



Spring 2024
Yukiko Asai

PPHA 46610 - Workplace and Family Policy

Syllabus – Updated 3/15/2024

Class Meeting Time, Location

Time: Mondays and Wednesdays, 10:30 am - 11:50 am

Location: Room 0021

Instructor Information

Instructor: Yukiko Asai (Harris School of Public Policy, University of Chicago)

Email: yasai@uchicago.edu

Office Hours: TBA --Please take a moment to introduce yourself during office hours!

Course Description

Each class session, we will discuss at least one labor market/family policy. There will be about 40-50 minutes of lectures followed by discussions. Students are required to attend live lectures and actively participate in each discussion. There will be mid-term exam and final presentation.

The topics covered in the course will include: the demographic transition, human capital accumulation, gender wage and employment gaps, discrimination in the workplace, family leave and childcare policies, tax policies including subsidies like the Earned Income Tax Credit (EITC), and related welfare policies. We will draw on the theory of static and dynamic labor supply, theories of labor demand, and labor market equilibrium to guide its investigation, and use empirical tools to answer research questions. For each topic covered in this course, I will introduce an elementary treatment of the canonical theoretical model and give examples of its empirical application. In studying empirical applications, we will often draw on analysis from international experience.

Teaching Assistant Information

Margot Bond (margotbond@uchicago.edu) will work as your TA for this course. TA is here to help you with difficulty in problem sets and understanding grades. Questions regarding grades should be directed to TA. All regrade requests must be submitted in writing with a full explanation of why you think the work was incorrectly graded.

TA RStudio coding office hours: TBA

Course Website

Announcements, homework assignments, and other material of the course will be posted on Canvas. You should automatically be given access if you register for the course. Homework assignments and notifications are also available there.

Grading

Midterm: 35%

Final Paper and Presentation: 40%

Participation: 10%

Homework Assignments: 15%

Students who wish to take the course pass/fail rather than for a letter grade must use the Harris Pass/Fail request form (<https://harris.uchicago.edu/form/pass-fail>) and must meet the Harris deadline. To earn a passing grade, students taking the course pass/fail must: complete and submit all assignments; submit both midterm and final paper; and earn passing grades on each assignment and exam.

Midterm Exam (35%)

The midterm exam will be conducted on Canvas Gradescope. There will be NO make-up exam, so please make sure to submit the exam by the following date.

Date: TBA

Final Paper and Presentation (40%)

Students are required to submit an individual research paper and present it in class. The topic of your presentation is up to you but it has to be related to labor market and family policy. Each presentation is evaluated by the instructor, TA, and your classmates.

Presentation Slides Due Date: May 11

Presentation Date: May 13 and 15

Final Paper Due Date: May 19

You can talk to me and ask me for feedback on your paper at any time before the due date. Please feel free to stop by office hours and ask questions!

Participation (10%)

I expect students to come to every lecture and prepare to discuss the topic in the lecture. Please take advantage of this opportunity to engage with the material, ask questions and express informed opinions.

Homework Assignments (15%)

Homework assignments will be posted on Canvas Gradescope. Assignments must be uploaded on Gradescope on the due date. Please submit your assignment as a PDF file. Penalty of 20% if submitted within 24 hours of due date/time. Assignments submitted >24 hours cannot be accepted.

For all assignments, you may work in groups, but each person must write up his/her own answers. You will receive zero for any homework not handed in on time. In addition, you will receive NO credit for the course if you don't do any of the assignments.

Textbook

[Recommended, but not required] George Borjas, Labor Economics, McGraw Hill, 2024. This is the 9th edition, but other editions are likely to be acceptable as well. You are expected to understand the material as presented in class, so you should use your lecture notes as a guide when reviewing the text.

[Supplemental] Tito Boeri and Jan van Ours, The Economics of Imperfect Labor Markets, Princeton University Press, 2021.

Outline Schedule (Subject to change)

This is an approximate schedule of topics to be covered. We may move faster or slower than this schedule.

