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LABOR ECONOMICS 3100-01 Spring 2018

Instructor: **Dr. Anne Yeagle**

Class time: TH 9:10- 10:30 am Room Blg 73 room 105 Office: Blg 72 Room 111 Office Hours:
TH 10:40-11:40 am and by appointment Phone #s : 801-581-7435(my office)
801-581-7481(Econ office at U) email yeagle@economics.utah.edu

Course objectives The main objective of this class is to explore the roles and functions of the work in our lives. Labor Economics is a big and important topic since **everyone works**—for money or not! We will begin by looking at the main stream labor market model primarily using graph theory. Then we will cover the history of work and labor unions in the U.S. Globalization and its political consequences for workers *worldwide* will also be discussed. Next, we will examine why there are differences in wages between people and among jobs using the neoclassical, political economy and institutional explanations. My goal as your instructor is that you will come away with a better understanding and appreciation of your “work” as well as others’.

General requirements Completion of all tests and assignments on time and in the manner specified is required. It is extremely important to keep up on course reading. It is expected that you will come to each class prepared, that is, having read the assigned material. If you are not in class, please refer to the syllabus. If you take responsibility it will affect your class performance positively.

Regular attendance is also of the utmost importance. The purpose of this requirement is to ensure that you get as much as possible from the course. All tests count. If you have reason to believe you will be unable to attend class regularly, I suggest you not take this class.

Bring your course notebook, pens, colored pencils for graphing and willingness to participate

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Text and Readings

Required There is a copy of each book on reserve at the reserve desk in the library
The New Confessions of An Economic Hit Man, by John Perkins (Plume) ISBN 978-1-62656-674-3
Meet You in Hell, by Les Standiford (Crown) ISBN 1-4000-4767-6
Course notes available at University Book Store

Optional—There are 2 copies on reserve in the library at the reserve desk
The Economics of Labor Markets, Kaufman, seventh edition. ISBN 0-324-28879-4—out of print--

There are no prerequisites for this class (even though it is upper division). Consequently, we have quite a variety of students with various strengths and weaknesses. I would like to emphasize the positive aspect of this diversity, especially in your groups. Help one another using your strengths. Group work can be very rewarding personally and academically. Working with others is also a part of most “real “ jobs, so I encourage you to take the time in order to make it a good experience for everyone.

Fulfills QI (Quantitative Intensive) requirement

Grading

1. **Attendance** ¼ point for being on time, ¼ point duration
2. **Test** points will vary according to material 10-25 each possible
3. **Summary of Radical, Liberal and Conservative Ideologies** 9 points possible
4. **Individual Article Presentation** 3 points possible
5. **Group Outline** 2 points possible
6. **Group Paper** 10 points possible
7. **Group Presentation** 10 points possible
8. **Individual evaluation of you by your group** 10 points possible
9. **Documentaries** 2-3 points each possible
10. **Interviews** 3 points each possible
11. **Miss a group presentation**, you must complete a 3-pg makeup paper or lose 10 pts.
12. **Participation** in student group presentations 2 points.. If you are **late** (5-7 min) for another groups' presentation, I will record a 1 on CANVAS. You cannot make up these points.

1. **Attendance** is crucial to respecting your classmates and class cohesion. Please arrive on time.

2. **Tests** will vary in the amount of points possible due to different lengths and difficulty. Points will range from 10-25 points per test. There is no final test. We will only use our "final time" if something disrupts the class, such as weather.

Tests will be composed mostly of essay type questions, graphing and some multiple choice. Questions/rebuttals to test questions/answers need to be in written form and submitted no later than one week after tests are handed back. Test questions/rebuttals over 1 week old will not be entertained.

Book Tests You are assigned to read The New Confessions of an Economic Hit Man and Meet You in Hell to be read during the semester. We will discuss the books in class. There could be test questions relating class material to the book in addition to the scheduled book tests.

3. **Summaries of Ideologies** A one page, single spaced summary of the conservative, liberal, and radical philosophies is due Jan 19. It is worth 9 points. See details below.

