

THE ECONOMICS OF HUMAN BEHAVIOUR
ECONOMICS EC3350G-001
Department of Economics
Western University

January 2021

General Information:

Instructor: Lance Lochner
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Office hours: Tuesdays 2:35-3:35pm, Thursdays 9-10pm (ET)
• Office hours will be held using Zoom
Delivery mode: In-person
Meeting time(s): Tuesdays 1:30-2:30pm, Thursdays 1:30-3:30pm
Classroom: SSC 2036
Course website: <https://owl.uwo.ca/portal>
Undergraduate inquiries: 519-661-3507 or SSC Room 4075 or econugrd@uwo.ca

Registration:

You are responsible for ensuring you are registered in the correct courses. If you are not registered in this course, the Department will not release any of your marks until your registration is corrected. You may check your timetable by using the Login on the Student Services website at <https://student.uwo.ca>. If you notice a problem, please contact your home Faculty Academic Counsellor immediately.

Prerequisite Note:

The prerequisites for this course are **Economics 2220A/2221B, 2222A/2223B, 2260A/2261B**. Some familiarity with calculus will be expected in addition to the prerequisites.

(The prerequisites and antirequisites for your course can be found in the Western Calendar at: <http://westerncalendar.uwo.ca/Courses.cfm?Subject=ECONOMIC&SelectedCalendar=Live&ArchiveID>)

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken any anti-requisite courses. Lack of prerequisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed.

If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Course Objectives:

This course will examine economic theories of human behaviour and how those theories can be used to understand major economic/social problems in developed economies. First, we will examine the rise in earnings inequality by education and ability. What drives this inequality and its evolution over time? What roles do the family, schools, and labour markets play? How do different policies across countries and provinces result in different levels of inequality and productivity? Second, we will discuss differences in earnings by race/ethnicity and gender. What role does labour market discrimination play? What is the nature of discrimination, and does it matter? Third, we will discuss the enormous social costs of crime and policy alternatives aimed at reducing crime. What explains the high rates of crime among some subpopulations or enormous the differences across countries? To best fight crime, should we increase the number of police on the street and raise incarceration rates, or should we spend more on schools and training or jobs programs?

Throughout the course, we will discuss basic economic theories that can be used to help understand these and related issues. After evaluating the empirical evidence, we will discuss appropriate policy responses informed by both that evidence and economic theory. Classes will tend to be discussion-oriented. Students are expected to read the material before each lecture, so that they can actively participate in the discussion.

Course Learning Outcomes:

- Students will be able to understand and apply economic reasoning and rigorous empirical methods to study human capital development, discrimination and crime
- Students will be able to read and critically evaluate the arguments made in popular media on issues related to human capital development, discrimination and crime
- Students will be able to write short critical essays and op-eds on issues related to human capital development, discrimination and crime

Textbook(s) and Course Materials:

Required reading includes numerous articles and book chapters (see below). The course will also require students to watch season 4 of HBO's "The Wire." A few copies will be available at the library for short-term check out.

Students will also be asked to find related recent blog posts, op-ed articles, podcasts, etc. from popular media to discuss in class.

Attendance Requirements:

There are no formal attendance requirements; however, you should attend class regularly, since class discussion is a key component of the course and will factor into your course grade.

Communication:

Important announcements, including assignments, will often be made on the OWL site, so you should check the site regularly

Technical Requirements

You will need to be able to use Zoom meetings for office hours.

For technical support, see the OWL Help page or contact Western Technology Services Helpdesk (<https://wts.uwo.ca/about-wts/contact.html>). Google Chrome or Mozilla Firefox are the preferred browsers for OWL; update your browser frequently.

Assessments and Grading:

The course entails 6 homework assignments (mostly short writing assignments on topics covered in the class given out every 2-3 weeks); you may drop your assignment with the lowest score. The course also requires a 5-7 page paper that will be due at the beginning of class on April 6, 2019. Written assignments must be submitted electronically and may be checked by software for plagiarism.

