

School of Public Policy and Public Administration
PPPA 8105
PhD Seminar: Economic Models and Public Policy Analysis
Spring 2024
Professor Burt Barnow

Class Meeting: Mondays 6:10-8:00 Monroe B36

	Barnow
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Barnow Office Hours: Monday: 10:00 to 12 PM in person; Tuesday: 9:30 to 12:00 PM by zoom. Please feel free to contact me by email or phone to set an alternative time to meet in person or by zoom.

Learning Objectives:

This is a PhD-level course that focuses on topics in public economics and human capital theory and labor economics. At the conclusion of the course, students will have an understanding of various models for analyzing public sector institutions, expenditures and revenues; and of labor economic/human capital models and how these relate to public policy research.

The course has the following specific objectives:

- To familiarize students with some of the theoretical foundations of public expenditure and revenue analysis, human capital theory, and labor economics.
- To introduce students to the various approaches to research in these areas field, which (consistent with the interdisciplinary nature of public policy and public administration) rely on tools from many fields, such as economics and political science.
- To provide students with an opportunity to do independent research that furthers some larger career objective, such as making progress toward a dissertation topic or producing a publishable paper.

Required Readings

There is no required textbook for the course. Instead, it will rely on a substantial number of readings, mainly from academic journals and handbooks, posted on Blackboard. In most weeks, 100-150 pages of reading will be required. It is vital that students keep up with these readings; in most weeks a discussion of the literature assigned will be led by 1 or 2 students. In addition, each student will be required to read and report on one book either selected from the list provide or selected by the student with the approval of the instructor. I have listed some books where they are relevant in the syllabus; please note that they are *not* required reading.

Course Requirements

There are four main components used to determine your grade. The first of these is the book summary referenced above. The second is a major paper on a topic that is broadly related to the topics of the seminar. The third is an oral presentation on your paper, and the fourth is class participation. See attachment for more guidance. The course requirements will be weighted as follows:

- Book Summary —25 percent
- Leading Discussion of Weekly Readings—20 percent
- Class Participation—10 percent
- Oral Presentation of Final Paper—10 percent
- Final Paper—35 percent

Dates to note:

Book choice due by January 29

Sign up for leading class discussions by January 29

Major paper proposal due February 12

Book presentations start February 26

Oral presentations of major paper will be April 29 and May 1

Final Paper due May 6

Please note that this syllabus is intended as a guide to the course for the student. Sound educational practice requires flexibility and the instructor may, with appropriate notice, change content and requirements at any time during the semester

Class Schedule at a Glance

- A. January 22—Course Overview, Basic Theory of Human Capital and Investments Prior to Age 5
- B. January 29— Returns to Higher Education
- C. February 5—Social and Private Returns to Education and the role of Place-Based Policies
- D. February 12—Immigration

- E. February 26—Discrimination
- F. March 4—Occupational Training, the Pandemic and the Labor Market, and the Future of Work
- G. March 18 — Frameworks for Public Expenditure Analysis I
- H. March 25— Framework for Public Expenditure Analysis II
- I. April 1— Basic Principles of Incidence Analysis
- J. April 8— Income Inequality and Poverty
- K. April 15--Budget and Tax Implications of Racism and Gender
- L. April 22— Public Finance and Behavioral Economics
- M. April 29--Course Wrap-up and paper presentations
- N. May 1—Course Wrap-up and paper presentations

Course Outline and Reading List Please note: Readings for class will be selected from those below and will not always encompass the entire list. Class readings will be announced at least one week in advance of class. Books denoted with a * are *not* required reading—they are potential selections for the book review.

A. January 22—Basic Theory of Human Capital and Investments Prior to Age 5

T.W. Schultz (1961). “Investment in Human Capital.” American Economic Review. 51:1-17.

Jacob Mincer (1974). Schooling Experience, and Earnings (1974). New York: National Bureau of Economic Research. Chapter 1.

