

## **SYLLABUS**

### **Economics of the Employment Relationship**

37:575:325:90

Spring 2023

**Professor:** Dr. Ruth Ruttenberg

#### **Technical Support:**

It is the student's responsibility to be competent in maneuvering around the course and using course tools. When a student has a technical question or experiences difficulties, it is the student's responsibility to seek assistance. Your instructor cannot solve technical problems. Request assistance from helpdesk personnel.

**Canvas Platform Helpdesk:** <https://it.rutgers.edu/help-support> (*Links to an external site*)

Or:

Click the "help" question mark icon located at the bottom of the red navigation menu in the course shell.

#### **Learning Objectives. The student is able to:**

##### ***School of Management and Labor Relations:***

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI)

##### ***Labor Studies and Employment Relations Department:***

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1).
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).

#### **Course Learning Objectives from the Instructor**

Learning objectives for this class are:

(1) for students to understand the theoretical underpinnings of labor economics.

(2) for students to be knowledgeable about key policy issues affecting the economics of employment relationships.

(3) for students to be able to access, organize, and analyze public data for relevant decision-making in the

workplace and for policy.

## **Class Sessions**

**Class begins Tuesday, January 17, 2023.** The last day students will be required to log into the course shell is May 15 (for any last-minute issues and for feedback on your final exam).

With the exception of the first week of the semester, course weeks will begin on **Mondays** and end **11:59 pm Sundays**.

Students should log in as soon as possible to familiarize themselves with the tools used throughout the semester to access and submit assignments. It is important to keep up with the assignments, which means students should check the course shell and email frequently.

Use the syllabus, course calendar, and instructor announcements as a guide for due dates. The syllabus should be primary.

## **Course Materials**

All course materials are linked to or uploaded into the course shell.

## **Assignments**

### **Forums**

*Asynchronous, eight (8) forums; 50 points each; 1<sup>st</sup> comment deadline 11:59 pm Thursday; final comments by 11:59 pm Sunday*

The purpose of these assignments is to hold meaningful discussions on course topics with fellow students.

The instructor provides directions on the forum assignment, requiring all students provide a 500-word + 1<sup>st</sup> comment. Secondary comments to classmates should be at least 250 words and involve research and citations as well as opinions. The primary post is worth 25 points and each secondary post is worth 12.5 points.

In order to receive maximum credit for the forum, students must offer a high-quality 1<sup>st</sup> comment and interact substantively with each other about the contents of other students' 1<sup>st</sup> comments and course content.

Instructions for developing the 1<sup>st</sup> comment for each forum are available as a link on the week page associated with the week that the forum will be held.

Participate in forums by clicking on a link that's located under the week page (example week 4) associated with the week that the forum is being held.

## **Journal Entries**

*7 Journal entries; submission deadline Sundays, 11:59 pm; worth 50 points each entry*

The purpose for the Journal assignment is to show your understanding of course material for the week. Instructions for completing each Journal entry are available through a link on the Journal home page. Submit journal entries in the appropriate folder in **dropbox**. (Example: Journal 1)

## Final Exam

*Take home, open book, worth 250 points; submission deadline; Friday May 5, 2023.*

The final exam involves working with tables, developing essays on specific topics, and identifying the importance of what the student has learned throughout the semester.

## Extra Credit

### Extra Credit Projects

There are two extra credit projects, which occur on the syllabus in weeks 6 and 10. Each extra credit writing assignment is worth up to 30 points. You may do them at any time during the semester, up through May 5.

## Grading

Final grades are based on 1,000 points.

<b>Grade</b>	<b>Interpretation I</b>	<b>Points</b>
A	OUTSTANDING	900-1000
B+	VERY GOOD	860-899
B	GOOD	800-859
C+	AVERAGE	760-799
C	SATISFACTORY	700-759

Assignments: Points and percentage associated with final grade

<b>Assignment</b>	<b>Number</b>	<b>Point Worth</b>	<b>Percent of Final Grade</b>
Forums	8	400	40%
Journal Entries	7	350	35%

Final Exam	1	250	25%
<b>Total</b>		1000	100%

In order to earn full points, you must: show (1) mastery of the subject, (2) critical thinking about the topic, (3) appropriate independent research, and (4) quality writing.

