ECONOMICS
COLORADO STATE UNIVERSITY

ECON 211: GENDER IN THE ECONOMY –FALL 2020

CRN	Days	Time	Place	
63957	M W F	01:00 PM - 01:50 PM	CLARK	C 142
61876	M W F	09:00 AM - 09:50 AM	CLARK	A 201

INSTRUCTOR: ASHISH KUMAR SEDAI

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OFFICE: Clark 309H, Mondays 2-5pm MT or by appointment

COURSE DESCRIPTION

This course will focus on the role gender plays in economics and the way gender affects economic outcomes for individuals and societies. This course takes an interdisciplinary approach to examining ways in which gender, as a culturally defined concept, affects the economy, while examining the following concepts:

- Theories of gender
- The neoclassical economic perspective
- Feminism and feminist economics
- Femininity, masculinity, and consumption
- Labor markets in a gender context
- Social reproduction and care work
- Gender and poverty in the U.S.
- Women and globalization

COURSE OBJECTIVES

By the end of the course you should be able to:

- Identify the different ways in which economic theory and practice is socially constructed.
- Demonstrate the importance of gender as a social category in the study of economics.
- Explain how economics itself, in many instances, is a gendered discipline of thought.
- Apply principles, theories and models to critically analyze and explain economic situations encountered in the real world that involve gender, norms and institutions.

- Differentiate between multiple methodological and ideological approaches to economics, with a focus on the neoclassical, political economy and feminist perspectives.
- Apply multiple economic perspectives to explain subjects like consumerism, advertising, labor issues, marriage and family, poverty and inequality and development issues.

Course Prerequisites

There are no prerequisites for this course.

Course Material

Required text: The Economics of Women, Men and Work, 8th Ed. Blau, Francine D. and Winkler, Anne E. ISBN: 978-0190620851

The Blau, et al text can be purchased as an e-book or as a physical text through the CSU bookstore or other vendors. E-book access via RedShelf.com: You can get 180-day access to the full book for $41.95 (for a digital download with a zero-marginal cost…). E-book ISBN: 9780190620851

- Supplemental required readings and other materials will be provided in Canvas.
- Greed Lust and Gender: A History of Economic Thought by Nancy Folbre is an excellent supplemental text. It is not required but it is a great synopsis of the sexism present in the field from the beginning.

Course Website

Canvas (http://canvas.colostate.edu/)

- Login using your Colorado State University eID and password
- Course Name: “2020FA-ECON-211-002” or “2020FA-ECON-211-003”
- Note: All email correspondence will be through my ashish.sedai@colostate.edu

Course Presentation and Procedures

The content will be divided into 15 modules. Modules will be comprised of readings from the course texts, supplemental class notes, graded discussion questions, quizzes and various outside sources of information such as additional readings and video content. **Each Friday two new modules will be released. Assignments will be typically due Sundays at 11:59PM.** The course moves very quickly, and part of the class involves discussion, everyone will need to stay at roughly the same pace. **A detailed description of the course schedule and due dates is provided separately.**

Assessment and Grading

There are 750 points available in the course. All graded coursework can be divided into four categories: discussion posts, quizzes, writing assignments and exams.

Discussion Posts – 110 Points

This course is designed to engage you through class discussions on the topics covered in the course materials. It is important that you participate in class discussions to facilitate learning by other students and gain exposure to different viewpoints of other students in the class. It is therefore necessary to participate throughout the week in the discussion questions, not wait until the last minute to post on discussion topics. Each module, you will discuss the course content in a "post and response" format. Discussions might have a specific question or prompt. There will be 13 posts in total, for 10 points each. Your lowest two scores will be dropped.

Quizzes – 40 Points

There are four quizzes in total. Each quiz is worth 10 points; and is a combination of multiple choice and essay questions. The quizzes are designed to help to master the ideas discussed in this class and prepare for exams.