Judith Scott-Clayton and Qiao Wen. “Estimating Returns to College Attainment: Comparing Survey and State Administrative Data Based Estimates.” Center for Analysis of Postsecondary Education and Employment, January 2017. (Skim)

Robert J. Willis (1986). “Wage Determinants: A Survey and Reinterpretation of Human Capital Earnings Functions” in Handbook of Labor Economics, Vol. 1, Orley Ashenfelter and Richard Layard, Editors. New York: Elsevier. (Optional)

Douglas Almond and Janet Currie (2011). "Human Capital Development before Age Five" Handbook of Labor Economics, Vol. 4b, Orley Ashenfelter and David Card, Editors. New York: Elsevier. (Skim).

Janet Currie (2001). "Early Childhood Education Programs." Journal of Economic Perspectives. 15(2): 213-238.

Westat (2010). "Head Start Impact Study Final Report Executive Summary." Washington, DC: U.S. Department of Health and Human Services.

Pedro Carneiro and James J. Heckman (2003). "Human Capital Theory." Cambridge, MA: National Bureau of Economic Research. Working Paper 9495. (Optional)

* Gary Becker (1975). Human Capital. New York: National Bureau of Economic Research.

B. January 29 —Returns to Higher Education

David Card (1999). "The Causal Effect of Education on Earnings." In Handbook of Labor Economics, Vol. 3, Orley Ashenfelter and David Card, Editors. New York: Elsevier.

W. Norton Grubb (1993), "The Varied Economic Returns to Postsecondary Education," Journal of Human Resources. 28: 365382.

Christopher Jepsen, Kenneth Troske, and Paul Coomes (2012). "The Labor Market Returns to Community College Degrees, Diplomas, and Certificates." IZA Discussion Paper 6902.

Louis S. Jacobson, Robert J. LaLonde, and Daniel G. Sullivan (2005). "Estimating the Returns to Community College Schooling for Displaced Workers." Journal of Econometrics 125(1-2): 271-304.

Thomas J. Kane and Cecelia Elena Rouse (1995). "Labor Market Returns to Two- and Four-Year College." American economic Review. 85, No. 3: 600-614. (Optional)

Dominic J. Brewer, Eric R. Eide, and Ronald G. Ehrenberg (1999). "Does It Pay to Attend an Elite Private College?" Journal of Human Resources. 34(1): 104-123.

Dan Black, Jeffrey Smith, and Kermit Daniel (2005). "College Quality and Wages in the United States." German Economic Review . 6(3): 415-443.

(Skim)

Stacy Berg Dale and Alan B. Krueger (2002). “Estimating the Payoff to Attending a More Selective College: An Application of Selection on Observables and Unobservables.” Quarterly Journal of Economics. 107(4): 1491-1527. (Read this or more recent version)

Stacy B. Dale and Alan B. Krueger (2014). “Estimating the Effects of College Characteristics over the Career Using Administrative Earnings Data.” Journal of Human Resources. 49(2): 323-358.

Mark Hoekstra (2009). “The Effect of Attending the Flagship State University on Earnings: A Discontinuity-Based Approach.” Review of Economics and Statistics. 91(4): 717-724. (optional)

C. **February 5—Social and Private Returns to Education and the role of Place-Based Policies**

Andrew Weiss (1995). “Human Capital vs. Signaling Explanations of Wages.” Journal of Economic Perspectives. 9(4): 133-154.

Paul Taubman and Terence Wales (1975). “Education as an Investment and a Screening Device” in Education, Income, and Human Behavior, F. Thomas Juster, editor. New York City, NY: National Bureau of Economic Research. (optional)

Michael Spence (1973). “Job Market Signaling.” Quarterly Journal of Economics. 87(3): 355-374. Skim—we will not go through in detail.

Barbara L. Wolfe and Robert H. Haveman (2003). “Social and Nonmarket Benefits from Education in an Advanced Economy” in Education in the 21st Century:

Philip Oreopoulos and Kjell G. Salvanes (2011). “Priceless: The Nonpecuniary Benefits of Schooling.” Journal of Economic Perspectives. 25(1): 159-184.

Wim Groot and Henriette Massen van den Brink (2000). “Overeducation in the Labor Market: A Meta-Analysis.” Economics of Education Review. 19(2): 149-158. Skim.

S. Rubb (2003). “Overeducation in the Labor Market: A Comment and Re-Analysis of a Meta-Analysis.” Economics of Education Review. 22(6): 621-629. (Skim).