You should attend class regularly, since class discussion is a key component of the course and will factor into your course grade. There will also be a final exam (date TBA). During the exam, students are forbidden to communicate with any person other than an examination proctor or the instructor. Students are also forbidden from using any books, notes, study guides, diagrams, communication equipment such as a cell phone, computer programs or software, online resources or websites, or other aids unless authorized by the instructor; such authorization must be stated explicitly during the examination.

In determining your course grade, the following weights will be used:

Homework: 50%
Final Paper: 20%
Final Exam: 25%
Participation: 5%

Contingency Plan:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

Topics Covered and Readings:

Note: Not all of the papers below will be covered in depth, but many will be. You should always read the assigned material before class in order to participate in the discussion. Published journal articles should be available online through the Western Libraries Shared Library Catalogue. Searching through Google Scholar is often an easy way to find most articles/papers.

1. Introduction and Review Materials

G. Becker, "Nobel Lecture: The Economic Way of Looking at Behavior," *Journal of Political Economy*, 101(3), 385-409, 1993.

2. Human Capital and Inequality

F. Guvenen, G. Kaplan, J. Song, and J. Weidner, "Lifetime Incomes in the United States over Six Decades," Working Paper, 2018. ([available here](#))

A. Bowlus, E. Gouin-Bonenfant, H. Liu, L. Lochner, and Y. Park, "Four Decades of Canadian Earnings Inequality and Dynamics Across Workers and Firms," Working Paper, 2020. ([available here](#))

G. Becker, "Investment in Human Capital: Effects on Earnings", Chapter 3 of G. Becker, *Human Capital*, 3rd Edition, University of Chicago Press: Chicago, 1993. ([available here](#))

J. Heckman, L. Lochner and P. Todd, "Earnings Functions and Rates of Return," *Journal of Human Capital*, 2(1), 1-38, 2008.

B. Boudarbat, T. Lemieux, and W. C. Ridell, "The Evolution of the Returns to Human Capital in Canada, 1980-2005", *Canadian Public Policy*, 36(1), 63-89, 2010.

A. Monge-Naranjo and L. Lochner, "Credit Constraints in Education: Theory and Evidence," *Annual Review of Economics*, 4, 225-256, 2012.

P. Belley, M. Frenette, and L. Lochner "[Post-Secondary Attendance, Parental Income, and Financial Aid: Comparing the U.S. and Canada](#)," CIBC Centre for Human Capital & Productivity Policy Brief No. 1, 2011.

Lochner, Lance and Alexander Monge-Naranjo, "Student Loans and Repayment: Theory, Evidence and Policy", in E. Hanushek, S. Machin, and L. Woessmann (eds.), *Handbook of the Economics of Education*, vol. 5, Chapter 8, Amsterdam: Elsevier Science, 2016. ([avail. here](#))

"[Room for Debate: Should College be Free?](#)", *The New York Times*, Jan. 20, 2016.

Milton Friedman discussion on “Should Higher Education be Subsidized?” [Youtube video](#).

“[Room for Debate: Easing the Pain of Student Loans](#)”, *The New York Times*, May 12, 2012.

“[NYU Medical Students are Getting Free Tuition. But Everyone will Reap Benefits](#)”
PBS News Hour, Aug. 18, 2018.

“[Why do Poor Children Perform More Poorly than Rich Ones?](#)” *The Conversation*, April 23, 2015.

C.K. Jackson, “Does School Spending Matter? The New Literature on and Old Question,”
[NBER Working Paper No. 25368](#), 2018.

R. Chetty, J. Friedman, N. Hilger, E. Saez, D. Schanzenbach, and D. Yagan, “How Does Your Kindergarten Classroom Affect your Earnings? Evidence from Project STAR,”
Quarterly Journal of Economics, 126(4), 1593-1660, 2011.