Writing Assignments – 150 Points

There will be two (2) writing assignments worth 75 points each. They will each be a short paper of at least 1.5 pages and no more than 2, based on a newspaper article, website, the text, or other reading. Writing assignments require you to respond to a provided topic centered on critical thinking, interpretation, and strong supporting arguments. You will need to analyze the material, evaluate it from the mindset of an economist and recognize conflicting issues. This assignment will also test your ability to write using grammar, mechanics, formatting, vocabulary, and documentation appropriate for an academic work. More details will be given for the paper prompt as it is assigned, and you will be **required** to submit your worktoa plagiarism detectionprogram toreceive a grade. Writing assignment due dates are listed on the class schedule. If you want to challenge a writing assignment grade, you may submit in writing the reason(s) within **one week** of receiving the grade back.

GT Pathways Requirements

This course meets the All-University Core Curriculum (AUCC) requirements for Social/Behavioral Sciences (Category 3C) and is approved under GTPathways in the content area of Economic or Political Systems (GT-SS1).

The Colorado Commission on Higher Education has approved this course for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS1 Category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

Pursuant to this certification, students will learn, in this class, to:

I. Demonstrate knowledge of economic or political systems.

II. Use the social sciences to analyze and interpret issues.

III. Explain diverse perspectives and groups.

IV. Explore diverse perspectives.

V. Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.

VI. Explore interactions among groups and identities as relevant to the discipline.

Furthermore, students in this course have the following Civic Engagement, Critical Thinking, Diversity & Global Learning, and Written/Oral Communication student learning outcomes:

GT Pathways Core Student Learning Outcomes Economic or Political Systems (GT-SS1)

Civic Engagement

1) Civic Knowledge: a) Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

Critical Thinking

2) Explain an Issue: a) Use information to describe a problem or issue and/or articulate a question related to the topic.

3) Utilize Context: a) Evaluate the relevance of context when presenting a position. b) Identify assumptions. c) Analyze one's own and others' assumptions.

4) Understand Implications and Make Conclusions: a) Establish a conclusion that is tied to the range of information presented. b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning

5) Build Self-Awareness: a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

6) Examine Perspectives: a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

7) Address Diversity: a) make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication

8) Develop Content and Message: a) Createanddevelopideas withinthe context of the situation and the assigned task(s).
9) Use Sources and Evidence: a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
10) Use language appropriate to the audience

EXAMS – 450 POINTS

There are two exams, one mid-term exam worth 200 points, and one final exam worth 250 points. These exams will be a combination of multiple choice andessayquestions, andthe **final exam is not cumulative**. Exam dates are listed on the class schedule. If you want to challenge the validity of a test answer, youmay submit in writing the reason(s) you believe a disallowed answer might be considered correct within **one week** of receiving the exam grade back.

GRADING CHALLENGES

If you want to challenge a writing assignment or exam grade, you may submit in writing the reason(s) a disallowed answer might be considered correct within **one week** of receiving the grade back.

GRADING SCHEDULE

Assignment	**Points**	**Total**
Discussion Posts	11 * 10 pts	110 pts
Quizzes	4*10	40 pts
Writing assignments	2 * 75 pts	150 pts
Mid-term Exam	1*200 pts	200 pts

Final Exam	1* 250 pts	250 pts
Total		**750 pts**

LETTER GRADES

Each number below represents the minimum point threshold necessary to achieve the following letter grade:

Points	Letter Grade
725-750	A+
700-724	A
675-699	A-
650-674	B+
625-649	B
600-624	B-
575-599	C+
525-574	C
450-524	D
0-449	F

These point thresholds are non-negotiable and no “bumps” will be awarded.

LATE ASSIGNMENTS

It is your responsibility to turn in each assignment on the required date. **All assignments turned in after the scheduled due date will receive a zero grade.** There will be NO make-up exams. If you must unexpectedly miss an exam or a discussion post or written assignment you must present evidence of a University Sanctioned Excuse.

EXPECTATIONS

The federal credit hour definition requires 2 hours of outside work for each hour of instruction every week. Below you will find anexample of a weekly schedule that satisfies these expectations where

contact

hours measure the amount of time students are expected to be engaged in the course including both instructional time (reviewing lectures) and other time engaged with the course materials.

