

ECP 3510: Economics of Education

Syllabus

FALL 2019

Time & Location

Time: Tuesday and Thursday, periods 5-6 (11:45am-1:40pm)

Location: Matherly 002

Instructor Information

Name: Michael Teeple

Email: teepmr@ufl.edu

Office: Matherly 400

Office Hours: Tuesday 2pm-3:30pm & Thursday 10am-11:30am

Course Description

In this course we study economic questions related to education, leveraging both theory and empirical results to further our understanding. We apply economics from various fields to these questions, including aspects of: Game Theory, Microeconomics, Public Economics, Labor Economics, and Growth Theory. Throughout the course, we will pay particular attention to the policy implications of the results, examining both equity and efficiency concerns on balance.

Textbook/Readings

The majority of required reading will come from the course text:

Dominic J. Brewer & Patrick J McEwan (Editors): Economics of Education, Elsevier. 2010.
ISBN 978-0-08-096530-7

The text covers a variety of topics under the umbrella of the Economics of Education with chapters written by prominent economists in their respective fields. Other readings will generally be academic articles from top economic journals, some of which can be technically challenging. Do not despair if you are not able to understand every aspect of these articles, we will discuss what aspects of these articles you will be expected to know.

Student Expectations and Resources

Attendance and Expectations

Students are expected to come to all class sessions on time and to remain for the duration of the session, unless an urgent need arises or prior arrangements have been made with the instructor. An attendance tally will not be taken, though students will be responsible for all information presented in all class sessions.

Students are expected to arrive prepared to meet classroom obligations, having completed the required readings, and ready to devote full attention to the work of, and participation in, that class.

Laptops and other electronic devices should not be turned on. If you take notes on your laptop, clear this with me first.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Student Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161

University Police Department: 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

Grading

Midterms 1 (25%) and 2 (25%) and Final (25%)

Two equally weighted midterm exams will be given during the semester. The first midterm will cover topics 1-3, the second will cover topics 4-6. A final will be given during finals week, covering the remaining topics.

Article Report (15%)

Students will write a critical article report. Students will select an article from a list I will provide by mid-September. You must read the article carefully and write a short critical report, closely examining the question to be answered, the methodology, and the results of the article as well as provide some comment on the potential policy implications of the results. A more detailed rubric will be provided with the article list. NO LATE WORK WILL BE ACCEPTED.

Class Presentation (10%)

Students will prepare a short presentation of their article report (approx. 10 minutes) and present to the class during the last two weeks of the semester. Students will work and present individually. We will talk in more detail about presentations during the course.

During presentations, please provide your classmates with the same attention and respect that you wish to be shown. Conducting yourself in a manner that is disruptive or disrespectful to your fellow classmates/presenters during presentations will result in a letter-grade reduction. Presenting one's own work to an audience of peers can be a harrowing experience, let us be as respectful and supportive as possible during this time.

Letter Grades

Letter grades will be assigned on the following scale¹:

93-100:	A
90-93:	A-
87-89:	B+
83-87:	B
80-82:	B-
77-79:	C+
73-77:	C
70-72:	C-
60-69:	D
0-59:	F

¹UF policies for assigning grade points can be found at: catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/

Course Schedule

Below is the tentative schedule for the course, the schedule will be adjusted as needed if particular topics take more or less time than expected. The schedule lists of topics we will cover and the dates we will cover them, followed by the readings for that topic. I reserve the right to modify the schedule and add or remove readings as we progress through the course.

08/22 - 08/27: 1. **The Human Capital and Signaling Theories of Education**

- **Human Capital:** Eide and Showalter (2010)
- **Signaling:** Page (2010)
- **Human Capital vs. Signaling:** Weiss(1995)

08/29 - 09/05: 2. **Private and Social Returns to Education**

- **Private Returns:** Gunderson and Oreopoulos (2010)
- **External Benefits:** McMahon (2010)
- **Growth:** Hanushek and Wößmann (2010) & Hanushek et al. (2016)
- **Health:** Muennig (2010)
- **Civic Engagement:** Dee (2010)
- **Crime:** Lochner (2010)

09/10 - 09/17: 3. **Education Production: Early Ed., Family Inputs, Peers, Teachers, Class Size**

- **General:** Hanushek (2010) and Bowles (1970)
- **Early Education:** Heckman(2006) and Nores(2010)
- **Family Inputs:** Currie and Goodman(2010), Rothstein(2010), and Egalite(2016)
- **Peers and Neighbors:** Vigdor and Ludwig(2010)
- **Teachers:** Pelayo and Brewer(2010)
- **Class Size:** Schanzenbach(2010) and Lazear(2001)

09/19: **Exam 1**

09/24 - 10/01: 4. **School Choice I: Vouchers**

- **School Privatization:** Belfield and Levin(2010)
- **Parental Choice:** Chakrabarti and Roy (2010)
- **Vouchers:** Zimmer and Bettinger (2010) and Epple and Romano(2008)

10/03 - 10/10: 5. School Choice II: Charter & Catholic Schools

- **Catholic Schools:** Sander and Cohen-Zada (2010)
- **Charter Schools:** Zimmer and Buddin (2010)
- **Tiebout Sorting:** Nechyba(2010)

10/15 - 10/17: 6. Education Finance and Reform in the United States

- **School Finance:** Rice, Monk, and Zhang (2010)
- **Finance Reform:** Downes (2010)

10/22: Exam 2

10/24 - 10/29: 7. Higher Education: Tuition and Major Choice

- **Tuition & Fees:** Ehrenberg (2010) and Webber(2017)
- **Major Choice:** Bartolj and Polanec (2012) and Ruder and Van Noy (2017)

