

Course Learning Outcomes <i>By the end of this course, you will be able to:</i>	Mapping	Eagle Advantage Competencies
1. Construct, manipulate and use models of individual worker behavior to predict the impact of changes in nonlabor income, wage rates, and government policy on the decision to work and, conditional on working, how much to work.	*EAC 1 & 4	1. Adaptability: Recognize challenges as opportunities to improve. Embrace a growth mindset that allows for action, reflection, failure and resilience.
2. Decompose the impact of a change in wage rates into the substitution and income effects.	*EAC 1 & 4	2. Collaboration & Leadership: Build mutually beneficial relationships and achieve common goals by understanding, valuing and leveraging strengths of others. Take responsibility for your own role and contributions within a team.
3. Extend the intuition from static models of labor supply to the lifecycle context, identify the basic anatomy of pension plans, and analyze the effects of public and private pensions on retirement.	*EAC 1 & 4	3. Communication: Effectively articulate thoughts and ideas to others. Understand the impact of communication on your professional work image. Use communication skills to motivate and develop others.
4. Construct, manipulate and use models of individual employer behavior to predict the impact of changes in the price of output, wage rates, productivity, and government policies on hiring.	*EAC 1 & 4	4. Critical Thinking & Problem Solving: Exercise reasoning to independently analyze issues identify options and alternatives, formulate opinions, make decisions and overcome problems.
5. Decompose the impact of a relative change in factor prices into substitution and scale effects.	*EAC 1 & 4	5. Digital Literacy & Technology: Leverage knowledge of information and communications technology ethically and efficiently solve problems, complete tasks and accomplish goals.
6. Construct, manipulate and use supply-and-demand models to determine the impact of exogenous events and government policies on wage rates and employment levels under different market conditions, including competition and monopsony.	*EAC 1 & 4	6. Engaging Diversity: Cultivate awareness of your own identity and that of others through exploration of diversity. Appreciate multiple perspectives and participate in society as a conscious global citizen.
7. Analyze the impact of immigration on wages and employment levels of domestic workers using supply-and-demand models.	*EAC 1 & 4	7. Integrity and Accountability: Take ownership of your actions and learn from your mistakes. Act with the interest of the larger community in mind. Establish effective work habits.
8. Apply theories of compensating wage differentials, human capital, search, and discrimination to explain employer-employee matching and the effects on the distribution of wages and benefits.	*EAC 1 & 4	8. Self Management: Identify and articulate your interests, skills, values and experiences. Explore and make decisions about academic and career options. Demonstrate the continual development of a positive personal brand.
9. Select and use appropriate analytical models, available data, and high-quality objective sources of existing research to analyze the likely impact (private and social) of public or employer policies and provide recommendations.	EAC 5	*added by career services
10. Communicate the results of analyses and research in a written report/paper and oral presentations.	EAC 2, & 3 *EAC 5 & 6	

Explanation:

This course will include a semester-long community engagement project that will require students to use economic data and theories to analyze labor shortages in a particular industry. Students will work in teams for a minimum of 15 hours per student (6 in class, 6 out of class, 3 in formal presentations outside of class) to analyze labor shortages in a specific industry using publicly available data and (when feasible) structured interviews with industry stakeholders. Use of public data will involve some statistical computing skills training and a learning module to help students find and download data from public agencies. Students will prepare a group report (written) and a formal presentation (oral). Both deliverables will require submission of early drafts for constructive critical feedback from the instructor. Students must document the revisions made in response to feedback. Students will give oral presentations of preliminary work at the Economics Department CTC conference on December 13th. They will revise their presentations based on feedback received from faculty and present in a webinar format to industry stakeholders. Ideally the community partnership will be with the La Crosse Area Chamber of Commerce.