4. **Individual Article Presentations** You will be assigned a date on which you will summarize a current article (newspaper, magazine, internet news) that pertains to the subject we are currently studying. It must relate to labor economics. You will summarize the article for the class in a 2-3 minute presentation and be prepared to comment on the subject. A typed written outline will also need to be turned in at this time.

5-7. For the **Group Outline, Paper, Presentation** please look at those guidelines in packet.

8. **"Individual" group evaluation** Each student will evaluate the members of their group based on contribution, and responsibility (being on time, doing what you said you would do). Due after your group presentation. The evaluation sheet is in the back of the notespacket.

9. You will be given credit for **documentaries** either in assignments or test questions.

10. **Interviews** After Presentations on: NAFTA/CAFTA, Immigration, U.S. Welfare system, CEO Pay, and The Draft. Please interview someone outside the class as to their views on the topic. 1 page typed.

11-12. If you **miss a presentation**, you will be docked -10 points. To make up the 10 points you must complete a 3-page, single spaced, report on the topic you missed, using at least three sources, of which 1 must be a journal article. You can make up only one presentation. The paper is due one week after the missed debate. You will also earn a max of 1 pt **participation** for that date.

Extra Credit No extra credit will be granted beyond that offered in class.

Grading There is no curve.

Grades

100%-93	A	79-77	C+	62-60	D-
92-90	A-	76-73	C	59-0	F
89-87	B+	72-70	C-		
86-83	B	69-67	D+		
82-80	B-	66-63	D		

Class structure. Tests will often be given at the beginning of class. If you come to class late, you will not be given extra time. Presentations will also be start at the beginning of class. Please be prepared.

Electronic Devices No electronic devices, such as computers, headphones or cellphones are allowed to be used in the classroom. You will have class notes and computers are very distracting to other students. If you have special needs for taking notes, you will need to speak to me.

Absence on test days: One time only! If you know you will be unable to attend a class period on which a test takes place, you will need to submit a written request in advance to me (one time max). If you do not make prior such arrangements, tests taken late will receive 50% of the full grade points (unless absence is verified by doctor or police report). If you do not contact me by the next class, no makeup tests will be given.

Plagiarism *Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

paperrater.com is a useful tool to check your paper before you turn it in.

www.writingcenter.utah.edu is where you can make online appointments m-f 10-7 for help at the library writing center here on campus

The Library has encourage me to share this course reserve "How to Guide" with all students. It provides a walkthrough that will explain searching courses, filtering courses and finally how to access copyrighted material from off campus. http://campusguides.lib.utah.edu/course_reserves_guide

Americans With Disabilities Act Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

If I am Late to class ----- please wait for 20 minutes if I am late to class (for some strange reason☺)

Prior to our first class please read *How to Find Meaningful Work and Professors Who See No Evil* which are found on CANVAS

Schedule

Jan 9 T

Go through the syllabus.

Discuss article [How to Find Meaningful Work](#)

Students fill out questionnaire and “I Expect”

Describe and assign 3 student article presentations, Handout: [Professors Who See No Evil](#).

- Please **read**: [Alternative Economic Philosophies](#) and also Hunt’s [Contemporary American Capitalism and Its Radical Critics](#) *study guide* for next class. These 2 articles can be found on CANVAS.
- **Fill out worksheet** for Hunt article in prep for breakout session (on CANVAS and in note packet.)

Jan 11 H

3 student article presentations,

Start Chapter 1 *The Labor Market* Study guide questions for each chapter are in the notebook after each chapter

Breakout session to discuss worksheet on Hunt article

Discuss articles [Alternative Economic Philosophies](#) and Hunt’s [Contemporary American Capitalism and Its Radical Critics](#) *study guide*

- Next class, **pick a permanent seat**.
- **Finish reading** if you haven’t yet: [Alternative Economic Philosophies](#) and also Hunt’s [Contemporary American Capitalism and Its Radical Critics](#) *study guide* for next class.
- **Read** [Socialism? No, Social Market Economics, and We’re Not doing It Right](#) (extra credit on test)

Jan 16 T

Today, pick a seat. Create seating chart.