E. Hanushek, “The Economic Value of Higher Teacher Quality,” *Economics of Education Review*, 30(3), 466-479, 2011.

“[Room for Debate: Can School Performance be Measured Fairly?](#)” *The New York Times*, July 29, 2012.

C. Arteaga, “The Effect of Human Capital on Earnings: Evidence from a Reform in Colombia’s Top University,” *Journal of Public Economics*, 157, 212-225, 2018.

3. Discrimination and the Economy

Much of our discussion of discrimination will be based on the following sources:

K. Lang and J-Y Lehmann, “Racial Discrimination in the Labor Market: Theory and Empirics”, *Journal of Economic Literature*, 50(4), 959-1006, 2012.

F. Blau and L. Kahn, “The Gender Wage Gap: Extent, Trends, and Explanations,” *Journal of Economic Literature*, 55(3), 789-865, 2017.

a. Introduction and Basic Facts

Lang and Lehmann (2011), sections 1-3.

P. Bayer and K. Charles, “Divergent Paths: A New Perspective on Earnings Differences Between Black and White Men since 1940,” *Quarterly Journal of Economics*, 133(3), 1459- 1501, 2018.

Blau and Kahn (2017), sections 1, 2, 3.1-3.5 and 6.

B. Boudarbat and M. Connolly, “The Gender Wage Gap among Recent Post-Secondary Graduates in Canada: A Distributional Approach,” *Canadian Journal of Economics*, 46(3), 1037-1065, 2013.

b. Taste-based Theories of Discrimination

Lang and Lehmann (2011), sections 4 and 5.

K. Charles and J. Guryan, “Prejudice and Wages: An Empirical Assessment of Becker’s *The Economics of Discrimination*,” *Journal of Political Economy*, 116(5), 773-809, 2008.

L. Flabbi and M. Tejada, “Gender Gaps in Wages and Employment: The Role of Employers’ Prejudice,” in T. Boeri, G. Peri and E. Patacchini (eds.), *Unexplored Dimensions of Discrimination*, Oxford University Press, 2015. ([available here](#) under “Other Publications”)

c. Statistical Discrimination

Lang and Lehmann (2011), section 6.

S. Lundberg and R. Startz, “Inequality and Race: Models and Policy,” Chapter 10, in K. Arrow, S. Bowles, and S. Durlauf (eds.), *Meritocracy and Economic Inequality*, Princeton University Press: Princeton, 2000.

D. Autor and D. Scarborough, “Does Job Testing Harm Minority Workers? Evidence from Retail Establishments,” *Quarterly Journal of Economics*, 123, 219-277, 2008.

[“Room for Debate: Is Segregation Back in U.S. Public Schools?”](#) *The New York Times*, May 20, 2012.

[“Room for Debate: Can Discrimination Exist Without Clear Intent?”](#) *The New York Times*, April 27, 2015.

d. Other Issues and Evidence

Lang and Lehmann (2011), sections 7 and 8.

K. Charles and J. Guryan, “Studying Discrimination: Fundamental Challenges and Recent Progress,” *Annual Reviews in Economics*, 3, 479-511, 2011.

Blau and Kahn (2017), sections 3.6-3.9, 4, 5, and 7.

C. Goldin, “A Grand Gender Convergence: Its Last Chapter,” *American Economic Review*, 104(4), 1091-1119, 2014.

[“Room for Debate: How to Reduce the Pay Gap Between Men and Women”](#) *The New York Times*, August 15, 2016.

[“Room for Debate: Nobel-Winning Sexism in the Lab”](#) *The New York Times*, June 11, 2015.

4. Economics of Crime

G. Becker, “Crime and Punishment: An Economic Approach”, *Journal of Political Economy*, 76(2), 169-217, 1968.

D. Nagin, “Deterrence in the Twenty-First Century,” *Crime and Justice*, 42(1), 199-263, 2013. (can skip sections II and III)

M. Bhuller, G. Dahl, K. Loken and M. Mogstad, “Incarceration, Recidivism, and Employment,” *Journal of Political Economy*, 128(4), 1269-1324, 2020.

