

## **EAD 942: Economic Analysis in Education Policy Making, Spring 2017**

Dr. Amita Chudgar (amitac@msu.edu)

### **Class time and location**

Tuesday, 12:40-3:30pm  
A106, Wells Hall

### **Office hours and office location**

Thursday evening, by appointment  
408, Erickson Hall

### **Course description**

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In this class we will discuss and critically evaluate how economics as a discipline has influenced education research and policy making. We will also develop a working understanding of a range of quantitative research methodologies utilized in this work, including the challenge of establishing causality in social science research.

The course is divided into four main sections. In the first section we will consider education as an input or investment in the future economic productivity of the individual and by extension the nation. In the second section we focus on the production of education. We consider different combinations of 'inputs' necessary to produce education. This literature also comments on the cost of different inputs in the production of education. In the third section we will think of education as an output, a consumption good, in turn we think about the manner in which this output should be distributed to the consumers (role of market vs. state, accountability issues). We conclude with a brief focus on economics of higher education where we consider some of these themes in the context of higher education. These four sections help structure the course, but ultimately they overlap significantly.

### **Late assignment policy**

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You are expected to turn in the assignments on time. Late submission will affect your grades. If you are unable to complete your work on time due to unavoidable circumstances, please speak to me to ensure that your grades may not be affected.

### **Absence policy**

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If you must remain absent from a class, you need to a) inform me ahead of time b) within a week of missing class, you must submit a one page summary for each of the readings covered in class on the day you missed class c) more than one absence may negatively affect your grade.

Please also note MSU's Grief Absence Policy (Grief Absence Request Form can be found on the RO home page (<https://reg.msu.edu/>) under "Student Services" "Grief Absence Request Form")

Please note: MSU seeks to ensure that its programs are accessible to all persons. Students in need of special assistance or an accommodation regarding any of the course requirements as outlined in the syllabus and discussed in class are advised to notify me immediately. We will meet privately to discuss a resolution of your issue, which may or may not include an appropriate referral. Confidentiality will be maintained regarding your special needs.

## Course Assignments

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**1. Class participation:** Students are expected to participate fully in weekly discussions. It is essential that you come to class having read all the assigned articles and ready to engage with your classmates (20 percent).

**2. Informing class discussion/debate:** I will circulate a signup sheet during our second class meeting. Each student will select a week (excluding weeks 1, 2, 8, 9, 10 and 15) where they will be in-charge of informing and co-facilitating (with me) an in-class discussion/debate guided by academic paper(s). I will stay involved with you in deciding the format for this. See attached sheet for more details (20 percent).

**3. Quantitative analysis:** You will work on a small quantitative analysis project to conduct a 'production function' analysis. I will share more details in class (20 percent).

**4. Final paper:** In groups of no more than two students you will work on a detailed analysis of an educational issue from an economic perspective. If you can link this back to assignment 3, that will be great- and if not, that is fine too. You will make a brief presentation of this paper and turn in a 15 page double spaced paper. Both the presentation and the paper will count towards your final grade. The whole group will receive the same grade. While it is not necessary, students with sufficient statistical background are welcome and encouraged to engage in data analysis projects. I will share more details in class (40 percent).

## Course material

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Most readings you will need for this class are available online through MSU library's online resources (<http://er.lib.msu.edu/>) or online. There are a few readings that I will make available ahead of time in .pdf format.

## Course schedule and readings (subject to minor changes/additions)

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### CLASS 1, 1/10: INTRODUCTION

1. Barbara Schneider, Martin Carnoy, Jeremy Kilpatrick, William H. Schmidt, Richard J. Shavelson "Estimating Causal Effects Using Experimental and Observational Designs: A Think Tank White Paper" (review the report, especially section 2) available online: <http://www.aera.net/Portals/38/docs/Causal%20Effects.pdf>
2. Dominic Brewer et.al. (2008), "The Role of Economics in Education Policy Research" in H.F. Ladd and Edward B. Fiske eds. Handbook of Research in Education Finance and Policy. Routledge, 2008
3. Levin, H. M. (1989). Mapping the economics of education. An introductory essay. *Educational Researcher*, 13-73.