10/31 - 11/05: 8. Education Policy, Redistribution, and Equal Opportunity

- **Role of the State:** Plank and Davis(2010)
- **Inequality:** Blanden and Machin(2010)

11/07 - 11/12: 9. Gender Differences in Education

- **Risk and Guessing Behavior:** Saygin (2016) and Baldiga (2014)
- **Choice Impacts - Expected Earnings and Test Scores:** Rapoport and Thibout (2018)

11/14: Catch-Up/Paper Questions

11/15: Critical Reports Due

11/19 - 12/03: Report Presentations

12/03: Finish Presentations and Final Review

Reading List

- [1] Katherine Baldiga. Gender differences in willingness to guess. *Management Science*, 60(2):434–448, 2014.
- [2] Tjaša Bartolj and Sašo Polanec. College major choice and ability: Why is general ability not enough? *Economics of Education Review*, 31:996–1016, 2012.
- [3] C. Belfield and H. M. Levin. Educational privatization. Textbook chapter, pgs 306-310, 2010.
- [4] J. Blanden and S. Machin. Education and inequality. Textbook chapter, pgs 99-108, 2010.
- [5] Samuel Bowles. Towards an educational production function. In W. Lee Hansen, editor, *Education, Income, and Human Capital*, pages 11–70. NBER, 1970.
- [6] R. Chakrabarti and J. Roy. The economics of parental choice. Textbook chapter, pgs 336-342, 2010.
- [7] J. Currie and J. Goodman. Parental socioeconomic status, child health, and human capital. Textbook chapter, pgs 156-162, 2010.
- [8] T. S. Dee. Education and civic engagement. Textbook chapter, pgs 89-92, 2010.
- [9] T. Downes. School finance reform. Textbook chapter, pgs 221-226, 2010.
- [10] Anna J. Egalite. How family background influences student achievement. can schools narrow the gap?, 2016. Education Next, Spring.
- [11] R. G. Ehrenberg. The economics of tuition and fees in american higher education. Textbook chapter, pgs 227-234, 2010.
- [12] E. R. Eide and M. H. Showalter. Human capital. Textbook chapter, pgs 27-32, 2010.
- [13] Dennis Epple and Richard Romano. Vouchers and cream skimming. *International Economic Review*, 49(4):1395–1435, 2008.
- [14] M. Gunderson and P. Oreopoulos. Returns to education in developed countries. Textbook chapter, pgs 37-43, 2010.
- [15] E. A. Hanushek. Education production functions: Evidence from developed countries. Textbook chapter, pgs 132-136, 2010.
- [16] E. A. Hanushek and L. Wößmann. Education and economic growth. Textbook chapter, pgs 60-67, 2010.
- [17] Eric A. Hanushek, Jens Ruhose, and Ludger Woessmann. It pays to improve school quality, 2016. Education Next, Summer.
- [18] James J. Heckman. Skill formation and the economics of investing in disadvantaged children. *Science*, 312:1900–1902, 2006.
- [19] Edward P. Lazear. Educational production. *Quarterly Journal of Economics*, 116(3):777–803, 2001.
- [20] L. Lochner. Education and crime. Textbook chapter, pgs 93-98, 2010.
- [21] W. W. McMahon. The external benefits of education. Textbook chapter, pgs 68-79, 2010.
- [22] P. Muennig. Education and health. Textbook chapter, pgs 80-88, 2010.

- [23] T. J. Nechyba. Tiebout sorting and competition. Textbook chapter, pgs 311-316, 2010.
- [24] M. Nores. The economics of early childhood intervention. Textbook chapter, pgs 191-196, 2010.
- [25] M. E. Page. Signaling in the labor market. Textbook chapter, pgs 33-36, 2010.
- [26] I. Pelayo and D. J. Brewer. Teacher quality in education production. Textbook chapter, pgs 178-182, 2010.
- [27] D. N. Plank and T. E. Davis. The economic role of the state in education. Textbook chapter, pgs 299-305, 2010.
- [28] Benoît Rapoport and Claire Thibout. Why do boys and girls make different educational choices? the influence of expected earnings and test scores. *Economics of Education Review*, 62:205–229, 2018.
- [29] J. K. Rice, D. H. Monk, and J. Zhang. School finance: An overview. Textbook chapter, pgs 214-220, 2010.
- [30] R. Rothstein. Family environment in the production of schooling. Textbook chapter, pgs 148-155, 2010.
- [31] Alexander I. Ruder and Michelle Van Noy. Knowledge of earnings risk and major choice: Evidence from an information experiment. *Economics of Education Review*, 57:80–90, 2017.
- [32] W. Sander and D. Cohen-Zada. The economics of catholic schools. Textbook chapter, pgs 317-322, 2010.
- [33] Perihan Ozge Saygin. Gender differences in preferences for taking risk in college applications. *Economics of Education Review*, 53:120–133, 2016.
- [34] D. W. Schanzenbach. The economics of class size. Textbook chapter, pgs 183, 2010.
- [35] J. Vigdor and J. Ludwig. Neighborhoods and peers in the production of schooling. Textbook chapter, pgs 163-169, 2010.
- [36] Douglas A. Webber. State divestment and tuition at public institutions. *Economics of Education Review*, 60:1–4, 2017.
- [37] Andrew Weiss. Human capital vs. signalling explanations of wages. *Journal of Economic Perspectives*, 9(4):133–154, 1995.
- [38] R. Zimmer and E. Bettinger. The efficacy of educational vouchers. Textbook chapter, pgs 343-350, 2010.
- [39] R. Zimmer and R. Buddin. The economics of charter schools. Textbook chapter, pgs 329-335, 2010.