Activity	Hours per week
Reviewing/Viewing lectures and taking notes	3.0
Read the assigned materials	3.0
Review class notes	2.0
Actual activities	1.0
TOTAL	**9.0**

Class Participation and Conduct

Students are expected to attend all classes. Any student who fails to attend regularly will inevitably fall behind and find that their performance is badly affected. This course is designed to engage students through class discussions on the topics covered in the course materials. It is important that all students participate in class discussions to facilitate learning and gain exposure to different viewpoints. Please read the required readings for the week prior to class in order to enable full participation in the classroom.

Students are required to act respectfully in the classroom at all times. Any disruptive behavior that inhibits fellow-student learning will not be permitted and will constitute a one-day removal from lecture/recitation; a second offense will require a formal meeting with the student, instructor, and TA. Such behavior includes holding conversations during lecture/recitation, any unauthorized cell phone, laptop, or tablet use, or other behavior which detracts from the class.

Instructor Communication and Office Hours

I care about how well you learn the material covered in class and that you have the best opportunity to succeed in this course. To that end, it is my commitment to respond individually to the work you submit and to return your work in a timely manner. I will also make it a top priority to respond to emails and questions as quickly as possible.

Please make full use of my office hours. If you wish to see me in person outside of office hours, please make an appointment by email. I do encourage students to ask me short questions by email, as this method can be quicker than an appointment if the query is straightforward. Cancellation of any office hours or appointments will be notified via a notice on my door, announcement in class or by email.

Course Withdrawal Policy

Any student who wishes to withdraw from the course must submit a request directly to Division of Continuing Education. For complete information, please visit their website at http://www.learn.colostate.edu/help/creditstudents/registration/drop-policy.dot

Academic Integrity

We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

"Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding credit be given where credit is due."
—Writing Guides: Understanding Plagiarism.
http://writing.colostate.edu/guides/researchsources/understandingplagiarism

Academic Dishonesty could result in expulsion from the university . This course will adhere to the CSU Academic Integrity Policies and Guiding Principles as found in the General Catalog and the Student Conduct Code. As per university policy: "Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action." (General Catalog 2011-2012, 1.6, p.8).

Any academic dishonesty in this course may result in a grade of "F" for the course and may be reported to the Office of Conflict Resolution and Student Conduct Services. Please be aware that the General Catalog specifically identifies the following examples of academic dishonesty: cheating in the classroom, plagiarism, unauthorized possession or disposition of academic materials, falsification, and facilitation of cases of academic dishonesty. Plagiarism is defined as follows: "Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source." (General Catalog 2011-2012, 1.6, p.8). Of course, academic integrity means more than just avoiding plagiarism and cheating. It also involves doing your own reading and studying. It includes class attendance, careful consideration of all class materials, and engagement with the class and your fellow students.

CSU Honor Pledge

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. While you will not be required to affirm the honor pledge, you will be required to affirm the following statement:

> "I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU's **Practicing Academic Integrity.**

Department Statement of Copyright

Please do not share material in this course in online, print or other media. Materials authorized by third parties and used in the course are subject to copyright protection. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face disciplinary or legal action.

Accommodations and Tutoring Options

Tell Someone: If you are concerned about safety or mental health – your own or someone else's, please call (970) 491-1350 or complete the online referral form at: https://supportandsafety.colostate.edu/tell-someone/. Rams take care of Rams. Helping others, speaking up when something doesn't feel right or when you're worried about someone else, and reaching out are foundational values at Colorado State University. **Tell Someone** is a Colorado State University service where anyone can report concerns about a student or employee who may be struggling with issues such as mental health, stress management, and safety, as well as share concerns about threats of violence (against themselves or others). Through **Tell Someone**, you can report anything that threatens your safety or the safety of others in the university community. **Tell Someone** is available to seek help for or report a concern about any CSU community member, including employees who work off campus. **Tell Someone** is not designed to get people in trouble; it is designed to help students and employees who may be struggling, as well as help enhance university safety. **Tell Someone** is your resource if you're worried about a friend's well-being. If a student or employee is disruptive, **Tell Someone** is the right place to turn for intervention as well as university support to help put consequences and boundaries in place. **Tell Someone** is run by the Office of Support and Safety Assessment. The office is comprised of trained specialists who can identify concerns, pathways to resolution, and university resources. **Tell Someone** online and phone reports are only reviewed during regular business hours. If you believe someone is at risk of immediate harm, call 911.