Week	Topic	Textbook Chapter and Readings	Problem sets and Exams
3/18(Mon)	Introduction <ul style="list-style-type: none">• Overview of Current Labor Market and Demographic Transition• Measuring the labor force• Introduction to Regression Analysis Discussion	Chapter 1	
3/20(Wed)	Labor Supply -Universal Basic Income, Welfare Programs, Work Incentives-	Chapter 2	
3/25(Mon)	<ul style="list-style-type: none">• The hours of work decision• Income effect and substitution effect	<ul style="list-style-type: none">• Bailey (2006)"More Power to the Pill: The Impact of Contraceptive Freedom on Women's Life Cycle Labor Supply"	
3/27(Wed)	<ul style="list-style-type: none">• Universal Basic Income (UBI)• To work or not to work• Estimates of the labor supply elasticity• Randomized Experiment	<ul style="list-style-type: none">• Nada Eissa and Jeffrey B. Liebman, 1996 "Labor Supply Response to the Earned Income Tax Credit" The Quarterly Journal of Economics• Fehr and Goette, 2007 "Do Workers Work More if Wages Are High? Evidence from a Randomized Field Experiment" American Economic Review	

	<ul style="list-style-type: none"> • Labor supply of women • Policy application: welfare programs and work incentives • Policy application: The Earned Income Tax Credit • Policy application: The Child Tax Credit <p>Discussion</p>		
4/1(Mon) 4/3(Wed)	<p>Payroll tax</p> <ul style="list-style-type: none"> • Payroll tax and inequality • Policy application: payroll tax • Targeted payroll tax cut <p>Discussion</p>	<p>Chapter 4</p> <ul style="list-style-type: none"> • Piketty and Saez (2007) How Progressive is the U.S. Federal Tax System? A Historical and International Perspective • Saez et al. (2019) Payroll Taxes, Firm Behavior, and Rent Sharing: Evidence from a Young Workers' Tax Cut in Sweden 	
4/8(Mon)	<p>Monopsony</p> <ul style="list-style-type: none"> • Noncompetitive labor markets: monopsony <p>Discussion</p>	<p>Chapter 4</p> <ul style="list-style-type: none"> • "Why Aren't Americans Getting Raises? Blame the Monopsony" (Wall Street Journal, November 2016) 	<p>Problem Set #1 Due TBA</p>
4/10(Wed)	<p>Employment Subsidies and Training Programs</p> <ul style="list-style-type: none"> • Employment subsidy • Training program • Job search assistance <p>Discussion</p>	<p>Chapter 4</p> <ul style="list-style-type: none"> • Kroft et al. (2013) "Duration Dependence and Labor Market Conditions: Evidence from a Field Experiment" • Card and Hyslop (2005) "Estimating the Effects of a Time-limited Earnings Subsidy for Welfare-leavers: Randomized experiment" • Schochet et al. (2008) "Does Job Corps Work? Impact Findings from the National Job Corps Study" • Card et al. (2018) "What Works? A Meta Analysis of Recent Active Labor Market Program Evaluations" 	
4/15(Mon)	<p>Regulation of Working Hours</p> <ul style="list-style-type: none"> • Standard working hours • Part-time work • Short-time work • Overtime premium • Theoretical framework • Women and Part-time work • Work-sharing programs <p>Discussion</p>	<ul style="list-style-type: none"> • Kopp and Siegenthaler, 2021 "Short-Time Work and Unemployment in and after the Great Recession" • Hamermesh and Trejo(2000) "The Demand for Hours of Labor: Direct Evidence from California" • Estevão, Sá and Petrongolo (2008) The 35-Hour Workweek in France: Straightjacket or Welfare Improvement? 	