[“Room for Debate: Will Crime Rise if More People are Kept Out of Prison?”](#) *The New York Times*, Nov. 18, 2015.

[“Room for Debate: When to Punish, and When to Rehabilitate?”](#) *The New York Times*, June 5, 2012.

K. Lang and A. K-L Spitzer, “Race Discrimination: An Economic Perspective”, *Journal of Economic Perspectives*, 34(2), 68-89, 2020.

P. Todd, “Racial Profiling”, in S. Durlauf and L. Blume (eds.), *The New Palgrave Dictionary of Economics*, 2nd Ed., Palgrave Macmillan, 2008. ([available here](#))

R. Fryer, “An Empirical Analysis of Racial Differences in Police Use of Force”, *Journal of Political Economy*, 127(3), 1210-1261, 2019.

P. McHarris and T. McHarris, “[No More Money for the Police](#)”, *New York Times*, May 30, 2020.

R. Fryer, “[Roland Fryer on Better Alternatives to Defunding the Police](#),” *The Economist*, July 10, 2020.

[“Room for Debate: Can Predictive Policing be Ethical and Effective?”](#) *The New York Times*, Nov. 18, 2015.

T. Cardoso, “[Bias Behind Bars: A Globe Investigation Finds a Prison System Stacked against Black and Indigenous Inmates](#),” *The Globe and Mail*, Oct. 24, 2020.

R. Freeman, “Why do so Many Young American Men Commit Crimes and What Might We Do About It?” *Journal of Economic Perspectives*, 10(1), 25-42, 1996.

Lochner, Lance, "Education and Crime," in S. Bradley and C. Green (eds.), *The Economics of Education: A Comprehensive Overview, 2nd Edition*, Chapter 9, London: Academic Press, 2020. ([available here](#))

N. Campaniello, R. Gray, and G. Mastrobuoni, "Returns to Education in Criminal Organizations: Did Going to College Help Michael Corleone?", *Economics of Education Review*, 54, 242-258, 2016.

M. Hobbes, "[The Golden Age of White Collar Crime](#)," *HuffPost*, Feb. 10, 2020.

B. Western, "The Impact of Incarceration on Wage Mobility and Inequality", *American Sociological Review*, 67(4), 526-547, 2002.

A. Semuels, "[When Banning One Kind of Discrimination Results in Another](#)", *The Atlantic*, Aug 4, 2016.

M. Ouimet, "Crime in Canada and in the United States: A Comparative Analysis," *The Canadian Review of Sociology and Anthropology*, 36(3), 389-408, 1999.

S. Levitt and S. Venkatesh, "An Economic Analysis of a Drug-Selling Gang's Finances," *Quarterly Journal of Economics*, 115(3), 755-789, 2000.

Professionalism, Privacy and Copyright:

- Students are expected to follow the [Student Code of Conduct](#).
- All lectures and course materials, including slides, presentations, outlines, and similar materials, are protected by **copyright**. Students may take notes and make copies of course materials for their own educational purposes only.
- Students may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, assessments, or any other course materials publicly and/or for commercial purposes without written consent of the instructor.
- Recordings (audio or video) are not permitted without explicit, written permission of the instructor. Permitted recordings may not be distributed or shared.
- Students are expected to follow online etiquette expectations provided on OWL

Please Note
Department & University Policies for 2020-2021

The University expects all students to take responsibility for their own Academic Programs. Students should check their registration to ensure they are enrolled in the correct courses.

Academic Rights and Responsibilities: Students should be familiar with their “Academic Rights and Responsibilities” as outlined [here](#) in the Western Academic Calendar. Claiming that “you didn’t know what to do” is not an acceptable excuse for not following the stated procedures.

