 through 12/19

FINAL EXAM (340 points): Final Exam is cumulative and is timed, and once you are in the exam, you cannot exit and return; the system will not allow you to return once you have left. Please pay attention to the time, as you only have **60 minutes** to complete.