## **Course Policies**

### Deadlines and Late Penalty

Journal assignments should be submitted, and students' final forum comments completed by 11:59 pm on the date the assignment is due, unless you have made arrangements with the instructor. If you have a specific problem with making a deadline, please contact the professor **in advance**.

There is a penalty of up to 10 percent per day for late Journal entry submissions.

Forums cannot be made up (unless there is instructor permission) since they require interaction with peers. If a student misses a 1<sup>st</sup> comment deadline (without prior instructor approval), 11:59 pm Thursdays, he/she will receive a failing grade for the assignment.

The final exam is expected on the date due, unless previous arrangements have been made with the professor.

Wikipedia is NOT an acceptable source for academic work in this course.

### Communication

All correspondence associated with the course is housed within the course. Students are to send correspondence to the professor by using the messaging tool in the course. The professor will also send correspondence to the student using the messaging tool.

On Mondays, which serves as the first day of each course week, the instructor will send the class a weekly message. Students should always check their inbox on Mondays and report if they have not received the weekly message. Students may also receive individual messages from the instructor regarding a variety of topics throughout the semester.

When communicating with classmates, proper etiquette is required at all times. All interaction should be courteous. A response that bullies, uses name calling, or directly attacks or threatens another student is grounds for failing the assignment.

### Academic Integrity: Plagiarism

In this course, plagiarism is grounds for failing the assignment. Use quotation marks and citations appropriately.

A guide to avoiding plagiarism is provided under Course Home in the course shell. It is a student's responsibility to review the document and follow guidelines.

### Writing Requirement and Citations

**All submissions, to receive a passing grade, must be grammatically correct.**

Feel free to get assistance from the Writing Center on campus. (Help is also available from the Writing Center on-line.)

## Students with Disabilities

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to the instructor and discuss the needed accommodation(s) as early in the semester as possible. For more information regarding the process of applying for a letter of accommodation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

<https://ods.rutgers.edu/students/registration-form>.

## **Course Schedule**

<b>Week</b>	<b>What is Due Reading and Written Assignments</b>
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### **Unit I:**

The Theoretical Underpinnings of Labor Economics

#### **Reading**

*Three short pieces:*

Investopedia, “What is Economics?” <https://www.investopedia.com/terms/e/economics.asp>

**Week 1**  
(1/17-22)

Schatz, Phil, “What is Economics, and Why is it Important?” <http://philschatz.com/economics-book/contents/m48591.html>. Schatz, Phil, “Demand and Supply at Work,” <http://philschatz.com/economics-book/contents/m48637.html>.

What is  
Economics?

#### **Assignment**

#### **Student Introduction**

What is Labor  
Economics?

1 page (approximately 200 words or more) – to include an introduction of yourself, as well as specific areas of interest in the economics of employment relationships. (There are no points associated with your introduction post, but it must be completed before receiving grades on future assignments.)

**Due Sunday, January 22, 2023, 11:59pm**  
**Upload into document sharing.**

**Week 2**  
(1/23-1/29)

#### **Reading**

Labour Market (from France)

What a Labor  
Market?

[Labour market](#)

What is the Labor Market?

What is  
Elasticity?

Investopedia, “What is the Labor Market?” <https://www.investopedia.com/terms/l/labor-market.asp>

Laws of Supply    The Demand Curve

and Demand Investopedia, “The Demand Curve,” <https://www.investopedia.com/terms/d/demand-curve.asp>

Investopedia, “Supply Curve,” <https://www.investopedia.com/terms/s/supply-curve.asp>

### Journal 1

In at least 50 words each, respond to the following 5 questions:

1. What knowledge can you gain from the laws of supply and demand for labor?
2. What is elasticity of demand? Give two specific examples, in the field of labor, of how the concept is important in thinking about the labor market.
3. Based on the “Labour Market” video, what options specifically, from what countries, are there for moving toward full employment and how do these national choices vary?
4. Explain the difference between a shift along the supply curve and a shift in the supply curve itself.
5. If there is an inelastic demand for your labor, how does that influence individual (or union) “bargaining power”?