Guidelines and Policies for Students are posted online in the current Western Academic Calendar at <http://westerncalendar.uwo.ca>. Undergraduate information for the Faculty of Social Science can be found at: <https://www.ssc.uwo.ca/undergraduate/index.html> and for the Department of Economics at: <https://economics.uwo.ca/undergraduate/index.html>.

Rules of Conduct for Examinations: Students are expected to know the university’s Rules of Conduct for Examinations, available [here](#).

Cheating and Academic Offences: Students are responsible for understanding what it means to “cheat.” The Department of Economics treats cheating and other academic offences very seriously and will investigate any suspect behavior. Students found guilty will incur penalties that could include a failing grade or being barred from future registration in Economics courses or programs. The University may impose further penalties such as suspension or expulsion.

Plagiarism: Plagiarism is an academic offence. Students must write their essays and assignments in their own words. Ideas/passages taken from another author must be referenced with footnotes or citations and acknowledged with quotation marks where appropriate. Western University uses software to check for plagiarism and students may be required to electronically submit their work. Those found guilty will be penalized as noted in point 3. See Scholastic Discipline for Undergraduate Students [here](#) in the Western Academic Calendar.

Academic Appeals: Students should refer to the Student Academic Appeals section [here](#) in the Western Academic Calendar. Please note the relevant deadlines.

Department Appeals Procedures: The Department will not consider an appeal unless an attempt has been made to settle the matter with the instructor first. Students who remain dissatisfied with the outcome may submit a written appeal to the Undergraduate Director in Economics, stating the reasons for their appeal. Information on the Department of Economics’ appeals procedure and the appeals form are available [here](#).

Systematic Adjustments: Systematic adjustments of class grade distributions (either up or down) can occur in Economics courses. The systematic adjustment of a class grade distribution is **not** grounds for an appeal.

Add/drop deadlines:

Deadline to add a second term half course:

Tuesday January 19, 2021

Deadline to drop a second term half course:

Sunday March 14, 2021

Oversleeping or Misreading the Exam Schedule: Faculty of Social Science policy states that oversleeping or misreading the exam schedule is NOT grounds for a makeup. This rule applies to all exams in the Department of Economics.

End of Term Travel: Students must book travel arrangements AFTER final exam dates have been posted; travel is not an acceptable excuse for absence from a final exam.

Rewriting Exams and Retroactive Reweighting are NOT Permitted: Students who proceed to write a test or examination must be prepared to accept the mark. Rewriting tests or examinations, or retroactive reweighting of marks, is **not** permitted.

Accommodation Policies: Students with disabilities should work with Accessible Education (formerly SSD), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Missed Assessments/Exams due to Student Absence: Students will have up to two (2) opportunities during the regular academic year to receive academic consideration if they self-report a missed assessment using the online portal, provided the following conditions are met: the assessment is missed due to an absence of no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted otherwise on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours
- assessments worth more than 30% of the student's final grade
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate (SMC) if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office for more information about the relevant documentation. It is strongly recommended that students notify the instructor as soon as possible, ideally before the assessment, when they become aware of an absence. University policy is that students must communicate with their instructors no later than 24 hours after the end of the period covered by the SMC or immediately upon their return from their documented absence. Failure to follow University policy and procedures may result in denial of academic accommodation and a grade of zero.

Individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds or for other reasons. **All required documentation for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see:
[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs.](#)

For the Student Medical Certificate (SMC), see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation: Students should consult the University's list of recognized religious holidays and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Policy Regarding Class Attendance and Engagement: If the instructor deems a student's attendance or engagement in the class to be unsatisfactory, that student may be prohibited from writing the final examination. Examples of unsatisfactory class engagement include frequent absences from an in-person or synchronous online class, lack of assignment submissions, and inadequate use of online course materials. Instructors who intend to make use of this policy will notify the student in advance.

Statement on Mental Health and Support Services: Students under emotional/mental distress should visit http://uwo.ca/health/mental_wellbeing/ for more information and a complete list of resources on how to obtain help.