4/17(Wed)	<p>Labor Market Discrimination</p> <ul style="list-style-type: none"> • Race and gender in the labor market • Taste-based discrimination • Statistical discrimination • Occupational crowding • Experimental evidence on discrimination <p>Discussion</p>	<p>Chapter 9</p> <ul style="list-style-type: none"> • Bertrand and Mullainathan (2004) "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. " 	
4/22(Mon)	<p>Labor Market and Premarket Discrimination</p> <ul style="list-style-type: none"> • Experimental evidence on discrimination • Measuring discrimination • Oaxaca decomposition • Premarket discrimination • Upward mobility <p>Discussion</p>	<p>Chapter 9</p> <ul style="list-style-type: none"> • Golding and Rouse (2000) "Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians" • Chetty et al. 2016 "The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment 	Problem Set #2 Due TBA
4/24(Wed)	<p>Gender Wage Gap</p> <ul style="list-style-type: none"> • Policy application: determinants of the female-male wage ratio • Motherhood penalty <p>Discussion</p>	<p>Chapter 9</p> <ul style="list-style-type: none"> • Goldin (2014) "A Grand Gender Convergence: Its Last Chapter." • Kleven et al. (2019)"Children and Gender Inequality: Evidence from Denmark" • Bertrand, Goldin and Katz (2010) "Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors." • Goldin and Katz (2016) "A Most Egalitarian Profession: Pharmacy and the Evolution of a Family-Friendly Occupation" • Cook et al. 2019 "The Gender Earnings Gap in the Gig Economy: Evidence from over a Million Rideshare Drivers" • Niederle and Vesterlund (2007)"Do Women Shy Away From Competition? Do Men Compete Too Much?" 	
4/29(Mon)	<p>Family Policy: Childcare</p> <ul style="list-style-type: none"> • Subsidized Childcare • Theoretical Framework • Costs of Childcare • Universal programs • Targeted programs <p>Discussion</p>	<ul style="list-style-type: none"> • Nollenberger and Rodríguez-Planas (2015) "Full-time universal childcare in a context of low maternal employment: Quasi-experimental evidence from Spain" • Azmat and Gonzalez(2010)"Targeting fertility and female participation through the income tax" 	

		<ul style="list-style-type: none"> Havnes and Mogstad (2011) "No Child Left Behind: Subsidized Child Care and Children's Long-Run Outcomes" Baker, Gruber and Milligan(2008) "Universal Child Care, Maternal Labor Supply, and Family Well-Being" 	
5/1(Wed)	<p>Family Policy: Maternity and Parental leave</p> <ul style="list-style-type: none"> Maternity leave Parental leave Paternity leave Costs and benefits <p>Discussion</p>	<ul style="list-style-type: none"> Michael Baker and Kevin Milligan (2008) "How Does Job-Protected Maternity Leave Affect Mothers' Employment?" Rafael Lalive and Josef Zweimüller (2009) "How Does Parental Leave Affect Fertility and Return to Work? Evidence from Two Natural Experiments" 	Problem Set #3 Due TBA
5/6(Mon)	<p>Impact of Covid-19 on labor supply of women, childcare and child development</p> <p>Discussion</p>	<ul style="list-style-type: none"> Chetty et al. 2020 "The Economic Impacts of COVID-19: Evidence from a New Public Database Built Using Private Sector Data" Bloom et al. 2015 "Does working from home work? Evidence from a Chinese experiment" Gibbs et al. 2021 "Work from Home & Productivity: Evidence from Personnel & Analytics Data on IT Professionals" 	
5/8(Wed)	Review and Discussion		
5/13(Mon)	Final presentation	Individual presentations in class	Final presentation
5/15(Wed)	Final presentation	Individual presentations in class	Final presentation

Class Policies

Academic Integrity: All University of Chicago students are expected to uphold the highest standards of academic integrity and honesty. Among other things, this means that students shall not represent another's work as their own, use un-allowed materials during exams, or otherwise gain unfair academic advantage. All students suspected of academic dishonesty will be reported to the Harris Dean of Students for investigation and adjudication. The disciplinary process can result in sanctions up to and including suspension or expulsion from the University. In addition to disciplinary sanctions, the student will receive a grade of 0 on the assignment or exam in question. The Harris policy and procedures related to academic integrity can be found at <https://studentmanual.uchicago.edu/academic-policies/academic-honesty-plagiarism/>

ADA student accommodations: Any student who believes they may need assistance should inform the Office of Student Disability Services by the end of the first week of class. Once you have received an accommodation letter, it should be presented to the course instructor immediately.

<https://disabilities.uchicago.edu/>

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- ii. They will not share links to University of Chicago course sessions with any persons not authorized to be in the course session. Sharing course materials with persons authorized to be in the relevant course is permitted. Syllabi, handouts, slides, and other documents may be shared at the discretion of the instructor.
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