Due: Sunday, 11:59 pm

### Reading:

International Labour Organization, “Employment Relationship,” [http://www.ilo.org/ifpdial/areas-of-work/labour-law/WCMS\\_CON\\_TXT\\_IFPDIAL\\_EMPREL\\_EN/lang--en/index.htm](http://www.ilo.org/ifpdial/areas-of-work/labour-law/WCMS_CON_TXT_IFPDIAL_EMPREL_EN/lang--en/index.htm)

Week 3  
(1/30-2/5)

Wilson, Bill, “What is the ‘gig’ economy?” February 10, 2017, <http://www.bbc.com/news/business-38930048> (Links to an external site.)

What is  
Employment?

Alton, Larry, January 24, 2018, <https://www.forbes.com/sites/larryalton/2018/01/24/why-the-gig-economy-is-the-best-and-worst-development-for-workers-under-30/#5eebbb1c6d76> (Links to an external site.)

Changing  
Employment  
Relationships in  
a Gig Economy

White, G., “In the Sharing Economy, No One’s an Employee: Why Don’t Uber and Lyft Consider Drivers Employees?” *The Atlantic*, June 8, 2015, <https://www.theatlantic.com/business/archive/2015/06/in-the-sharing-economy-no-ones-an-employee/395027/> (Links to an external site.)

Employee vs.  
Independent  
Contractor

Marshall, A., “In California, Gig Workers Are About to Become Employees,” *Transportation*, September 11, 2019, <https://www.wired.com/story/california-gig-workers-become-employees/> (Links to an external site.)

Parrish, S., “Should I Be an Employee or an Independent Contractor?” *Forbes*, December 16, 2013, <https://www.forbes.com/sites/steveparrish/2013/12/16/should-i-be-an-employee-or-an-independent-contractor/#741c8413138c> (Links to an external site.)

### Forum 1

An increasing number of jobs are part of the gig economy. Fewer workers have a full-time job as an employee, especially one that involves significant benefits. Some say these trends are increasing

at an increasing rate. Define gig economy and write at least 500 words about what is happening, and the tensions related to being an employee vs. an independent contractor. Be sure to look at the issue of “misclassification” and how that affects workers and the labor market more broadly. (This has been a big issue in construction for years. Check this out for construction and integrate construction issues into your post.) Discuss the pros and cons of independent contracting and what you see as the trends for a long-run vision of the labor market. Use at least 2 additional sources. Respond to the posts of at least 2 classmates (in at least 250 words each).

Primary post due Thursday, 11:59 pm; Secondary posts (to at least 2 classmates) due Sunday, 11:59 p.m. (50 points)

**Due** Sunday, 11:59 pm (50 points)

## Unit II:

Key Policy Issues Affecting the  
Economics of Employment Relationships

### Reading:

**Board of Governors of the Federal Reserve System**, “What economic goals does the Federal Reserve seek to achieve through its monetary policy?” <https://www.federalreserve.gov/faqs/what-economic-goals-does-federal-reserve-seek-to-achieve-through-monetary-policy.htm>

Federal Reserve Board, “Semiannual Monetary Policy Report to the Congress,” March 22, 2022, <https://www.federalreserve.gov/newsevents/testimony/powell20220302a.htm>

Federal Reserve Board of San Francisco, “How Do Business Cycles Affect Worker Groups Differently, 9/7/2021, <https://www.frbsf.org/economic-research/publications/economic-letter/2021/september/how-do-business-cycles-affect-worker-groups-differently/>

### Week 4

(2/6-2/12)

“How Does Monetary Policy Affect Unemployment,” <https://www.reference.com/world-view/monetary-policy-affect-unemployment-6d2e2e2d02b189dc#>

Employment  
and the  
Business Cycle

Congressional Budget Office

[Estimated Impact of the American Recovery and Reinvestment Act on Employment and Economic Output in 2014](https://www.cbo.gov/publication/49958), <http://www.cbo.gov/publication/49958>

Pettinger Tejvan, Policies for Reducing

Unemployment, <https://www.economicshelp.org/blog/3881/economics/policies-for-reducing-unemployment/>