Finish [Ch 1](#)

2 student articles

Start [Chapter 2 *Hours of Work*](#)

Discuss [Ideologies assignment](#) due next class

- Assignment due next class- Summaries

Jan 18 H

Assignment due on Summaries

Finish [Chapter 2](#)

2 student articles

Create groups/ assign their topics.

- Study for Test on Professors Who See No Evil, Chapters 1-2, *Alternative Economic Philosophies*, Hunt’s *Contemporary American Capitalism and Its Radical Critics*, {and *Socialism? No, Social Market Economics (for extra credit)*} Remember to look at study guide and questions at the end of each chapter.

Jan 23 T

Test on Professors Who See No Evil, Chapters 1-2, *Alternative Economic Philosophies*, Hunt’s *Contemporary American Capitalism and Its Radical Critics*, {and *Socialism? No, Social Market Economics (for extra credit)*}

Start Chapter 3 *Labor Force Participation*

- Read [The Man Who Took My Job](#) for next class. On CANVAS.

Jan 25 H

2 student articles

Finish Chapter 3

Discuss [*The Man Who Took My Job*](#)

Look at [Improving mental health in the workplace](#)

- Listen to Podcast Did China Eat America's Jobs? <http://freakonomics.com/podcast/china-eat-americas-jobs/study-questions> in packet
- If you are really interested in China, watch The Tank Man documentary. I have the link on CANVAS as well <http://www.pbs.org/wgbh/frontline/film/tankman/>
- Bring a computer if you have one to our next class. It will be useful for the Library instruction on research.

Jan 30 T

2 student articles

Library instruction from Librarian Marie Paiva

Discuss [*Podcast Did China Eat America's Jobs?*](#) [study questions](#)

- Read [*Toys 'R' Us Brings Temporary Foreign Workers to U.S. to Move Jobs Oversees*](#) [study guide](#)
- Read [*Forced Labor for Cheap Fish*](#) [study guide](#)
- Read [*US Closing a Loophole on Products Tied to Slaves*](#) [study guide](#) (*study guides for these 3 articles are hyperlinked, on CANVAS, and in notespacket.*)

Feb 1 H

3 student articles

Discuss [*Toys 'R' Us Brings Temporary Foreign Workers to U.S. to Move Jobs Oversees*](#) [study guide](#)

Discuss [*Forced Labor for Cheap Fish*](#) [study guide](#)

Discuss [*US Closing a Loophole on Products Tied to Slaves*](#) [study guide](#)

Begin documentary *Fire in the Hole* ----<http://www.pbs.org/video/utah-history-fire-hole-hour-1/> Fill out worksheet in notespacket to study for test.

[Cartoon on outsourcing](#)

- **Study for Test** Chapter 3, *The Man Who Took My Job*, *Did China Eat America's Jobs?*, *Toys "R" Us Brings Temporary Foreign Workers to U.S. to Move Jobs Oversees*, *Forced Labor for Cheap Fish*, and *US Closing a Loophole on Products Tied to Slaves*
- Start reading [*Meet You in Hell*](#) for the test on Feb 27. Remember, you can use 1 page of handwritten notes. And there are [study questions](#) in the note packet.

Feb 6 T

Test on Chapter 3, *The Man Who Took My Job*, *Did China Eat America's Jobs?*, *Toys "R" Us Brings Temporary Foreign Workers to U.S. to Move Jobs Oversees*, *Forced Labor for Cheap Fish*, and *US Closing a Loophole on Products Tied to Slaves*

Start Labor History notes are in the notes packet

- Read [*Free Trade, Fair Trade*](#) [study guide](#)
- Keep reading [*Meet You in Hell*](#) for the test on Feb 27.