### Additional reading

1. Costas Meghir, Steven G. Rivkin. Econometric Methods for Research in Education, NBER Working Paper No. 16003, Issued in May 2010 <http://www.nber.org/papers/w16003>
2. Hirshleifer, Jack (1985). The Expanding Domain of Economics. *The American Economic Review*, 75(6): 53-68.
3. Angrist, J. D. (2004). American education research changes tack. *Oxford review of economic policy*, 20(2), 198-212.

## Education as an input, investment

### CLASS 2, 1/17, EDUCATION AS AN INPUT: THEORY

#### ASSIGNMENT 2 SIGN-UP SHEET CIRCULATED IN CLASS

1. Theodore W. Schultz (1959), Investment in Man: An Economist's View, *The Social Service Review*, Vol. 33, No. 2 (June, 1959), pp. 109-117
2. Andrew Weiss, Human Capital vs. Signaling Explanations of Wages, *The Journal of Economic Perspectives*, Vol. 9, No. 4 (Autumn, 1995), pp. 133-154 (Read up-to page 145 first paragraph)
3. Martin Carnoy. 1996. Race, Gender, and the Role of Education in Earnings Inequality: An Introduction. *Economics of Education Review*, 15, 207-212.

#### Additional readings

1. M. Blaug. Where Are We Now in the Economics of Education? *Economics of Education Review*, 4(1):17–28, 1985.
2. Martin Carnoy. 1996. Education and Racial Inequality: The Human Capital Explanation Revisited. *Economics of Education Review*, 15, pp. 259-272.
3. S. Bowles and H. Gintis. Schooling in Capitalist America Revisited. *Sociology of Education*, 75(1):1–18, 2002.
4. Matt Dickson, Colm Harmon, Economic returns to education: What We Know, What We Don't Know, and Where We Are Going—Some brief pointers, *Economics of Education Review*, Volume 30, Issue 6, December 2011, pp. 1118-1122
5. Schultz, Theodore W. (1961), Investment in Human Capital. *The American Economic Review*, 51(1): 1-17

### CLASS 3, 1/24, EDUCATION (INCLUDING PRE-SCHOOL EDUCATION) AS AN INPUT: EMPIRICAL EVIDENCE

1. Hanushek, E.A., and D.D. Kimko. (2000). Schooling, Labor Force Quality, and the Growth of Nations. *American Economic Review*, 90 (5) : 1184-208.
  - a. A less technical version of a related argument can be found here; Eric A. Hanushek, Dean T. Jamison, Elliot A. Jamison, Ludger Woessmann Education and Economic Growth: It's not Just Going to School but Learning That Matters. *Education Next*, 8(2), Spring 2008, pp. 62-70.  
<http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%2BJamison%2BJamison%2BWoessmann%202008%20EdNext%208%282%29.pdf>
2. Dee, T. S. (2004). Are there civic returns to education? *Journal of Public Economics*, 88(9), 1697-1720.
3. Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312(5782), 1900-1902.

#### Additional reading

1. Returns to investment in education: a further update G Psacharopoulos, HA Patrinos *Education Economics*, Volume 12, Number 2, August 2004 , pp. 111-134.
2. Clark, D. and Martorell, P. (2014). The Signaling Value of a High School Diploma. *Journal of Political Economy* 122(2): 282-318
3. L. Pritchett. Where Has All the Education Gone? *The World Bank Economic Review*, 15(3): 367–391, 2001.

4. Shafiq, M. Najeeb (2010). "Do education and income affect support for democracy in Muslim countries? Evidence from the Pew Global Attitudes Project" *Economics of Education Review* 29(3), pp. 461-469.

### Production of education, the role of different inputs

#### CLASS 4, 1/31, PRODUCTION OF EDUCATION: ROLE OF SCHOOL RESOURCES AND SYSTEMS

1. Greenwald, R., Hedges, L. V., & Laine, R. D. (1996). The effect of school resources on student achievement. *Review of educational research*, 66(3), 361-396.
2. School Resources, Eric A. Hanushek (From the Handbook of Economics of Education, Hanushek)
 

<http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%202006%20HBEEdu%202.pdf>