Timothy J. Bartik (2020). “Using Place-Based Jobs Policies to Help Distressed

Communities.” *Journal of Economic Perspectives* 34(3): 99–127.

Eric Chyn and Lawrence F. Katz (2021). “Neighborhoods Matter: Assessing the Evidence for Place Effects.” *Journal of Economic Perspectives* 3(4) 197–222.

D. February 12—Immigration

Larry A. Sjaastad (1962). “The Costs and Returns of Human Migration.” *Journal of Political Economy*. 70(5, part 2): 80-93. (Skim)

Harriet Duleep and Mark Regets. “U.S. Immigration Policy at a Crossroads: Should the U.S. Continue Its Family-Friendly Policy?” *The International Migration Review*. Fall 2014, Vol. 48, No. 3 (Fall 2014), pp. 823-845

Barry R. Chiswick (1978). “The Effect of Americanization on the Earnings of Foreign-Born Men.” *Journal of Political Economy*. 86(5): 897-921.

Barry R. Chiswick, Editor. (2011). *High-Skilled Immigration in a Global Labor Market*. American Enterprise Institute. (optional)

Barry R. Chiswick (1999). “Are Immigrants Favorably Self-Selected?” *American Economic Review*. 89(2): 181-185.

George J. Borjas (1999). “The Economics of Immigration” in *Handbook of Labor Economics*, Vol. 3, Orley Ashenfelter and David Card, Editors. New York: Elsevier. (Optional)

Barry R. Chiswick (2009). “Top Ten Myths and Fallacies Regarding Immigration.” Bonn, Germany: IZA, Policy Paper No. 12.

David Card (2005). “Is the New Immigration Really So Bad?” *Economic Journal*. 115(507): F300-F323.

George Borjas (2003). “The Labor Demand Curve Is Downward Sloping: Reexamining the Impact of Immigration on the Labor Market.” *Quarterly Journal of Economics*. 118(4): 1335-1374.

Francine D. Blau and Christopher Mackie, Editors (2016). *The Economic and Fiscal Consequences of Immigration*. Washington, DC: National Academies Press. Pp. 1-10 required; rest is optional.

E. February 26— Discrimination

Kevin Lang and Ariella Kahn-Lang Spitzer. (2020). “Race Discrimination: An

Economic Perspective.” *Journal of Economic Perspectives*.34(2): 68–89.

Mario L. Small and Devah Pager (2020). “Sociological Perspectives on Racial Discrimination.” *Journal of Economic Perspectives* 34(2): 49–67.

Harry Holzer (2021). “Why Are Employment Rates so Low among Black Men?” Washington, DC: Brookings.

Darrick Hamilton, et al. (2021). “Building an Equitable Recovery: The Role of Race, Labor Markets and Education.” New York: The New School.

M.V. Lee Badgett, Christopher S. Carpenter, and Dario Sansone (2021). “LGBTQ Economics.” *Journal of Economic Perspectives* 35(2): 141–170.

Carolyn M. Sloane, Erik G. Hurst, and Dan A. Black. (2021). “College Majors, Occupations, and the Gender Wage Gap.” *Journal of Economic Perspectives*. 35(4): 223–248.

Joseph G. Altonji and Rebecca M. Blank (1999). “Race and Gender in the Labor Market” In *Handbook of Labor Economics*, Vol. 3, Orley Ashenfelter and David Card, Editors. New York: Elsevier.

Kevin Lang and Jee-Yeon Lehmann (2012). “Racial Discrimination in the Labor Market: Theory and Empirics.” *Journal of Economic Literature*. 50(4): 959-1006. Optional.

Harry J. Holzer and David Neumark (2006). “Affirmative Action: What Do We Know?” *Journal of Policy Analysis and Management*. 25(2): 463-490.

Roland G. Fryer, Jr. and Glenn C. Loury (2005). “Affirmative Action and Its Mythology.” *Journal of Economic Perspectives*. 19(3): 147-162.

Harry Holzer and David Neumark (2000). “Assessing Affirmative Action.” *Journal of Economic Literature*. 38(3): 483-568. (optional)

F. March 4—Occupational Training, the Pandemic and the Labor Market, and the Future of Work

Daniel Friedlander, David H. Greenberg, and Philip K. Robins (1997). “Evaluating Government Training Programs for the Economically Disadvantaged.” *Journal of Economic Literature*. 35(4): 1809-1855.Skim.