Feb 8 H

2 articles

Discuss [Labor History](#)

Discuss [Free Trade, Fair Trade](#) [study guide](#)

Fire in the Hole Doc:

- Hour 1 of Fire in the Hole <http://www.pbs.org/video/utah-history-fire-hole-hour-1/>
- Hour 2 of Fire in the Hole <http://video.kued.org/video/2365628193/>
- **Study for test** Labor History, Fire in the Hole, and *Free Trade Fair Trade, A Cost In the Decline in Unions*.
- Finish watching Fire in the Hole.
- Extra Credit on Test-- Read [A Cost In the Decline in Unions—Why did the author change his mind about unions?](#)
- Keep reading [Meet You in Hell](#) for the test on Feb 27

Feb 13 T

Test Labor History, Fire in the Hole, and Free Trade Fair Trade, *A Cost In the Decline in Unions*

Start [Chapter 4 The Demand for Labor in the Short Run](#)

- Keep reading [Meet You in Hell](#)

Feb 15 H

Presentation on NAFTA, CAFTA and Trans-Pacific Interviews due on this one

Finish [Chapter 4](#)

1 student article

- Interviews on NAFTA/CAFTA due next class. Interview any person about their views on this topic. Start off by telling them the pros and cons of the topic (withhold your opinion until they respond) and ask them their opinion. Type up their comments in one page or less. You can also include your comments as well if you like. 3 pts.
- **Study for** test on Chapter 4

Feb 20 T

Test on Chapter 4

Interviews due on NAFTA/CAFTA,

Watch *Global Banquet*

You can watch John Oliver's Chickens on your own if you are interested)

<https://www.youtube.com/watch?v=X9wHzt6gBgI>

- **Finish Global Banquet and fill out worksheet** <https://www.youtube.com/watch?v=XAOAuMf3twg>
- **Keep reading** [Meet You in Hell](#)
- Read [A 21st Century Migrant's Essential: Food, Shelter, Smartphone](#) (no study guide for this one)

Feb 22 H

Presentation on Immigration Interviews due on this one

Discuss [*A 21st Century Migrant's Essential: Food, Shelter, Smartphone*](#)

2 student articles

Turn in Global Banquet Sheet

Discuss [*Meet You in Hell*](#) Book and test

- **Interviews** are due next class on Immigration.
- **Test next class** so finish [*Meet You in Hell*](#)

Feb 27 T

Watch Carnegie Doc

Test [*Meet You in Hell*](#) (you can have 1 page handwritten notes during the test),

Interviews on Immigration due

- Please read article [*Climate Rage*](#) [Study guide](#) is in the packet

March 1 H

Start **Chapter 6** *Wage Determination*

1 student article

Discuss [*Climate Rage*](#) [Study guide](#)

- Please **read** [*Marx's Social and Economic Theory*](#) [study guide](#)
- **Read** [*A Plan in Case Robots Take the Jobs*](#) *no study guide* (extra credit on test)

March 6 T

Discuss [*Marx's Social and Economic Theory*](#) [study guide](#)

Finish Chapter 6

1 student article

- **Study for Test** on Chapter 6, Marx., and [*Climate Rage, A Plan in Case Robots Take the Jobs*](#) (extra credit)

March 8 H

Test Chapter 6, Marx, and [*Climate Rage- A Plan in Case Robots Take the Jobs*](#) (extra credit)

Watch <https://www.youtube.com/watch?v=77jVMsOWKIo> 3 min

Discuss [*The New Confessions of An Economic Hit Man*](#)

- **Read** first 100 pages of [*The New Confessions of An Economic Hit Man*](#)—[study guide is in notes packet](#)
- Watch <https://www.youtube.com/watch?v=btF6nKH02i0> 19 min TEDx

March 13 T

Presentation on Child Slavery and Child Labor

Start documentary “Stolen Childhoods” [worksheet](#)

- **Make sure you have read** first 100 pages of [*The New Confessions of An Economic Hit Man*](#)—[study guide is in notes packet](#)
- **Study for Test** first 100 pages—through Chapter 15 of [*The New Confessions of An Economic Hit Man*](#)

You can have 1 page of handwritten notes with you during the test

March 15 H

Test first 100 pages—through Chapter 15 of The New Confessions of An Economic Hit Man You can have 1 page of handwritten notes with you during the test