  - Similar arguments by Hanushek can also be found here
    - a. E. Hanushek. The failure of input-based schooling policies. *Economic Journal*, 113(485):64– 98, 2003.
    - b. Hanushek, E. (1981). Throwing Money at Schools. *Journal of Policy Analysis and Management*, 1(1): 19-41.
    - c. Hanushek, E. (1986). The Economics of Schooling: Production and Efficiency in Public Schools. *Journal of Economic Literature*, 24(3): 1141-1177.
  - This exchange, regarding his previous work is also interesting
    - a. Hanushek, E. (1994). Money Might Matter Somewhere: A Response to Hedges, Laine, and Greenwald. *Educational Researcher*, 23(4): 5-8.
    - b. Hedges, L., Laine, R., and Greenwald, R. (1994). Money Does Matter Somewhere: A Reply to Hanushek. *Educational Researcher*, 23(4): 9-10.
3. \*Woessmann, L. (2016). The importance of school systems: Evidence from international differences in student achievement. *The Journal of Economic Perspectives*, 30(3), 3-31.
4. Grubb, W. N. (2008). Multiple resources, multiple outcomes: Testing the "improved" school finance with NELS88. *American Educational Research Journal*, 45(1), 104-144.

#### **Additional readings**

1. Fryer, R. G. (2006) "Acting White," *Education Next*, 1 (Winter): 53-59.
2. Review, [http://www.boldapproach.org/bold\\_approach\\_full\\_statement.pdf](http://www.boldapproach.org/bold_approach_full_statement.pdf), A Broader, Bolder Approach to Education
3. Dan Goldhaber and Dominic Brewer (1997) Why don't schools and teachers seem to matter? Assessing the impact of unobservables on educational productivity. *Journal of Human Resources* 32(3), 505-523.
4. David Cohen, Stephen Raudenbush, and Deborah Ball (2002). Resources, instruction, and research. *Education Evaluation and Policy Analysis* 25(2): 119-142.
5. School Resources and Student Outcomes: An Overview of the Literature and New Evidence from North and South Carolina David Card, Alan B. Krueger *The Journal of Economic Perspectives*, Vol. 10, No. 4 (Autumn, 1996), pp. 31-50
6. Lazear, E. (2001). "Educational Production." *Quarterly Journal of Economics*, 116 (3): 777-803.
7. Krueger, Alan B. (2003), Economic Considerations and Class Size, *The Economic Journal*, 113 (485), pp. 34-63

8. Joseph Deutsch, Audrey Dumas, Jacques Silber, Estimating an Educational Production Function for Five Countries of Latin America on the basis of the PISA data, *Economics of Education Review*, Available online 29 July 2013 <http://dx.doi.org/10.1016/j.econedurev.2013.07.005>
9. Fryer Jr, R. G. (2016). *The Production of Human Capital in Developed Countries: Evidence from 196 Randomized Field Experiments* (No. w22130). National Bureau of Economic Research.

#### **CLASS 5, 2/7, PRODUCTION OF EDUCATION: TEACHER LABOR MARKETS**

1. Hamilton Lankford, Susanna Loeb, and James Wyckoff (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis*, 24(1), pp. 37-62.
2. S. Corcoran, W. Evans, and R. Schwab. Changing Labor-Market Opportunities for Women and the Quality of Teachers, 1957-2000. *The American Economic Review*, 94(2):230–235, 2004.
3. Harris, D. N., & Adams, S. J. (2007). Understanding the level and causes of teacher turnover: A comparison with other professions. *Economics of Education Review*, 26(3), 325-337.
4. Reininger, M. (2012). Hometown Disadvantage? It Depends on Where You're From Teachers' Location Preferences and the Implications for Staffing Schools. *Educational Evaluation and Policy Analysis*, 34(2), 127-145.