Carolyn J Heinrich, Peter R Mueser, Kenneth R Troske, Kyung-Seong Jeon, and

Daver C Kahvecioglu (2013). “Do Public Employment and Training Programs Work?” *IZA Journal of Labor Economics*, 2(6).

Fortson et al. (2017). *Providing Public Workforce Services to Jobseekers: 30-Month Impact Findings on the WIA Adult and Dislocated Worker Programs*. Washington, DC: Mathematica Policy Research. Executive Summary.

U.S. Department of Labor (2014). “What Works in Job Training: A Synthesis of the Evidence.” Washington, DC: U.S. Department of Labor. (Skim).

Burt S. Barnow and Jeffrey Smith (2016). “Employment and Training Programs.” In Robert A. Moffitt, editor. *Economics of Means-Tested Transfer Programs in the United States, Volume 2*. Chicago: University of Chicago Press. 127-234. Optional.

Louis Jacobson and Ian Petta (2000). “Measuring the Effect of Public Labor exchange (PLX) Referrals and Placements in Washington and Oregon.” Rockville, MD: Westat. Optional

Christopher T. King and Carolyn J. Heinrich (2011). “How Effective Are Workforce Development Programs? Implications for U.S. Workforce Policies.” Unpublished paper. (Skim)

MIT Task Force on Work of the Future (2019). The “Work of the Future: Shaping Technology and Institutions.”

Conor Mckay, Ethan Pollack, and Alastair Fitzpayne. (2019). “Automation and a Changing Economy Part I: The Case for Action.” Washington, DC: The Aspen Institute.

Conor Mckay, Ethan Pollack, and Alastair Fitzpayne. (2019). “Automation and a Changing Economy Part II: Policies for Shared Prosperity.” Washington, DC: The Aspen Institute. (Skim)

McKinsey Global Institute. (2019). “The Future of Work in America: People and Places, Today and Tomorrow.” Executive Summary.

Meeting the Challenges of a Changing World, Yolanda Kodrzycki, ed. Boston: Federal Reserve Bank of Boston. (Optional)

David Neumark, Hans P. Johnson, and Mariasol Cuellar Mejia. “Future Skill Shortages in the U.S. Economy?” Cambridge, MA: National Bureau of Economic Research, Working Paper 17213. (Skim).

Peter Cappelli (2014). “Skill Gaps, Skill Shortages, and Skill Mismatches:

Evidence for the US.” Cambridge, MA: National Bureau of Economic Research, Working Paper 20382. (Skim).

Harry J. Holzer, R. Glenn Hubbard, and Michael R. Strain. (2021). “Did Pandemic Unemployment Benefits Reduce Employment? Evidence from Early State-Level Expirations in June 2021.” National Bureau of Economic Research Working Paper 29575.

Stefania Albanesi and Jiyeon Kim (2021). “Effects of the COVID-19 Recession on the US Labor Market: Occupation, Family, and Gender.” *Journal of Economic Perspectives* 35(3): 3–24.

David Autor (2024). “Applying Ai to Rebuild Middle Class Jobs.” National Bureau of Economic Research Working Paper 32140.

G. March 18—Frameworks for Public Expenditure Analysis I

Musgrave. The Theory of Public Finance, McGraw Hill (1959), pp. 1-28.

Buchanan and Musgrave. Public Finance and Public Choice: Two Contrasting Visions of the State, “Day 1 – Day 3”. MIT Press (2002).

Taborrock: *Calculus of Consent* (Buchanan and Tullock), Chapter 6 (powerpoint)

Tanzi. Government vs. Markets: The Changing Role of the State. Cambridge Press (2011), Chapters 1 and 8.

Bourne, R. How Market Failure Arguments Lead to Misguided Policy. Cato Institute.

Popp Berman, 2022.

<https://watson.brown.edu/rhodes/events/2021/elizabeth-popp-berman-thinking-economist-how-economics-became-language-us-public-policy>

Popp Berman, 2021. “Thinking Like an Economist” Chapter 1.