Finish Stolen Childhoods doc [worksheet](#)

- **Read** [Housework Under Capitalism: The Unpaid Labor of Mothers](#)
- **Read** through “[Social Reproduction](#)” and [supplement](#) (in the notebook) for next class. [Study guide](#)
- **Read** [Men Do More at Home: But Not as Much as They Think](#) (no study guides, summarize for yourself)
- Read [Stressed, Tired Rushed: A Portrait of a Modern Family](#)
- Read [Signs of A truce in the Mommy Wars](#)
- Read [Attitudes Shift on Paid Leave: Dads Sue Too](#)
- Be prepared for group work
- Keep Reading [The New Confessions of An Economic Hit Man](#) –last test April 24

Spring Break Yippee!!!!!! ☺

March 27 T

Discuss [Housework Under Capitalism: The Unpaid Labor of Mothers](#) [study guide](#)

Discuss [Men Do More at Home: But Not as Much as They Think](#) **no study guide**

Discuss [Stressed, Tired Rushed: A Portrait of a Modern Family](#) **no study guide**

Discuss [Signs of A truce in the Mommy Wars](#) **no study guide**

Discuss [Attitudes Shift on Paid Leave: Dads Sue Too](#) **no study guide**

Discuss **Social Reproduction** “[Social Reproduction](#)” and [supplement](#) (in the notebook) for next class. [Study guide](#)

Group work with articles *Stressed, Tired Rushed: A Portrait of a Modern Family*, *Signs of A truce in the Mommy Wars*, *Attitudes Shift on Paid Leave: Dads Sue Too*

Could watch John Oliver Paid Leave <https://www.youtube.com/watch?v=zIhKAQX5izw> *10 minutes*

- **Study for test** on Social Reproduction, *Housework Under Capitalism*, *Men Do More at Home*, *Stressed, Tired Rushed*, *Signs of A truce in the Mommy Wars* and *Attitudes Shift on Paid Leave: Dads Sue Too*
- **Read** [San Francisco Approves Fully Paid Leave](#) *for extra credit on test*

March 29 H

Test on Social Reproduction, *Housework Under Capitalism*, *Men Do More at Home*, *Stressed, Tired Rushed*, *Signs of A truce in the Mommy Wars* and *Attitudes Shift on Paid Leave: Dads Sue Too*, *San Francisco Approves Fully Paid Leave (extra credit)*

A Class Divided documentary

If you want to watch it again or share it with friends or family you can watch it at:

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>

- Please **read** [At the Slaughter Some Things Never Die](#) article [study guide](#)
- **If you like--Watch** http://www.huffingtonpost.com/2014/07/14/john-oliver-wealth-gap-american-dream-video_n_5584621.html. 14 min
- **Read** [The Real Welfare Cheats](#) (no study guide)
- **Read** [Only Morons Pay the Estate Tax](#) (no study guided)

April 3 T

Presentation on Living Wage, Poverty and the U.S. Welfare System Interviews due on this one

Discuss [*At the Slaughterhouse Some Things Never Die*](#) [study guide](#)

Discuss [*The Real Welfare Cheats*](#)

Discuss [*Only Morons Pay the Estate Tax*](#)

Start [Chapter 9 Discrimination in the Labor Market](#)

Show chart in [*With AID More People Work*](#)

- **Interviews** on the Living Wage, Poverty and the U.S. Welfare System due next class.
- **Read** [*Even Famous Female Economists Get No Respect*](#) (no study guide, summarize for yourself)

April 5 H

Presentation on Discrimination in Utah and the US

Interviews due on U.S. Welfare System.

