COURSE SYLLABUS
ECONOMICS INTERNSHIP COURSE - ECON. 4939

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Course Prerequisite: Students must be junior or senior Economics majors or minors and have
permission of the instructor.

Course Credits and Requirements: Economics majors receive 6 hours of credit for the internship
course, three of which count toward the 32/33 hours required for the Economics major. The
other 3 hours are general college elective hours. Students in the class must fill an intern position
that utilizes their economics background and must spend approximately 15 hours per week at the
work site. Students may find their own internships, may check with me for recommendations, or
may go through Career Services. The internship must be lined up and approved by me by the end
of the first week of classes.

Course Objectives: The first objective of the course is to give students real-world experience in a
workplace setting where the students can employ their economic knowledge. The internship is to
be a learning experience and it is expected that the interns will receive mentoring on-the-job. It is
not expected that they will be paid for the internship. The second objective of the internship
course is to learn about the economics of the workplace. This will be accomplished through
readings and class discussions.

Course Assignments: There will be a number of short written assignments and oral presentations
throughout the course. For each Harvard Business School case, a one-page typed brief will be
required which presents the labor economic issues/dilemmas in the case. The papers should not
repeat the facts of the case, but instead should give your ideas/opinions regarding the labor issues
raised in the case or tie in relevant current event issues. I expect the briefs to be well written,
analytical, and carefully thought out. The briefs are due the day the cases are discussed in class
and no credit will be given for those turned in late.

Course Materials: Students must read 2 books for the class.
Choice (1). What Color is Your Parachute? 2002 edition by Richard Bolles or Rich Dad, Poor

Choice (2). Built to Last: Successful Habits of Visionary Companies by James C. Collins and
Jerry Porras or Good to Great: Why Some Companies Make the Leap...and Others Don't (2001)
by James C. Collins or Jack: Straight From the Gut of Jack Welch by Jack Welch with John Byrne

Students must also purchase the Harvard Business case studies. They will be available at the
University Book Store early in the semester.
Grading Policy: The grade for the internship will be based on the following:

1/3 Written assignments
1/3 Feedback from internship employer*
1/3 Class participation [attendance, oral presentations, and quality (not quantity) of participation] Students are expected to share their workplace experiences with the class.

*If I cannot get appropriate feedback from the intern’s workplace, I will shift the weights for the particular student to 2/3 written work and 1/3 class participation.

Class Meetings

January 16  
Overview of the course.

January 23  
Gordon Gray, Director of Career Services, will come to our class to discuss the job market for Economics graduates, job search strategies, interviewing, etc. Come to class with questions for Mr. Gray. 
Assignment: turn in a copy of your résumé.

January 30  
Read either What Color is Your Parachute or Rich Dad, Poor Dad. 
Assignment: Group presentations on the two books.

Feb. 6  

Feb. 13  
Harvard Business School Case: “Bennett, Strang & Farris”

Feb. 20  
Harvard Business School Case: “Charles Schwab Corp” (A) and (B)

Feb. 27  

March 6  
Harvard Business School Case: “Morgan Stanley Dean Witter Private Client Services”

March 13  
Harvard Business School Case: “Human Resources at Hewlett Packard” (A) and (B)

March 20, 27  
No Class
April 3  
**Assignment:** Write a 3-page paper describing an occupation at your workplace or an occupation you are considering pursuing. Narrow down the occupation as much as possible; e.g., lawyer for a nonprofit organization or tax lawyer rather than just “lawyer.” Topics that must be included in the paper: (1) Career description; % men/women in the profession; typical workweek in terms of number of hours worked; (2) Educational requirements for the occupation; (3) Supply/demand for the occupation at present time; (4) Starting salary and mid-career salary (you could calculate the present value of lifetime earnings in the occupation); (5) Usual employee benefits associated with the job (e.g., pension, stock options, etc.); (6) Typical retirement age of people in the profession (if you can find this). Possible information sources include: *The American Almanac of Jobs and Salaries; 101 Careers; Occupational Outlook Handbook; Guide to your Career* etc. Career Services probably has a large number of books to review. The web also has a lot of career information. You can also check with professional associations (e.g., AMA for physicians). You may interview people in the profession (just don’t ask them their salary!) Be sure to give references in your paper.

Students will make brief presentations on the careers they have researched to the class.

April 10  
Read either *Built to Last* or *Good to Great* or *Jack: Straight from the Gut*

**Assignment:** Group presentations on the books

April 17  
Harvard Business School Case: “MacTemps: Building Commitment in the Interim Workforce”

April 24  
Harvard Business School Case: “Meg Whitman at eBay Inc.” (A)

May 1  
Discussion: Lessons from the Internships

**Assignment:** Prepare a 5-minute presentation about your internship experience.