<https://www.npr.org/2021/01/20/958854717/modern-monetary-theory-classic>

<https://www.vox.com/future-perfect/2019/4/16/18251646/modern-monetary-theory-new-moment-explained>

H. March 25—Frameworks for Public Expenditure Analysis II

Young, D. Complementary, Supplementary, or Adversarial? A Theoretical and a Historical Examination of Nonprofit-Government Relations in the United States.” In Boris and Steuerle, eds. **Optional**

Richard Steinberg, “Economic Theories of Nonprofit Organizations”

Niskanen, William, 1975. Bureaucrats or Politicians. Journal of Law and Economics

Besley, et.al. “Bureaucracy and Development, Aug. 2021 **Optional**

Mueller, D. 2011. “The Importance of Self-Interest and Public Interest in Politics. Critical Review.

Williamson. “Transaction Cost Economics: How it Works; Where it is Headed. De Economist. 1998. **Optional**

Tisdale. Transaction Costs and Bounded Rationality – Implications for Public Administration and Economic Policy. (2004). **Optional**

Patashnik, “The Contractual Nature of Budgeting: A Transaction Cost Perspective on the Design of Budgeting Institutions,” Policy Science, (1996) pp. 189-212.

Williamson, “Public and Private Bureacracies: A Transactions Cost Perspective,” Journal of Law Economics and Organization

Globerman and Vining, “A Framework for Evaluating the Government Contracting-Out Decision with an Application to Information Technology. Public Administration Review, 56(6), pp. 577-584.

Hafetz and Warner, “Contracting or Public Delivery? The Importance of Service, Market and Management Characteristics.” Journal of Public Administration Research and Theory, 2011.

I. April 1—Basic Principles of Incidence Analysis

Tax Incidence

Cordes and Watson, “The Theory and Practice of Tax Incidence” in Fred Thompson, Handbook of Public Finance, Marcel Dekker, (1998), pp.93-134. Congressional Budget Office. The Incidence of the Corporate Income Tax. (1996).

Expenditure Incidence

Watts. “Expenditure Incidence.” In Thompson, Handbook of Public Finance,

pp. 199-220. Optional.

Ruggeri. “Public Expenditure Analysis.” In Anwar Shah, editor. Public Expenditure Analysis. World Bank, (2005), pp. 1-23. Skim.

J. April 8 — Income Inequality and Poverty

UN World Inequality Report, 2022. Executive Summary.

Citro and Michael, editors. *Measuring Poverty: A New Approach*. National Academy Press, 1995. pp. 1-16.

Congressional Research Service 2022. The Supplemental Poverty Measure: Its Core Concepts, Development, and Use

Burtless, 2016. “Alternative Methods for Measuring Income Inequality.” Brookings Institution.
<http://www.brookings.edu/research/presentations/2016/01/inequality-measurement-burtless>

American Enterprise Institute, 2014. Opportunity for All: How to Think About Inequality. pp. 3-7; 49-86.

Alkire and Foster, 2009. “Counting and Multi-Dimensional Poverty Measures.” Von Braun, Hill, and Pandya-Lorch, eds. pp. 77-91.

Blanchet, Chancel, and Gethin, 2022. Why is Europe More Equal Than the United States? American Economic Review: Applied Economics.

Science, 2014. Special Section on the Science of Inequality, pp. 818-867.
Tax and Budget Policy and Inequality

Martinez-Vasquez. 2008. “The Impact of Fiscal Policy on the Poor: Fiscal Congressional Budget Office, 2022. The Distribution of Household Income, 2019.

Adema, Fron, and Ledaique, 2014. “How Much do OECD Countries Spend on Social Protection and How Redistributive are Their Tax/Benefit Systems?” International Social Security Review, pp. 1-25.

K. April 15 --- Budget and Tax Implications of Race and Gender

Austen, et. al. “Expenditure Incidence Analysis: A Gender-Responsive Budgeting Tool for Education Expenditures in Timor-Leste? Feminist Economics, (2013), pp. 1-26. Skim.

Brookings Institution, 2020. Webinar:
<https://www.brookings.edu/events/webinar-reparations-for-black-americans-whether-why-and-how/>

Darity, et.al. “The Cumulative Costs of Racism and the Bill for Black Reparations,” Journal of Economic Perspectives,

Thomas, Ann, 2022. “The Racial Wealth Gap and the Tax Benefits of Home Ownership.” New York University Law Review.

