**《劳动经济学》教学大纲 （1218）**

**Analysis of Labor Marketsn1218**

Spring 2022

Friday 1:20 – 4:10 pm

四教308

Instructor: **Xirong Lin**

Office: Room 334

E-mail: linxirong@mail.shufe.edu.cn

Office Hours: Monday 10:00-11:00 am

Course Outline

This course introduces the tools used by economists to analyze labor markets. It assumes a solid background in economic theory and econometrics. We will study both theoretical and empirical papers, with the intention of offering a survey of the field. One theme will be modeling. Another will be how empirical work is performed and how it guides and is guided by the theory.

In the process of providing this foundation, the course will cover a subset of advanced topics in order to expose you to some of the most recent open questions and tools in the field. We will study: labor supply, the wage structure, inequality and intergenerational mobility, theories of racial and gender discrimination and the link between family structure, labor supply, fertility and education.

It will be self-evident that the reading list is extensive. It is intended to serve as a resource. As we begin each section, I will give you guidance about which papers to read.

There is no required text for this course, but I recommend purchasing as a reference: Cahuc, Pierre, Stéphane Carcillo, and André Zylberberg, *Labor Economics*, (2nd edition), Cambridge, MA: MIT Press, 2014.

Course Requirements

Grading is based on class presentation/discussion (30%), three problem sets (30%) and the research proposal and its presentation (40%).

***Class presentation:***Each student is required to make one class presentation of a paper from the list at the bottom of the syllabus (approximate dates of discussion are included). The idea is to gain experience for academic presentations/discussions and teaching. Students should select one of the papers by March 4th. You may sort yourselves among papers using any mechanism of your choosing.

NOTE: A typical presentation will consist of a 10-15 minute summary of the paper, a 5-10 minute critical discussion, and 15-20 minutes of class discussion. The other students are *required* to read the paper in advance and participate in the class discussion.

***Class participation:*** All students are expected to contribute to class discussion. Thus you must read the papers announced before each class meeting. I will provide a list of questions that you should keep in mind as you read the required papers for the class. These are also useful for preparing the paper presentation.

***Problem Sets:*** There will be three problem sets worth 10% each.

* Two of the problem sets require you to replicate (part of) an important empirical paper in labor economics and to think about how to extend it. I encourage you to work on these problem sets in groups and help each other out as much as possible. These are fairly long and time consuming assignments, and you don’t want to be stuck forever on figuring out a small thing in Stata (or whatever you are using) if a classmate can help you out easily. You are however required to write your own code and hand in your own write up of the problem set.
* The remaining problem set will be theory/reasoning based. The questions on this problem set will resemble the types of questions that may show up on the field exam.

***Research Proposal:*** I require a research proposal, which serves both as a review of a specific topic of particular interest to you and as an exercise to help prepare you for the research process needed to develop and complete a PhD thesis successfully. This exercise is structured in two parts.

* Identify a topic of interest to you and develop an understanding of the current state of research in that area. This paper should include a thesis statement (what you want to add to the literature), 2 to 3 pages describing the literature and a bibliography. This is due no later than April 15.
* Describe the analysis you propose to develop and identify the data that are available to complete the analysis you propose. If this is a theoretical exercise, identify key variables or parameters that will drive the results based on the existing models as well as your original thoughts on how to improve it. This should be quite precise. If you are completing an empirical exercise, describe the statistical model and estimation technique you think is appropriate, confirm what data will be used to estimate the model, discuss potential sensitivity analyses.
	+ Class Presentation of research proposal, June 3rd and 10th. Each presentation will be approximately 30 minutes (this might change depending on the number of students in the class).
	+ The final research proposal is also due on June 10th.

**COURSE OUTLINE**

February 25: Introductory Class

March 4 – March 18: Labor Supply

* Static Labor Supply
* Dynamic Labor Supply
* Family Labor Supply
* Related issues:
	+ Identification of structural parameters
	+ Non-participation,
	+ Micro/macro elasticity puzzle

March 18: Problem Set 1 due

March 25 to April 15: Wage Structure

* Trends in Wage Inequality and Polarization
* Conceptual Frameworks and Explanations:
	+ Skill-biased Technical Change
	+ Globalization and Outsorcing

April 15: 2-3 page research proposal due

April 22 to April 29: Race and Gender Discrimination in the Labor Market

* Empirics
	+ Trends
	+ Measurement Issues
* Theory
	+ Taste-based discrimination
	+ Statistical discrimination
	+ Frictions
* Audit studies and other experiments

April 29: Problem Set 2 due

May 6 : Intergenerational Mobility

* Estimation of intergenerational elasticities
	+ Two-Generation
	+ Multiple Generations
* Nature vs. Nurture
	+ Siblings, twins and adoptees
	+ The effect of the childhood environment on later outcomes

May 13: Topics in Economics of the Family

* Female Labor Supply
* Fertility
* Marriage and Divorce

May 10 and June 10: Students presentations and final proposal due

June 10: Problem Set 3 due

**Readings for class discussion:**

LABOR SUPPLY:

* + March 4: Eissa (1995)
	+ March 11: Blundell et al. (2005)
	+ March 18: Voena (2015)
	+ March 18: Bronson (2013)

WAGE STRUCTURE:

* April 8: Hanlon (2015)
* April 15: Schmieder and Goldschmidt (2015)

DISCRIMINATION:

* April 29: Coate and Loury (1993)
* April 29: Lehmann (2013)

INTERGENERATIONAL MOBILITY:

* May 6: Chetty et al (2014)
* May 6: Hilger (2015)

TOPICS IN ECON OF THE FAMILY

* May 13: Vogl (2013)
* May 13: Persson (2014)