Guidelines for Essay Courses

Essay Courses¹

An essay course is a course in which the cumulative amount of written work, excluding written work in examinations, is at least 2,500 words (for a half course).

To pass an essay course, students must exhibit a minimal level of competence in essay writing in addition to comprehension of the course content.

English Language Proficiency for Assignment of Grades²

Written work that demonstrates a lack of English proficiency will be failed or, at the discretion of the instructor, returned to the student for revision to an acceptable level.

To foster competence in the English language, *all instructors will take English proficiency into account when marking*. This policy applies to all courses, not only essay courses.

Recycling of Assignments

Students are prohibited from handing in the same paper for two different courses. Doing so is considered a scholastic offence and will be subjected to academic penalties.

Plagiarism

Plagiarism is defined as “the act or an instance of copying or stealing another’s words or ideas and attributing them as one’s own.”³

Plagiarism applies to ALL assignments including essays, reports, diagrams, statistical tables, and computer projects. Examples of plagiarism include:⁴

- Submitting someone else’s work as your own
- Buying a paper from a mill, website or other source and submitting it as your own
- Copying sentences, phrases, paragraphs, or ideas from someone else’s work, published or unpublished, without citing them
- Replacing selected words from a passage from someone else’s work and using it as your own without citing them
- Copying multimedia (graphics, audio, video, internet streams), computer programs, music compositions, graphs, or charts from someone else’s work without citing them
- Piecing together phrases and ideas from a variety of sources without citing them
- Building on someone else’s ideas or phrases without citing them

¹From the UWO Academic Handbook. See http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenumbering.pdf

² From the UWO Academic Handbook. See http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf

³Excerpted from HC Black, *Black’s Law Dictionary*, West Publishing Co., 1999, 7th ed., p. 1170.

⁴ Adapted from the San José State University Plagiarism Tutorial <https://libguides.sjsu.edu/plagiarism>

Plagiarism is a serious scholastic offence. Possible consequences of plagiarism include a mark of 0% on the assignment, a mark of 0% for the course, and expulsion from the university.

Instructors may require students to submit written work electronically to <http://www.turnitin.com>. This is a service that assists instructors in detecting plagiarism.

Students seeking further guidance on avoiding plagiarism should consult their instructor. ***Claiming ignorance is not an acceptable excuse.***

The key to avoiding plagiarism is to correctly cite reference sources.

Referencing and Citation Guidelines

The Economics Department has adopted the citation guidelines used in *The Chicago Manual of Style*, 16th edition. Chicago: University of Chicago Press, 2010. You can find an online version on the Western Libraries website. Go to <https://www.lib.uwo.ca/essayhelp/index.html> and click on ‘style guides’. For off-campus access, use the *OffCampus Access* sign-in on the Library’s homepage.

Economics papers often use the in-text **author-date** style of citations and references. Details and examples of this style are shown in chapter 15 of the *Chicago Manual of Style Online*. See also the handy “Chicago-Style Citation Quick Guide” under Tools on the homepage.

In the body of an essay, in-text citations list the last names of the authors of the piece that are referenced, the year of publication, and, where relevant, page numbers. In-text citations refer the reader to a complete list of bibliographic references at the end of the essay. Papers that cite multiple works by the same author(s) with the same publication year should add a lower case letter after the date in both the in-text citation and References (e.g., 1993a and 1993b). In doing so, the in-text citation points the reader to the relevant work.

Examples of in-text citations:

Diamond (1981, 1982) and Mortensen (1982a, 1982b) find these externalities can cause an inefficient level of search activity...

The “new view of unemployment” which emerged during the 1970s emphasized the importance of turnover in the labour force and the brief duration of many employments spells (Hall 1970, 1972; Perry 1972; Marston 1976).

The primary objectives of the LMAS are “1. To provide measures of the dynamic...the Labour Force Survey” (Statistics Canada 1990, 5).