#### **Additional readings**

1. Richard Ingersoll (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), pp. 499-534.
2. Geeta Kingdon and Francis Teal, "Does performance related pay for teachers improve student performance? Some evidence from India" *Economics of Education Review*, 26 (4), pp. 473-486
3. Dan Goldhaber (2002). The mystery of good teaching: Surveying the evidence on student achievement and teachers' characteristics. *Education Next*, 2(1), Spring, pp. 50-55.
4. Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2013). Analyzing the determinants of the matching of public school teachers to jobs: Disentangling the preferences of teachers and employers. *Journal of Labor Economics*, 31(1), 83-117.
5. Goldhaber, D., Lavery, L., & Theobald, R. (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher*, 0013189X15592622.
6. Goldhaber, D., Krieg, J., & Theobald, R. (2014). Knocking on the door to the teaching profession? Modeling the entry of prospective teachers into the workforce. *Economics of Education Review*, 43, 106-124.
7. Lankford, H., Loeb, S., McEachin, A., Miller, L. C., & Wyckoff, J. (2014). Who enters teaching? Encouraging evidence that the status of teaching is improving. *Educational Researcher*, 43(9), 444-453.

#### **CLASS 6, 2/14, PRODUCTION OF EDUCATION: ROLE OF TEACHERS**

1. Dale Ballou and Michael Podgursky (1998). The case against teacher certification. *Public Interest*, Summer, 132, pp. 17-30.
2. Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Vasquez Heilig, J. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness, *Education Policy Analysis Archives*, 13(42).  
<http://epaa.asu.edu/epaa/v13n42/>

3. Donald J. Boyd, Pamela L. Grossman, Hamilton Lankford, Susanna Loeb, and James Wyckoff (2009). Teacher Preparation and Student Achievement, *Educational Evaluation and Policy Analysis*, 31, pp. 416-440
4. Raj Chetty, John N. Friedman, Jonah E. Rockoff, "Great Teaching: Measuring its effects on students' future earning" [http://educationnext.org/files/ednext\\_20123\\_Friedman.pdf](http://educationnext.org/files/ednext_20123_Friedman.pdf)
5. Kane, Thomas J., Jonah E. Rockoff, Douglas O. Staiger (2008). "What does certification tell us about teacher effectiveness? Evidence from New York City," *Economics of Education Review*, 27: 615-631.

## CLASS 7, 2/21, PRODUCTION OF EDUCATION: ROLE OF TEACHER INCENTIVES

1. Springer, Ballou et.al. "Teacher Pay For Performance: Experimental Evidence from the Project on Incentives in Teaching" [https://my.vanderbilt.edu/performanceincentives/files/2012/09/POINT\\_REPORT\\_9.21.102.pdf](https://my.vanderbilt.edu/performanceincentives/files/2012/09/POINT_REPORT_9.21.102.pdf) , skip section III (Threats to Validity) and the Appendix, but otherwise I would urge you to read the rest of this approximately 40 page report.
2. Karthik Muralidharan and Venkatesh Sundararaman, Teacher performance pay: experimental evidence from India, Working Paper 15323, <http://www.nber.org/papers/w15323> (available on the web). (skip section 2, 'Theoretical framework')
3. Ludger Woessmann, Cross-country evidence on teacher performance pay, *Economics of Education Review*, 30 (3) pp. 404-418,
4. Dee, T. S., & Wyckoff, J. (2015). Incentives, selection, and teacher performance: Evidence from IMPACT. *Journal of Policy Analysis and Management*, 34(2), 267-297.

### **Additional readings**

1. Michael D. Jones, Teacher behavior under performance pay incentives, *Economics of Education Review*, 37, pp: 148-164
2. Dee, T., & Wyckoff, J. (2013). *Incentives, selection, and teacher performance: Evidence from IMPACT* (NBER Working Paper 19529). Cambridge, MA: National Bureau of Economic Research. Retrieved from <http://www.nber.org>

## CLASS 8, 2/28, PRODUCTION OF EDUCATION: A BRIEF QUANTITATIVE EXAMPLE ASSIGNMENT 3 DISTRIBUTED IN CLASS

Quantitative research session, PLEASE BRING YOUR LAPTOPS TO CLASS

PLEASE SPEND SOME TIME REVIEWING

<http://nces.ed.gov/nationsreportcard/nde/>

### SPRING BREAK

Class 9, 3/14

**ASSIGNMENT 3 DUE at 12pm**

**ONE PAGE FINAL PAPER OUTLINE DUE at 12pm**

I will be available to meet through the week (by appointment), but I have learned from experience that you will probably need this time to get through this work. Plus, in case we end-up missing a day due to snow, this will give us some buffer to catch-up.

