



教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	勞動經濟(一)		學年/學期 Academic Year/Semester	103/2
課程名稱(英文) Course Name in English	Labor Economics (I)			
科目代碼 Course Code	IIE_55900	系級 Department & Year	碩士	開課單位 Course-Offering Department
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)	3.0/3.0	
授課教師 Instructor	/洪嘉瑜			
先修課程 Prerequisite				
課程描述 Course Description				
<p>勞經議題：三大類</p> <p>A. 傳統勞動、教育、人口經濟學</p> <p>B. 中國勞動議題 (A議題應用)</p> <p>C. 人力資源 (人事) 經濟學</p> <p>結合相關理論與計量模型</p> <p>各議題細項請見以下 教科書與參考書目</p>				
課程目標 Course Objectives				
介紹勞動經濟學部分主題的理論與實證模型，並閱讀相關文獻				
系專業能力 Basic Learning Outcomes				課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	數理分析能力：通曉經濟學的理論技巧，應用數學與賽局解決經濟議題的能力。Mathematical analysis skills: Mastering in application of mathematical theories and game theory in analyzing economic issues.			○
B	實證經濟分析能力：通曉經濟學的實證技巧，善用資訊科技進行資訊蒐集、資料統計與計量分析。Empirical analysis skills: Mastering in application of statistics and econometrics in data collection and examination			●
C	微觀經濟之闡釋能力：通曉個體經濟學相關的理論與應用。Microeconomic perspective: Thorough understanding of microeconomic theories and relevant application			○
D	宏觀經濟之闡釋能力：通曉總體經濟學相關的理論與應用。Macroeconomic perspective: Thorough understanding of macroeconomic theories and relevant application			
E	樂活能力：具備適應現代社會的學養以及就業能力。Employment opportunities: Capabilities of working on important policy and decision challenges in business and government			
F	溝通表達能力：思路清晰，有能力與人溝通並撰寫專業研究報告。Communication skills: Having a clear mind and capability in writing a professional academic report			●
圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated				
授課進度表 Teaching Schedule & Content				
週次 Week	內容 Subject/Topics			備註 Remarks
1	2/26 Introduction to Labor Economics 勞動變數與台灣勞動資料簡介 EBSCOhost 資料庫 Econlit/ERIC			

2	3/5 理論模型：Education level as an investment choice (Present Value approach) 理論模型：Wage determination and human capital theory 計量模型：Probit model (A1) 計量模型：OLS with dummy variables, Normalized regression model (A2)	
3	3/12 C1. Investment in Skills (Ch3)	
4	3/19 A1	
5	3/26 A2	
6	4/2 Spring Break	
7	4/9 計量模型：panel data model (A3) 理論模型：路易斯轉折點與薪資收斂 (B1) 理論模型：Preview on Overeducation (B2) 計量模型：Ordered Probit model (B2)	
8	4/16 A3	
9	4/23 B1	期中考試週
10	4/30 C2. Performance Evaluation (Ch9)	
11	5/7 B2 (或A4)	
12	5/14 B	
13	5/21 C3. Rewarding Performance (Ch10)	
14	5/28 C	
15	6/4 C5	
16	6/11 個人擇一篇論文口頭報告	
17	6/18 個人擇一篇論文口頭報告	
18	6/25 繳交書面報告	期末考試週

教學策略 Teaching Strategies

- 課堂講授 Lecture
 分組討論 Group Discussion
 參觀實習 Field Trip
 其他 Miscellaneous: 分組報告與專題報告

學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績 General Performance	70%			✓					
期中考成績 Midterm Exam									
期末考成績 Final Exam									
作業成績 Homework and/or Assignments	15%				✓				期末書面報告
其他 Miscellaneous (期末自選論文報告)	15%			✓					

評量方式補充說明
Grading & Assessments Supplemental instructions

上課方式與評分

(1) 每週課堂老師上課或討論文獻一篇(老師依需要補充理論與計量模型)。共計3章與8篇論文(如下)。預定分3組進行(含老師)，各組輪流報告文獻，預計每組報告4篇文獻。(配分：70%)

(2) 期末的各週，由個人或分組依興趣自選一篇近幾年有關台灣英文實證文獻進行報告。請參考關鍵詞做更進一步搜尋。(15%)

(3) 期末書面報告：每人選擇一勞經主題，於學期末繳交文獻回顧書面報告一份，至少包括三篇文獻(包括學期中的報告)，內容涵蓋各篇整理、各篇相關連貫、評論、與後續發展方向。(15%)

教科書與參考書目(書名、作者、書局、代理商、說明)
Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

A. 傳統勞動、教育、人口經濟學

A1. 駱明慶(2004),「升學機會與家庭背景」,《經濟論文叢刊》,32(4),417-445。
教育的選擇(Demand for Education)

理論模型: Education level as an investment choice (Present Value Approach)

計量模型: Probit Model

A2. Finnie, R. and Frenette, M. (2003) "Earning Differences by Major Field of Study: Evidence from Three Cohorts of Recent Canadian Graduates." *Economics of Education Review*, 22, 179-192.

教育的報酬(Returns on Education)

理論模型: Wage determination and human capital theory

計量模型: OLS with dummy variables, Normalized regression model

A3. Sav, G. Thomas (2011) "Panel Data Estimates of Public Higher Education Scale and Scope Economies." *Atlantic Economic Journal*, 39(2), 143-153.

計量模型: Panel data model

A4. Bratberg, E, Salvanes, K. G., and Vaage, K. (2010), "Has Job Stability Decreased? Population Data from a Small Open Economy." *The Scandinavian Journal of Economics*, 112(1), 163-183.

B. 中國勞動議題

B1. Cai, Fang; Du, Yang (2011), "Wage Increases, Wage Convergence, and the Lewis Turning Point in China." *China Economic Review*, 22(4), 601-610.

理論模型: 路易斯轉折點與薪資收斂

B2. Yang, Juan; Mayston, David (2012), "Impact of Overeducation on Wages in China." *Chinese Economy*, 45(2), 65-89. (暫訂)

理論模型: Preview on overeducation

計量模型: Ordered Probit Model

B3. Lu, Ming; Wan, Guanghua (2014), "Urbanization and Urban Systems in the People's Republic of China: Research Findings and Policy Recommendations." *Journal of Economic Surveys*, 28(4), 671-685.

C. 人力資源(人事)經濟學

Human Resource Management/ Personnel Economics

Reference book: Lazear and Gibbs (2009) *Personnel Economics in Practice*

C1. Investment in Skills (Ch3)

C2. Performance Evaluation (Ch9)

C3. Rewarding Performance (Ch10)

C4. 林淑惠、胡星陽(2003),「上市公司高階經理人之酬勞結構」,《經濟論文》,31(2),171-206。

C5. Nese, Annamaria; Troisi, Roberta (2014), Individual Preferences and Job Characteristics: An Analysis of Cooperative Credit Banks, *Labour*, 28(2), 233-249.

課程教材網址(教師個人網址請列在本校內之網址)
Teaching Aids & Teacher's Website (Personal website can be listed here.)

洪嘉瑜, 文A412, 分機5544, hungcy@mail.ndhu.edu.tw

輔導時間: (四) 下午3:00pm-5:00pm

其他補充說明 (Supplemental instructions)