Discuss [*Even Famous Female Economists Get No Respect*](#)

Start the documentary “*The Corporation*” <https://www.youtube.com/watch?v=xHrhqtY2khc> [worksheet](#)

- **Read** [2 Charts Show How Ridiculous the Wage Gap Between Men and Women Really Is](#)
- Finish watching “*The Corporation*” <https://www.youtube.com/watch?v=xHrhqtY2khc> [worksheet](#)
- Complete [worksheet](#) for *The Corporation* due next class

April 10 T

Turn in [worksheet](#) for *The Corporation* next class

Continue [Chapter 9 Discrimination in the Labor Market](#)

Look at [2 Charts Show How Ridiculous the Wage Gap Between Men and Women Really Is](#)

- Read [*Meet the Corporation*](#) [study guide](#)
- Read [*Our Invisible Rich*](#) (no study guides for the following 3 articles—summarize for yourself)
- Read [*For the Wealthiest, A Private Tax System*](#)
- Read [*Portland Adopts Surcharge on CEO pay*](#)
- **Study for test** on Chapter 9 and articles *At the Slaughterhouse Somethings Never Die*, *The Real Welfare Cheats*, *Only Morons Pay the Estate Tax*, *Even Famous Female Economists Get No Respect*, *2 Charts Show How Ridiculous the Wage Gap Between Men and Women Really Is*

April 12 H

Test on Chapter 9 and articles *At the Slaughterhouse Somethings Never Die*, *The Real Welfare Cheats*, *Only Morons Pay the Estate Tax*, *Even Famous Female Economists Get No Respect*, *2 Charts Show How Ridiculous the Wage Gap Between Men and Women Really Is*

Presentation on CEO Pay Interviews due on this one

[Trump administration article](#)

Discuss [*Meet the Corporation*](#) [study guide](#)

Discuss [*Our Invisible Rich*](#) (no study guides for the following 3 articles—summarize for yourself)

Discuss [*For the Wealthiest, A Private Tax System*](#)

Discuss [*Portland Adopts Surcharge on CEO pay*](#)

- **Study for test** [*Meet the Corporation*](#), [*Our Invisible Rich*](#), [*For the Wealthiest, A Private Tax System*](#), [*Portland Adopts Surcharge on CEO pay*](#)
- Interview on CEO Pay due next class.
- Keep Reading [*The New Confessions of An Economic Hit Man*](#) –test April 24

April 17 T

Test on *Meet the Corporation, Our Invisible Rich, For the Wealthiest, A Private Tax System, Portland Adopts Surcharge on CEO pay*

Interview due on CEO Pay

Discuss Chapters 7 and 8.

- Keep Reading The New Confessions of An Economic Hit Man –last test April 25

April 19 H

Presentation on The Draft Interviews due on this one

Finish up Chapters 7 & 8.

- Study for test **Chapter 7 and 8**
- Study for test The New Confessions of An Economic Hit Man Chapter 16 to the End
- Interview due on The Draft next class

April 24 T

Test Chapter 7 and 8

Test The New Confessions of An Economic Hit Man Chapter 16 to the End You can have 1 page of handwritten notes with you during the test

Interview due on The Draft

---this is our last class

Remember there is no final for this class.

I hope to stay on this schedule. However, the student is responsible for any announced changes.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

Assignment **Summaries**

Summarize the three economic ideologies: Radical, Liberal and Conservative

Due

January 18

Worth 9 points

9—shows that you read and understand the three ideologies and the paper is well written. Summaries are in your own words.

8-7—shows that you read and understand the ideologies and adequately written. Summaries are in your own words.

6-5—not thoroughly read, somewhat convey understanding, and adequately written. Summaries are not in your own words

4-0—inadequate reading and summary. Poorly written Summaries are not in your own words

Resources:

“Alternative Economic Perspectives” use this paper for the Conservative and Liberal summaries

“Contemporary American Capitalism and Its Radical Critics” use this paper for the Radical summary

Where are the resources? CANVAS

What it should look like-- format

One page

Single spaced

Three paragraphs highlighting **the essence** of each of the three ideologies.

Be concise.

Form

Paper (you will get comments on return)

or

Email to yeagle@economics.utah.edu (you will confirmation and grade by email)

Labor Economics Outline Guidelines

The Outline is due at least one week prior to your presentation. I recommend completing it before then in order to get my feedback and to facilitate a timely paper.

One Outline per group.