### Production of education, contd.

## CLASS 10, 3/21, PRODUCTION OF EDUCATION: COST-BENEFIT ANALYSIS

1. Henry M. Levin, The Economic Payoff to Investing in Educational Justice *Educational Researcher* 2009 38: 5-20
2. Levin, H. and P. McEwan. "Cost Effectiveness as an evaluation Tool." International Handbook of Educational Evaluation
3. Henry M. Levin, Cost-Effectiveness and Educational Policy, *Educational Evaluation and Policy Analysis*, 10 (1), pp. 51-69
4. W. Steven Barnett, "Benefit-Cost Analysis of the Perry Preschool Program and Its Policy Implications" *Educational Evaluation and Policy Analysis*, 7 (4), pp. 333-342

PLEASE SPEND SOME TIME REVIEWING

<http://cbcse.org/>

### **Additional readings**

1. Barnett, W. S., & Masse, L. N. (2007), "Early Childhood Program Design and Economic Returns: Comparative Benefit-Cost Analysis of the Abecedarian Program and Policy Implications", *Economics of Education Review*, 26, 113-125.
2. Belfield, C., Nores, M., Barnett, W.S., & Schweinhart, L. (2005) Updating the benefit-cost analysis of the High/Scope Perry Preschool Program through age 40. *Educational Evaluation and Policy Analysis*, 27(3), 245-262.

## **Education as an output, the role of market and accountability mechanisms in ensuring quality and equity**

### **CLASS 11, 3/28, EDUCATION AS AN OUTPUT: PUBLIC VS. PRIVATE PROVISION**

1. National Center For the Study of Privatization in Education, <http://ncspe.tc.columbia.edu/faqs/> read the FAQ section that talks about charter schools, home-schools, educational vouchers, for-profit schools, private schools and tuition-tax credits.
2. Review <https://www.edchoice.org/> especially focus on, "Why School Choice, School Choice Programs, School Choice Myths" and <http://www.edchoice.org/who-we-are/our-founders/the-friedmans-on-school-choice/article/the-role-of-government-in-education/>
3. Yongmei Ni, The impact of charter schools on the efficiency of traditional public schools: Evidence from Michigan, *Economics of Education Review*, 28, pp. 571–584

4. TBD

5. TBD

### **Additional readings**

1. James Tooley, Pauline Dixon and James Stanfield, "Delivering Better Education: Market solutions for educational improvement" <http://www.adamsmith.org/images/uploads/publications/delivering-better-edu.pdf>
2. James Tooley and Pauline Dixon, "Private Schools for the Poor: A Case Study from India" <http://www.cfbt.com/PDF/91001.pdf>
3. National Voucher Plans in Chile and Sweden: Did Privatization Reforms Make for Better Education? Martin Carnoy, *Comparative Education Review*, 42 (3), pp. 309-337
4. Helen Ladd (2001). School vouchers: A critical view. *Journal of Economic Perspectives*, 16(4), pp. 3-24.
5. Henry Levin (2008), "Issues in Educational Privatization" in H.F. Ladd and Edward B. Fiske eds. Handbook of Research in Education Finance and Policy. Routledge.



6. Friedman, M. (1955). *The role of government in education*. Rutgers University Press.

### **CLASS 12, 4/4, EDUCATION AS AN OUTPUT: ROLE OF ACCOUNTABILITY, VALUE-ADDED MEASURES**

1. Carnoy and Loeb, "Does External Accountability Affect Student Outcomes? A Cross-State Analysis." *Educational Evaluation and Policy Analysis*, Vol 24 (4). Winter, 2003.
2. Dee, T. S., & Jacob, B. (2011). The impact of No Child Left Behind on student achievement. *Journal of Policy Analysis and management*, 30(3), 418-446.
3. \*Harris, D. N., & Herrington, C. D. (2015). Editors' Introduction: The Use of Teacher Value-Added Measures in Schools New Evidence, Unanswered Questions, and Future Prospects. *Educational Researcher*, 44(2), 71-76.
4. \*Goldring, E., Grissom, J. A., Rubin, M., Neumerski, C. M., Cannata, M., Drake, T., & Schuermann, P. (2015). Make Room Value Added Principals' Human Capital Decisions and the Emergence of Teacher Observation Data. *Educational Researcher*, 44(2), 96-104.