### Forum 2 – Public Policy Influencing the Supply and Demand for Labor

In at least 500 words, give three examples of how both the Federal Reserve Board (Fed) and Congressional legislation can influence the quantity and price of labor. Then comment on what involvement of the Fed makes sense to you or not, and explain why. Use at least 2 sources beyond the assigned reading. Respond to the posts of at least 2 classmates. Primary post due Thursday. Secondary posts due Sunday. (50 points)

### Week 5

(2/13-2/19)

### Reading and Viewing:

Pettinger, Tejvan, “Difference between microeconomics and macroeconomics,” February 4, 2017, <https://www.economicshelp.org/blog/6796/economics/difference-between-microeconomics->

Microeconomic [and-macroeconomics/](#) (Links to an external site.)

vs.

Macroeconomic U.S. Department of Labor, Wage and Hour Division, “History of Federal Minimum Wage Analysis Rates...,” <https://www.dol.gov/whd/minwage/coverage.htm> (Links to an external site.)

Economic Policy Institute, “Minimum Wage Tracker,” <https://www.epi.org/minimum-wage-tracker/>

Reich, “The Truth About the Economy,”

[Robert Reich - The Truth About the Economy explained in 2 min 15 sec.](#)

Reich, “Raise the Minimum Wage to \$15 per Hour, [Raise the Minimum Wage to \\$15 Per Hour](#)

Boudreaux, Don, Learn Liberty, “The ‘Real Truth About the Economy’: Have Wages Stagnated?” [The Real Truth About the Economy; Have Wages Stagnated?](#)

### **Forum 3 – Public Policy and Minimum Wage**

In at least 500 words, with at least three new sources, in addition to assigned readings, respond to: “Using what you’ve learned about political economy and the labor market, discuss the pros and cons of raising the national minimum wage to \$15.00. Include a national economic perspective, the perspective of small business, and the perspective of low wage workers.” Respond to at least two classmates.

Primary post due Thursday. Secondary posts due Sunday. (50 points)

#### **Reading and Viewing:**

AFL-CIO, “About the AFL-CIO,” <http://www.aflcio.org/About> (Links to an external site.)

AFL-CIO, “Learn About Unions,” <http://www.aflcio.org/Learn-About-Unions> (Links to an external site.)

“US Inequality Debate Turns to Decline of Unions,” [http://news.yahoo.com/us-inequality-debate-turns-decline-unions-033745327.html;\\_ylt=A0LEVvebSgJV13UATG4InIIQ](http://news.yahoo.com/us-inequality-debate-turns-decline-unions-033745327.html;_ylt=A0LEVvebSgJV13UATG4InIIQ) (Links to an external site.)

#### **Week**

(2/20-2/26)

Bernard, Elaine, “Why Unions Matter,” [http://www.campusactivism.org/uploads/why\\_unions\\_matter.pdf](http://www.campusactivism.org/uploads/why_unions_matter.pdf)

Role of Unions

Inequality.org, “The Unfair Distribution of Workplace Rewards,” <https://inequality.org/research/wage-inequality-unfair-distribution/> (Links to an external site.)

Voos, Paula B. "How Unions Can Help Restore the Middle Class," Testimony to U.S. Senate, March 10, 2009, [http://www.epi.org/publication/how\\_unions\\_can\\_help\\_restore\\_the\\_middle\\_class.](http://www.epi.org/publication/how_unions_can_help_restore_the_middle_class.) (Links to an external site.)

### **Forum 4 – Role of Unions in Building the Middle Class**

In at least 500 words, discuss the role that unions played in building a middle class and the relationship of unions now to the decline of the middle class. Use at least two new



sources. Respond to at least 2 student posts.

Primary post due Thursday, 11:59 pm; Secondary posts due Sunday, 11:59 p.m. (50 points)

### **Extra Credit – Project Labor Agreements**

#### **Reading and Viewing**

“Project Labor Agreements,”

<http://www.liuna.org/project-labor-agreements> (Links to an external site.).

“New Report Shows Project Labor Agreements Work,”

[New Report Shows Project Labor Agreements Work](#) (Links to an external site.).