Anthony Infanti and Bridget Crawford, 2009, “Critical Tax Theory: An Introduction.” Pittsburgh School of Law. Dorothy Brown, 2007.”Race and Tax Matters in Tax Policy.” Columbia Law Review, Dorothy Brown, 2016, 1999. “Racial Equity in the Twenty-First Century: What’s Tax Policy Got to Do with it?” University of Arkansas at Little Rock Law Review

L. April 22--Public Finance and Behavioral Economics

Camerer and Loewenstein. “Behavioral Economics: Past Present and Future.” (2002).

Chapters 1-3 Congdon, Kling, and Mullainathan. Policy and Choice, Brookings Institution Press (2011).

Chetty, Looney, and Kroft, “Salience and Taxation: Theory and Evidence,” *American Economic Review* 99(4): 1145-1177, 2009.

M. April 29 —Course Wrap-Up Paper Presentations

N. May 1—Course Wrap-up Paper Presentations

Potential Books for Summaries

Each student, over the course of the semester, is to read and write a critical summary of one book or monograph (suggested length 7-10 pages double spaced). Each student is to identify his or her top 3 choices for books to read, in priority order, by Monday, January 24. We will then make book assignments. Students can (and are encouraged to) suggest books to read and summarize that are not on the list below with instructor approval. Also, if students are interested in exploring a subject that is not on the list below, let us know and we will try to offer suggestions.

Books available for summary include those listed below, but students are encouraged to select other books, but if you do so you should get approval from the instructors.

Acemoglu, D. and Robinson, J. 2012. Why Nations Fail.

Brown, D. 2022. The Whiteness of Wealth.

Journal of Economic Literature, 2022. Symposium: Race and Economic Literature (entire volume).

William Gale. Fiscal Therapy: Curing America's Debt Addiction and Investing in the Future

Stephanie Kelton, 2016. The Deficit Myth

A.J. Mahrotra, 2009. The New Fiscal Sociology. Cambridge University Press.

Christopher Howard, 1999. The Hidden Welfare State. Princeton University Press.

David Weimer and Aidan Vining, 2009. Investing in the Disadvantaged: Assessing the Benefits and Costs

Anthony Atkinson, 2015. Inequality: What Can be Done? Harvard University Press.

Sabina Alkire, et. al. 2015. Multidimensional Poverty Measurement and Analysis. Oxford University Press.

Peter Lindert, 2004. Growing Public Volume 1, The Story: Social Spending and Economic Growth Since the Eighteenth Century. Cambridge University Press.

Joel Slemrod and Christian Gillitzer. 2014. Tax Systems. MIT Press.

Kleinbard, 2014. We Are Better Than This. Oxford University Press.

Angus Deaton, 2013. The Great Escape: Health, Wealth, and the Origins of

Inequality.

Lane Kenworthy, 2014. Social Democratic America. Oxford University Press.

Akerlof and Cranton, 2010. Identity Economics: How Our Identities Shape Our Work, Wages, and Well-Being. Princeton University Press.

Douglas Hough, 2013. Irrationality in Health Care. Stanford Economics and Finance.

Baldwin, Richard and di Mauro, Beatrice, 2020. Mitigating the COVID economic Crisis: Act Fast and Do Whatever it Takes. CEPR Press, (available as free download).

William Darity and Kristen Mullen, 2020, *From Here to Equality: Reparations for Black Americans in the Twenty-First Century*. Harvard University Press. (available for free download from JSTOR).

Caitlin Rosenthal, 2019. *Accounting for Slavery: Masters and Management*. Harvard University Press.

Edward Baptist, 2016. *The Half Has Never Been Told, Slavery and the Making of American Capitalism*. Basic Books

Richard Freeman (1976). The Overeducated American. New York City, NY: Academic Press.

Larry L. Leslie and Paul T. Brinkman. The Economic Value of Higher Education. (1988). New York: Macmillan Publishing Company.

Barry R. Chiswick (2005). The Economics of Immigration. Northampton, MA: Edward Elgar Publishing.