#### **Additional readings**

1. Helen Ladd (2001). School-based educational accountability systems: The promise and the pitfalls. *National Tax Journal*, 54(2), June, pp. 385-400. Available through <http://ntanet.org>.
2. Thomas Kane, Douglas Staiger, and Jeffrey Geppert (2002). Randomly accountable. *Education Next*, 2(1), Summer, pp.57-61. Available at: <http://www.educationnext.org> 3/30
3. The Confusing World of Educational Accountability June 2001, Eric A. Hanushek and Margaret E. Raymond *National Tax Journal* 54(2)  
<http://edpro.stanford.edu/hanushek/admin/pages/files/uploads/accountability.ntj.pdf>
4. Charles T. Clotfelter , et.al; Do School Accountability Systems Make It More Difficult for Low-Performing Schools to Attract and Retain High-Quality Teachers? *Journal of Policy Analysis and Management*, 23 (2), pp. 251-271
5. Mbiti, I. M. (2016). The need for accountability in education in developing countries. *The Journal of Economic Perspectives*, 30(3), 109-132.

## **Economics of higher education**

### **CLASS 13, 4/11, HIGHER EDUCATION: CURIOUS ECONOMICS**

1. Martha Bailey and Susan Dynarski "Inequality in College Entry and Completion" in Greg Duncan & Richard Murnane (Eds.) *Whither Opportunity: Rising Inequality, Schools, and Children's Life Chances*, New York: Russell Sage, 2011. (Available online through MSU e-library as an NBER working paper) <http://www.nber.org/papers/w17633>
2. Ehrenberg, R. (2012). American Higher Education in Transition. *Journal of Economic Perspectives*, 26(1): 193–216.
3. Bettinger, E. (2015). Need-Based Aid and College Persistence The Effects of the Ohio College Opportunity Grant. *Educational Evaluation and Policy Analysis*, 37(1 suppl), 102S-119S.
4. \*Broton, K. M., Goldrick-Rab, S., & Benson, J. (2016). Working for College The Causal Impacts of Financial Grants on Undergraduate Employment. *Educational Evaluation and Policy Analysis*, 0162373716638440.

#### **Additional readings**



1. Does It Pay to Attend an Elite Private College? Cross-Cohort Evidence on the Effects of College Type on Earnings Dominic J. Brewer, Eric R. Eide, Ronald G. Ehrenberg, *The Journal of Human Resources*, 34 (1), pp. 104-123
2. Goldrick-Rab, S. (2010). Challenges and Opportunities for Improving Community College Student Outcomes. *Review of Educational Research*
3. Eric P. Bettinger, Bridget Terry Long, Philip Oreopoulos, Lisa Sanbonmatsu, “The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment” <http://www.nber.org/papers/w15361>
4. Winston, G. C. “Subsidies, Hierarchy and Peers: The Awkward Economics of Higher” Education, *The Journal of Economic Perspectives*, 13 (1), pp. 13-36
5. Castleman, B.L. & Page, L.C. (2014). Freshman Year Financial Aid Nudges: An Experiment to Increase FAFSA Renewal and College Persistence. Center for Education Policy and Workforce Competitiveness Working Paper No. 28. Charlottesville, VA: University of Virginia.

#### **CLASS 14, 4/18, PRODUCTION OF HIGHER EDUCATION**

1. Juan Carlos Calcagno, Thomas Bailey, Davis Jenkins, Gregory Kienzl, Timothy Leinbach, “Community college student success: What institutional characteristics make a difference?” *Economics of Education Review* 27 (2008) 632–645
2. Deming, D., & Dynarski, S. (2009). *Into college, out of poverty? Policies to increase the postsecondary attainment of the poor* (No. w15387). National Bureau of Economic Research.
3. Zhang, L. (2005). Do Measures of College Quality Matter? The Effect of College Quality on Graduates’ Earnings. *Review of Higher Education*, 28(4): 571–96.

4. TBD

<b>Final paper and presentation</b>
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#### **CLASS 15, 4/25**

**Final paper due online at 4pm**

**In class presentation of final papers**

#### **EXAM WEEK, 5/2, Time TBD**

I will be available for two hours this week for individual meetings to discuss final papers and grades or any other issues and concerns.