“Project Labor Agreements: Not What We Need, Not What We Deserve,”

[https://www.youtube.com/watch?v=3ITdRvoG\\_Kc](https://www.youtube.com/watch?v=3ITdRvoG_Kc)

Write in 500 words and with at least 2 additional sources, the pros and cons of Project Labor Agreements, as a tool of developing middle class jobs and careers. (Up to 30 points)

#### **Viewing:**

“Human Capital Theory” (definition),

[Human Capital Theory](#) (Links to an external site.)

Investopedia, “Human Capital,” <https://www.investopedia.com/terms/h/humancapital.asp>

“The Human Capital Report” (global)

[The Human Capital Report](#) (Links to an external site.)

### **Week 7**

(2/27-3/5)

Human Capital/  
Return on  
Investment for  
Education

“Davos 2014 – Higher Education – Investment or Waste?”

[Davos 2014 - Higher Education - Investment or Waste?](#) (Links to an external site.)

#### **Forum 5 – Return on Investment for Education**

In at least 500 words, tell what Davos is and summarize the points of view of each of the speakers (in the Davos video) on whether or not education is a good economic/human capital investment or not. Then, using their arguments and at least 2 other sources, discuss the relative importance of traditional college education vs. development of a new paradigm. What is your perspective?

Primary post due Thursday, 11:59 pm; Secondary posts due Sunday, 11:59 p.m. (50 points)

### **Week 8**

(3/6-3/12)

Right-to-Work  
Union-Busting  
Collective  
Bargaining and  
Organizing

#### **Reading and Viewing:**

National Right to Work, Legal Defense Foundation, Inc., “Right to Work

States,” <https://www.nrtw.org/right-to-work-states> (Links to an external site.)

National Right to Work, Legal Defense Foundation, Inc., “About the

Foundation,” <http://www.nrtw.org/en/about> (Links to an external site.)

AFL-CIO, “Collective Bargaining,” <http://www.aflcio.org/Learn-About-Unions/Collective-Bargaining> (Links to an external site.)

The American Prospect, “Labor at a Crossroads: The Case for Union Organizing,” <http://prospect.org/article/labor-crossroads-case-union-organizing> (Links to an external site.)”

AFL-CIO, “Deceptive Right-to-Work Laws Hurt Everyone,” <https://www.aflcio.org/Legislation-and-Politics/State-Legislative-Battles/Ongoing-State-Legislative-Attacks/Deceptive-Right-to-Work-Laws-Hurt-Everyone> (Links to an external site.)

### **Forum 6 – Right to Work Legislation**

Many states have passed right-to-work legislation. Take a position for or against the legislation, focusing on the economics as viewed by both workers and employers. Find at least 3 sources to support your point of view. Be sure to cite from the assigned readings as well.

Primary post of at least 500 words is due on Thursday. Secondary posts, to at least two classmates, are due on Sunday. (50 points)

Enjoy Spring Break!

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### **2 Forums This Week**

#### **Reading and Viewing:**

U.S. Department of Labor, “Health Plans & Benefits: Employee Retirement Income Security Act,” <http://www.dol.gov/dol/topic/health-plans/erisa.htm> (Links to an external site.)

CNN, “Ultimate Guide to Retirement,” [http://money.cnn.com/retirement/guide/pensions\\_basics.money.com/index3.htm](http://money.cnn.com/retirement/guide/pensions_basics.money.com/index3.htm) (Links to an external site.)

**Week 9**  
(3/20-3/26)

“Defined Benefit Retirement Plans” The Solution to America’s Retirement Crisis,”

[Defined Benefit Retirement Plans: The Solution to America’s Retirement Crisis](#) (Links to an external site.).

Retirement

Investopedia, “Defined-Benefit vs. Defined-Contribution Plan: What’s the Difference,” <https://www.investopedia.com/ask/answers/032415/how-does-defined-benefit-pension-plan-differ-defined-contribution-plan.asp>

Fair Labor  
Standards

### **Forum 7 – Defined Benefit vs. Defined Contribution Pension Plans**

After explaining the differences, in your own words, between a defined benefit pension plan and a defined contribution benefit plan, explain the pros and cons of each, and then state your perspective. Use at least two new sources. Your response should be at least 500 words and use at least one new source. Respond to at least 2 classmates.