George Borjas (1999). Heaven's Door: Immigration Policy and the American Economy. Princeton, NJ: Princeton University Press.

Barry R. Chiswick and Paul W. Miller (2007). The Economics of Language: International Analyses. New York: Routledge.

Barry R. Chiswick, Editor. (2011). High-Skilled Immigration in a Global Labor Market. American Enterprise Institute.

James J. Heckman, Robert J. LaLonde, and Jeffrey A. Smith (1999). "The Economics and Econometrics of Active Labor Market Programs." In Handbook of Labor Economics, Vol. 3, Orley Ashenfelter and David Card, Editors. New

York: Elsevier.

Stephen A. Wandner (2010). Solving the Reemployment Puzzle: From Research to Policy. Kalamazoo, MI: Upjohn Institute Press.

Douglas J. Besharov and Phoebe H. Cottingham, Editors. (2011). The Workforce Investment Act: Implementation Experiences and Evaluation Findings. . Kalamazoo, MI: Upjohn Institute Press.

Major Paper Instructions

Each student is required to prepare a major research paper over the course of the semester. This paper should focus on one (or more, if appropriate) of the research areas introduced over the course of the semester. The most important criteria for the paper topic are:

- The paper should focus on a question or issue of interest to the student.
- The paper should do something for the student beyond just satisfying a requirement for this course. For example, the paper could be the start of a literature review for a topic that the student wishes to explore for a dissertation topic. The goal might also be to produce something that is publishable. (Students have published papers for this class!)
- Many possible topics and approaches are possible.

Each student should identify a topic by class on Monday, Feb. 7, and should provide a one to two page proposal in class (or by email) on that day. The paper itself will be due on Friday, May 5. You should feel free to contact the instructors about appropriate paper topics, as well as sources for your individual papers.

Students will make an oral presentation, summarizing their research, on April 27. Thus, while you do not need to have the paper finalized by that date, the research needs to be sufficiently complete for you to make a thorough presentation.

UNIVERSITY AND TRACHTENBERG SCHOOL CLASS POLICIES

Trachtenberg School Civility Statement

Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

University policy on observance of religious holidays

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: students.gwu.edu/accommodations-religious-holidays.

Academic integrity code

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For details and complete code, see: studentconduct.gwu.edu/code-academic-integrity

Safety and security

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building.

After evacuation, seek shelter at a predetermined rendezvous location.

Support for students outside the classroom Disability Support Services (DSS)
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information see: disabilitysupport.gwu.edu/

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see: counselingcenter.gwu.edu/

Additional Trachtenberg School Policies

1. **Incompletes:** A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director.

Please consult the TSPPPA Student Handbook or visit http://www.gwu.edu/~ccas/faculty/files/Incomplete_poli0.pdf for the complete CCAS policy on incompletes.

2. **Submission of Written Work Products Outside of the Classroom:** It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.

3. **Submission of Written Work Products after Due Date: Policy on Late Work:** All work must be turned in by the assigned due date in order to receive full credit for

that assignment, unless an exception is expressly made by the instructor.

4. Academic Honesty: All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. (see <http://www.gwu.edu/~ntegrity/code.html>)

Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”

5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, revise content and requirements during the semester.

Additional Information

At a recent meeting of the GW Faculty Senate, President Thomas LeBlanc remarked that on the GWU campus, it is graduate students more so than undergraduates who encounter the issues with food security and even homelessness. With that in mind, the following GWU resources are listed below for your reference

Any student who faces challenges affording groceries or accessing sufficient food to eat everyday, who lacks a safe and stable place to live, and believes this may affect their performance in class is encouraged to contact the Dean of Student Affairs for support.

Furthermore, please contact your Professor if you feel comfortable doing so. This will enable her/him to provide resources she/he may know about.

Other resources you may find helpful.

- Food Pantry on Campus - students.gwu.edu/store
- Foggy Bottom Food Pantry - [://sites.google.com/.../neig.../the-foggy-bottom-food-pantry](http://sites.google.com/.../neig.../the-foggy-bottom-food-pantry)
- Emergency Funding - financialaid.gwu.edu/emergency-funding
- Mental Health Counseling - healthcenter.gwu.edu/mental-health