

**Economics 413R, Economics of Education, Winter 2007**  
**Course Outline**

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Office Hours: 9:30am-10:30am TTh, or by appointment

Course Objective: This course examines topics in the economics of education. Students will learn to evaluate education policy from an economic perspective, focusing on the benefits and costs of policy outcomes. Students will also become familiar with the quantitative methods and tools used by researchers in performing empirical research. In essence, this class focuses on what economists who study education issues do for a living (other than teaching of course).

Prerequisites: Completion of Economics 380 and completion or concurrent enrollment in Economics 388. Students who have not completed Economics 388 will have to put in extra time at the beginning of the course in order to learn the econometrics necessary to read the journal articles.

Structure: Students will be very active in class through presentations and discussion. The first part of the course will consist of background material, which will familiarize students with the basic issues in the economics of education. The second part of the course will focus on research in the economics of education. The class will be divided into small groups of about three students, and each group will be responsible for presenting previously assigned papers to the rest of the class. Each presentation will last approximately 30-60 minutes depending upon the length and complexity of the paper. Each group will do several presentations during the semester.

Grading: The final grade will be determined as follows:

Presentations/class participation	100 points
In-class quizzes	100 points
Group paper	100 points
<u>Comprehensive final exam</u>	<u>100 points</u>
Total	400 points

There will be 12 quizzes, each worth 10 points; the lowest 2 quizzes will be dropped. The paper can consist of an in-depth policy analysis of an education issue, a detailed literature review of an education research topic, or an econometrics paper.

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<u>Date</u>	<u>Topic</u>
1/9	Introduction
1/11	Current Issues in Education Policy
1/16	Human Capital
1/18	Benefits of Education
1/23	Costs of Education
1/25	Education and Economic Growth
1/30	Education Production Functions
2/1	Education Production Functions
2/6	Teachers' Salaries
2/8	Teachers' Salaries
2/13	K-12 School Finance
2/15	K-12 School Finance
2/20	<b>NO CLASS—MONDAY INSTRUCTION</b>
2/22*	<b>Visiting Scholar Paco Martorell, 11am, room TBA</b>
2/27**	Higher Education Finance
3/1	Higher Education Finance
3/6	Presentation of Prof. Eide's current research
3/8	School quality papers
3/13	School quality papers
3/15	School finance papers
3/20	School choice papers
3/22	School choice papers
3/27	Teacher quality papers
3/29	Teacher quality papers
4/3	Higher education papers
4/5	Higher education papers
4/10	Higher education papers
4/12	Presentations of research projects
4/17	Presentations of research projects, group research papers due

**Tuesday, April 24, 7am-10am, Comprehensive Final Exam in class.**

\*Paco Martorell, RAND Corporation. This lecture will be at 11:00am at a room to be announced later. This will replace the usual class period.

\*\*Professor Arden Pope from the Department of Economics is this year's recipient of the KarlG. Maeser award. He will be giving the Maeser lecture in a university forum on **February 27th at 11:00 a.m. in the Marriott Center**. It will be entitled, "What are you breathing and should you inhale?" The address will focus on his research on air pollution and its impact on human health. All students are encouraged to attend.

**READING LIST**

**School Quality**

Eric A. Hanushek (2004). "Some simple analytics of school quality." National Bureau of Economic Research, Inc, NBER Working Papers: 10229.

Alan B. Krueger (2002). "Economic considerations and class size." National Bureau of Economic Research, Inc, NBER Working Papers: 8875.

**School Finance**

Caroline Hoxby, "Are equity and efficiency in school finance substitutes or complements? *Journal of Economic Perspectives*. Fall 1996. (JSTOR)

Sheila Murray, William Evans, and Robert Schwab, "Education-finance reform and the distribution of education resources." *American Economic Review*. Sept. 1998. (JSTOR)

**School Choice**

Caroline Hoxby (2002). "School choice and school productivity (or could school choice be a tide that lifts all boats?)." National Bureau of Economic Research, Inc, NBER Working Papers: 8873.

David Figlio and Jens Ludwig, "Sex, drugs, and Catholic schools: Private schooling and non-market adolescent behaviors." NBER Working Papers: 7990.

**Teacher Quality**

Eric Eide, Dan Goldhaber, Dominic Brewer, "The teacher labour market and teacher quality." *Oxford Review of Economic Policy*, Vol. 20, no. 2, Summer 2004. (HARDCOPY)

Eric Bettinger and Bridget Terry Long (2004). "Do college instructors matter? The effects of adjuncts and graduate assistants on students' interests and success." NBER 10370.

**Topics in Higher Education**

**College Quality**

Dominic J. Brewer, Eric R. Eide, and Ronald G. Ehrenberg. "Does it Pay to Attend and Elite Private College? Cross Cohort Evidence on the Effects of College Type on Earnings." *Journal of Human Resources*. Winter 1999. (JSTOR)

***College Major Choice***

Jeff Grogger and Eric R. Eide. "Changes in College Skills and the Rise in the College Wage Premium." *The Journal of Human Resources*. Spring 1995. (JSTOR)

***Affirmative Action***

Harry Holzer and David Neumark, "Assessing affirmative action." *Journal of Economic Literature*, Vol. 38, No. 3. (Sep., 2000), pp. 483-568 (JSTOR)

## **Student Learning Outcomes**

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to [FHSS@byu.edu](mailto:FHSS@byu.edu).

## **Disclaimers on Sexual Discrimination and Persons with Disabilities**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender biased discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.