Primary response is due on Thursday, with secondary responses due by Sunday. (50 points)

#### **Reading and Viewing:**

Explore the following web page, <https://www.dol.gov/agencies/whd/flsa>. Now go to <https://www.dol.gov/agencies/whd/flsa>, to review 11 pieces of federal legislation that govern wages

and hours.

### **Forum 8 – Legislation Affecting the Employment Relationship**

For each of the 11 pieces of legislation discussed on the above web site, provide a sentence about what specifically is most meaningful about that legislation for a worker and a sentence about what specifically is most meaningful/important to an employer. Respond to at least 2 classmates.

Primary response is due on Thursday, with secondary responses by Sunday. (50 points)

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### **Note: This Week There are Two Journals**

#### **Reading and Viewing:**

#### **Occupational Safety and Health Administration, Mine Safety and Health Administration**

<https://www.osha.gov/> (Links to an external site.)

<https://www.msha.gov/>

#### **National Labor Relations Board**

<https://nlrb.gov/> (Links to an external site.)

**Week 10**  
(3/27-4/2)

**U.S. Senate, “Committee on Health, Education, Labor, and Pensions,”** <http://www.help.senate.gov/> (Links to an external site.)

**U.S. House of Representatives, “Education and Workforce Committee,”** <http://edworkforce.house.gov/> (Links to an external site.)

Relevant  
Governmental  
Bodies,  
Programs, and  
Legislation

#### **Journal 2 – Government and Employment Relations**

Focusing on economic issues, write a paragraph explaining each (each with at least 2 sources): Family and Medical Leave Act, LM-2 forms, NLRB and NLRA, Railway Labor Act, Taft-Hartley. (**Please Note:** For LM-2 forms, instead of a paragraph, go to the DOL web site for LM-2 reports and choose one union and summarize, with specific data, what you learned from reviewing the specific submission of that labor body. Include at least 3 specific findings.)

Due Sunday. (50 points)

#### **Reading**

Go to U.S. Department of Labor, <http://www.dol.gov> (Links to an external site.) and click on Agencies

#### **Journal 3 – Agencies of the Department of Labor**

Write at least two sentences in your own words about the functions of 15 of the 28 DOL agencies.

Be specific about the work of each agency.

Due Sunday (50 points)

### **Extra Credit Project– Economics of Occupational Safety and Health**

Go to <https://www.osha.gov/dcsp/smallbusiness/safetypays/estimator.html> (Links to an external site.) where OSHA helps business owners to calculate the cost of a range of accidents and illnesses. Choose 3 types of accidents or illnesses and explain the assumptions you make as you calculate their cost to an employer. Write a 2-paragraph response: the first paragraph explaining your findings and a second paragraph of analysis and reflections. (Up to 30 points)

### **Unit III:**

Ability to Access, Organize, and Analyze Public Data

For Relevant Decision-Making in the Workplace and for Policy

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**Note: There are Two Journals this Week.**

**Reading** –Become familiar with data available at the Bureau of Labor Statistics website, [www.bls.gov](http://www.bls.gov) (Links to an external site.). (Begin with <https://www.bls.gov/bls/infohome.htm>)

### **Week 11**

(4/3-4/9)

Become familiar with NAICS classifications and the BLS inflation calculator. (Begin with <https://www.census.gov/eos/www/naics/> (Links to an external site.)) **All tables that you will be creating need to have sufficiently detailed titles and headings to be able to stand alone.**

**Always show the full and specific citations, including specific URL source, for your tables.**

### **Journal 4 –Economic Terms Used by the Bureau of Labor Statistics**

Data from the  
Bureau of  
Labor Statistics

For each of the terms below, provide, in your own words, a definition and a specific example:

Presenting Data  
in Tables and in  
Charts

1. Average hourly earnings vs median hourly earnings
2. Cost of living and how it's determined **by BLS**
3. Cost of living adjustment (COLA) **in collective bargaining**
4. Current dollars
5. Earnings (in contrast with wages), **as used by BLS**
6. NAICS
7. Prevailing wages
8. Real (or constant) dollars
9. Seasonally adjusted employment
10. Union density

**Due:** Sunday, 11:59 pm. (50 points)

### **Journal 5 – Finding and Organizing Employment-Related Data**

Exercises finding data and organizing it.

