

## Economics 461, Economics of Education, Winter 2019

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Office Hours: Monday and Wednesday, 2:00-3:00, or by appointment.

Text: **Economics of Education**, Michael Lovenheim and Sarah Turner. 2018. Worth Publishers.  
ISBN-13: 978-0716777045; ISBN-10: 0716777045.

There will also be reading each class period on education policy current events from news sources. I will e-mail you the link to the news article the day before it is discussed.

Course Objective: This course examines topics in the economics of education. Students will learn to evaluate education policy from an economics 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.

Prerequisites: Completion of Economics 380 and completion or concurrent enrollment in Economics 388.

Expectations and Structure: I expect students to read the material before class and come prepared to participate in the 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, and will involve reading journal articles.

Grading: The final grade will be determined as follows:

Midterms (2 @50 points each)	100 points
Paper	30 points
Quiz	30 points
<u>Comprehensive final exam</u>	<u>100 points</u>
Total	260 points

The midterm and comprehensive final exam will be given **in class** on the designated dates.

The paper is approximately 7 pages long on a topic of your choosing. It can be a literature review, policy analysis, or econometrics project. Details of the project will be discussed in class.

There will be 12 quizzes each worth 3 points. The lowest two scores will be dropped for a total of 30 points possible. The quizzes will be based on the reading for that day.

## Economics 461, Economics of Education, Winter 2019 Course Outline

### *Part I: Background Reading in the Economics of Education\**

<u>Date</u>	<u>Chapter</u>	<u>Topic</u>
Jan 7	1	Why Study Education Policy?
Jan 9	2	History and Structure of Education Markets
Jan 14	4	Human Capital Model
Jan 16	5	Signaling Model
Jan 21		<b>NO CLASS, Martin Luther King Jr. Day</b>
Jan 23	3	Empirical Tools of Education Economics
Jan 28	6	Returns to Education
Jan 30	6	Returns to Education
Feb 4	7	Education Production Function
Feb 6	8	Financing of Local Public Schools
Feb 11	9	Does Money Matter? Education Inputs and Educational Outcomes
Feb 13		<b>MIDTERM 1, IN CLASS</b>
Feb 18		<b>NO CLASS, Presidents Day</b>
Feb 19	10	School Choice: A Market-Based Approach
Feb 20	10	School Choice: A Market-Based Approach
Feb 25	12	Teacher Labor Markets
Feb 27	12	Teacher Labor Markets
Mar 4	13	Market Dimensions of Higher Education
Mar 6	14	Paying for College: Student Financial Aid and Collegiate Enrollment
Mar 11	15	Economics of College Life: Admissions, Peer Effects, and Graduation
Mar 13		<b>MIDTERM 2, IN CLASS</b>

### *Part II: Research in the Economics of Education\*\**

<u>Date</u>	<u>Author</u>	<u>Topic</u>
Mar 18	Sims	Class size reduction
Mar 20	Carrell and Hoekstra	Peer effects
Mar 25	Bettinger	Student incentives
Mar 27	Angrist, et al.	Charter schools
Apr 1	Goldhaber, et al.	Teacher quality
Apr 3	Eide, et al.	College selectivity, major, and earnings
Apr 8	Denning and Turley	Student incentives and college major
Apr 10	Bound, et al.	College completion rates
Apr 15	Research presentations	
Apr 17	<b>LAST DAY WRAP-UP; PAPER DUE</b>	

### **Comprehensive final exam in class:**

**Friday, April 19, 11:00 a.m. to 2:00 p.m.**

\*Readings come from the course textbook

\*\*Journal articles and study outlines available on Learning Suite

## **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 go to <https://learningoutcomes.byu.edu/#> and click on the College of Family, Home and Social Sciences and then this department.

## **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Preventing & Responding to Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.