Outline should be under 300 words and fit on one page.

The Outline is basically what you are planning to present to the class.

Outline should include:

Title

Authors

And most, if not all of the following

Background/ History

State the Objective/ The problem

Conclusion/ Policy Recommendation

References

Learning objectives

Sources Your sources need to be academic in nature. You are required to have at least 3 sources from scholarly journals which can be found through the library or other sources such as scholar.google.com

The outline is worth 2 points for each student.

If I recommend that you need to revise your outline, points will be given after the revised outline is complete.

The Library has encourage me to share this course reserve "How to Guide" with all students. It provides a walkthrough that will explain searching courses, filtering courses and finally how to access copyrighted material from off campus.

http://campusguides.lib.utah.edu/course_reserves_guide

Labor Economics Paper Guidelines

There will be approximately 7 groups with 3-4 people in each group.

Each group of students is required to write a 5 page paper (single spaced, regular margins, 11 or 12 pt font) on the subject your group is presenting to the class. Papers longer than 5 pages will be penalized.

The paper should use at least 5 different reputable sources to be cited either with footnotes or include a bibliography. These references can include peer reviewed journals, text books, government institutions and non-profit agencies. Be careful on internet sites that may have a strong bias—check original sources used by these sites.

You can use either footnotes or a bibliography for your references.

The paper is worth 10 points for each student.

There will be one paper turned in for each group.

Papers are due the day of your group presentation. Late papers will not be accepted.

Since there are 4-6 people in each group, the group should decide as to how to divide the topic into research/work components. These components should form a coherent whole. This coherent whole should be reflected in your paper as well as your class presentation. Your analysis should be economic in nature. However, some papers may concentrate on "the numbers" more than others.

The following is a list of topics covered. You will be assigned a group and a topic. If your group has additional ideas pertaining to your assigned subject, please bring them forward. My wish is that the topic you are assigned is a topic that interests you, that you would like to learn more about it and share that information with the rest of the class. Also, it will give you the opportunity to meet some new people and experience working in a group—which is like many jobs that you will have in the future.

NAFTA CAFTA and the Trans-Pacific Partnership Agreements

Immigration

Child Labor and Slavery

Living Wage and Poverty in Utah/US and The U.S. Welfare System

Discrimination in Utah and the U.S.

CEO Pay

The Draft (Conscription)

Labor Economics Presentation Guidelines

Each group of students are also required assigned (same as paper topic) to construct a presentation that will be given to the class as scheduled on the syllabus.

You are required to prepare a **Power Point** or **Prezi** presentation.
(Your presentation will be judged on content, organization, and clarity.)

The total Presentation should be 25-30 minutes. This gives 5 minutes per person to speak and then 5 minutes to conduct your student audience assignment or quiz. You will lose points if you go over your speaking time of 5 minutes per person. **Part of the assignment is to stay within your time limit.**

You are expected **to start on time**. Thus, you will necessarily have to make sure your computer works with our particular classroom *in advance*.

I suggest that you have different sectors including (the appropriateness will vary with the topic)

Background/ History

Objective/ The problem

Data

Conclusion/ Policy Recommendation

References

Classmate quiz

Either during or after your presentation, please prepare a **participation exercise** for your audience. It is up to the discretion of the presenters as to what this requirement entails. It should be worth 2 points for the student audience. I encourage creativity here ☺. It is also worth 2 points for you as well so please put some effort into **engaging your audience**. This is the most important part of public speaking.

Grading

During the presentation, I will grade each student based on the evaluation guidelines listed below. The presentation grade is worth 10 points for each individual student.

Evaluation Guidelines for Presentations

1. Topic/ Problem stated clearly.	0	1		
2. Quality of information/data	0	1		
3. Policy or learning objective clearly stated.	0	1		
4. Visual presentation of information/ neatness/ effectiveness	0	1		
5. Your individual participation	0	1	2	3
6. Keeping within the time limit and starting on time	0	1		
7. (Preparing/conducting) Student audience assignment/quiz	0	1	2	

Total (10 possible) _____