1. Compare, in a table, employment and both median and mean hourly wages in New Jersey for five types of job categories in “Food Preparation Serving Related Occupations,” 35-0000. Then, in 2-3 sentences, summarize and then analyze what you found.
2. Find the current average mean hourly wage for 51-8091. “Chemical Plant and System Operators.” Using the BLS inflation calculator, make a table showing the value of that wage, each year, 1990-2016. (Show both current and constant dollar wages in two separate columns.) State your base year. Then, in 2-3 sentences, analyze what you found.
3. Make a table for construction wages for occupational category 47-0000, for New Jersey and four nearby states. What do the numbers say about NJ construction wages? Be analytic.
4. Make a table of union density in 10 states, with one being New Jersey. What do the data say about union density in NJ?
5. Using the Census for Fatal Occupational Injuries, make a table showing fatalities, 2011-2014, for slips, trips, and falls; struck by an object or equipment; exposure to environmental heat; exposure to electricity. Then, in 2-3 sentences, summarize and analyze what you found.

(Inflation calculator: [http://www.bls.gov/data/inflation\\_calculator.htm](http://www.bls.gov/data/inflation_calculator.htm) (Links to an external site.))

Example:

Median and Mean Hourly Wages in New Jersey for Food Preparation Serving Related Occupations, 2021

Food Preparation Category	Median Hourly Wage	Mean Hourly Wage
[begin list of food preparation categories]		

Source: [complete citations]

**Due** Sunday, 11:59 pm. (50 points)

### **Week 12**

### **Journal 6 – Data on Employment and Unemployment**

(4/10-4/16)

Using BLS data, make a table comparing the annual changes in total employment levels, unemployment rate, and the level of average hourly wage since the onset of the Great Recession in 2008. With specific detail, discuss at least 3 different, specific ways to interpret the data you have collected and organized.

Data:

Employment and

Unemployment; **Due** Sunday, 11:59 pm. (50 points)

Trend Analysis

### Week 13

(4/17-4/23)

Data:  
Employment  
Projections and  
Analysis

### Journal 7 – Data on Hourly Wages

In preparation for setting future wages (the largest part of the final exam), choose an NAIC (probably 4 digit) with hourly employees and a metropolitan area. Build a table (one table only) that shows hourly wages for the NAIC and metro area you have chosen. List comparable metropolitan areas and comparable job classifications that you will use for your proposal. (Think carefully about your choices, as you will use this table in your final exam.)

**Due** Sunday, 11:59 pm. (50 points)

**Final** – The final has 3 parts.

1. Using your table, from Journal 7, as a base, build the case (first in written form and then in tables) for a specific wage for 2023 and 2024 based on real wages over time, parity with other similar NAICSs and jurisdictions and any other data you see as relevant. Comparing the past percent changes across similar occupations and jurisdictions is one way to build a case. Looking at part wages in the jurisdiction is also important. Look at both current and constant dollar wages. Be sure that your wage case is in table as well as narrative form. Begin with a narrative summary and integrate your tables into the narrative. Be sure that you are analytic and use specific numbers in the narrative. Have at least 3 tables. Tell how you calculated the specific projected wage rate you are arguing for and make clear arguments based on your evidence. (150 points)

### Week 14

(4/24-4/30)

Final Exam  
(Due May 5)

2. Write 500-1000 words. Imagine you are the HR director or chair a union bargaining team. Tell what theoretical aspects of labor economics (at least 3) as well as what other specific information and data (at least 3 examples) you would ideally like to have in order to best calculate and set future wages. What interactions within a firm would you establish to satisfy both employers and employees with the results? Be as specific as possible. (75 points)

3. Tell in a paragraph each, the three most important things you learned this semester and how you might use that information as you move forward with your major/career. (25 point)

**Due: May 5, 2023, 11:59 pm.** (250 points)