The list of references at the end of the essay should be titled References or Works Cited. It should provide complete bibliographic information about each source cited. In addition, students should also provide adequate referencing of any data sources. This can be done in a data appendix following the text of the paper and before the References.

Examples of the format and content of references can be found here: <https://www.lib.uwo.ca/files/styleguides/ChicagoStyleAuthorDate.pdf>.

Writing an Economics Essay: Starting Points

To start a written assignment, review your professor's instructions. Read published work written by economists, which will give you examples of the structure and content of economics writing. Examples are readings in the course outline, journals, working papers, etc.

Two helpful sources that give information about how to write for economics are:

McCloskey, Dierdre N. 2000. *Economical Writing*, 2nd edition. Prospect Heights, Illinois: Waveland Press.

Greenlaw, Steven A. 2006. *Doing Economics: A Guide to Understanding and Doing Economic Research*. New York: Houghton Mifflin Co.

Writing an Economics Essay: Resources

The **Resources Link** on Western University's Department of Economics website (<http://economics.uwo.ca/resources/index.html>) provides a link to a list of sources for published and unpublished economic papers, articles, books, theses, government publications, data, etc. Western Libraries has a very useful economics resource page <https://guides.lib.uwo.ca/economics>.

DB Weldon Library has a collection of bibliographies, indexes, handbooks, and periodicals in economics. Library holdings, the online library catalogue, and other resources are available electronically from the Western Libraries Homepage <http://www.lib.uwo.ca/>. These can be accessed off-campus with the OffCampus Proxy Server on the Library main page.

Students are encouraged to take a library orientation tour to learn about where sources of information are located both physically and online. Consult library staff for questions

The New Palgrave Dictionary of Economics is the most comprehensive dictionary of economics in existence today. It is available online through the library catalogue, or in print in the Weldon's Reference section (call # HB 61.N49 2008 v. 1-8).

EconLit (Economic Literature) is an electronic bibliography of literature from 1969 to the present. It covers journals, collected articles, books, book reviews, dissertations, and working papers. It also provides citations, selected abstracts, and links to Western's full-text resources. Students can also print records by downloading marked records to a text file, sending marked records by email, or exporting them to a citation manager such as *Zotaro*. For a list of citation software, see <https://www.lib.uwo.ca/essayhelp/citationmanagementsoftware.html>.

CANSIM (Canadian Socio-economic Information Management System) is Statistics Canada's database of time series data covering a variety of economic aspects of Canadian society. Access the database by a Title Search on the Western Library's Catalogue, or from the Library's list of Databases under "Research Tools" on the Library's homepage.

Western Undergraduate Economics Review (WUER)

The Department of Economics encourages students to consider submitting their essays to the *Western Undergraduate Economics Review*, a journal published annually by the Department that showcases student work in economics. For further information, please visit http://economics.uwo.ca/undergraduate/undergraduate_economics_review.html.

Essay Prize in Economics

Two prizes may be awarded at the end of the academic year. One prize is for a student registered in a 2100 level course, and one is for a student registered in a 2200 or higher level course. Each prize is valued at \$500.

Students can only win the Essay Prize in Economics once. Economics 4400E is not eligible for this prize as it has its own essay award.

Instructors will nominate student essays for the prize. The essay should be submitted to the Undergraduate Coordinator for consideration by the Essay Prize Committee, which will decide the winner. The Essay Prize Committee will consist of the Undergraduate Program Director, WUER Faculty Advisor and one other faculty member. The decision of the Committee is final and cannot be appeal.

Papers will be judged on content, originality, use of references, spelling and grammar.

The grade given to the paper will not influence the decision of the Essay Prize Committee as all comments by the original marker will be removed.

The deadlines for instructor submissions are:

Fall courses: January 1st

Winter courses: May 1st

The winner of the essay prize is encouraged to submit their paper to the Western Undergraduate Economics Review. Other appropriate papers may also be submitted.