Student Disability Center: Students with disabilities may be eligible for accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the student's responsibility to disclose any learning disabilities. Please contact the instructor if a special accommodation is required. To request accommodations, students should contact Student Disability Center at (970) 491-6385 or go to https://disabilitycenter.colostate.edu/. Documentation of disability is required and the RDS office will assist in this process.

Writing Center: Help with written assignments can be found at the Writing Center

Canvas technical support: http://info.canvas.colostate.edu/student-resources.aspx

COVID Related Announcement

Important information for Students: All students should fill out a student-specific symptom checker each day before coming to class (https://covidrecovery.colostate.edu/daily-symptom-checker/). In addition, please utilize the symptom checker to report symptoms, if you have a positive test, or exposed to a known COVID contact. If you know or believe you have been exposed or are symptomatic, it is important for the health of yourself and others that you report it through this checker. You will not be in trouble or penalized in any way for reporting. If you report symptoms or a positive test, you will receive immediate instructions on what to do and CSU's Public Health Office will be notified. Once notified, that office will contact you and most likely conduct contact tracing, initiate any necessary public health requirements and/or recommendations and notify you if you need to take any steps. For the latest information about the University's response, please visit the CSU COVID-19 site (https://covidrecovery.colostate.edu/).

Examination Requirements

All examinations until the fall break will be in the designated classroom. However, as it stands, classes will be online starting the fall break and so will the examinations. To stay up to date with these requirements, examinations will be held remotely using the two options as below:

> **Lockdown browser** just "locks down" the browser and does not allow the student to navigate away from the exam to unauthorized sites. The instructor can set up what is allowed while setting up the exam via Canvas. This does not require a webcam.
> **Respondus Monitor** is used in conjunction with Lockdown Browser, it includes video monitoring and does require a camera. It would be best if Instructors who plan/choose to use this option to make it clear that the course requires a camera, so students have time to get one. Other requirements for the software can be found here. There will most certainly be situations where students do not possess one and/or cannot afford one—we think the best way to address this is on a case-by-case basis, but here are some options: (i) Have them take the exam at the CSU Testing Center (costs about $5 per 30 minutes) or (ii) run the exam on Lockdown browser, and have the student do a MS Teams meeting on their phone (a bit excessive, but some instructors have done this) while taking the exam.

For further information, see https://tilt.colostate.edu/TestingCenter/Respondus

Technological Requirements

All courses will require that students have online access and a computer. Students can check out an iPad from the library (Library site) or use a computer in a computer lab. Exams can also be scheduled at the CSU Testing Center (costs about $5/30 minutes/exam cost to CSU students).

The technology requirements for this course are listed below:
Hardware (see recommendations from CSU)

A Windows or Macintosh computer with at least 2 GB of RAM and a fast, reliable broadband Internet connection (e.g., cable, DSL).
Recommended computer monitors and laptop screen size be 13-inches or larger for optimum visibility of course material.
Computer speakers or headphones to listen to recorded content.

- A webcam or other camera may also be necessary if proctoring services are used in this course.

Enough space on your computer for

- install the required and recommended software and,
- save your course assignments.

Software (see recommendations from CSU)

Web browsers

- Firefox generally works well with CSU websites - free download
- Chrome: free download

Adobe Acrobat Reader (free download)

Flash Player (free download)

TITLE IX

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety. Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources: Emergency Response 911, Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350, Colorado State University Police Department (non-emergency) (970) 491-6425. For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: http://www.health.colostate.edu/ . The Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement: https://wgac.colostate.edu/support/.

DISCLAIMER

All of the information in this course syllabus is subject to change when deemed necessary by the instructor. Students will be notified verbally in class, via postings on the class homepage, or by email if such changes occur.

COURSE SCHEDULE, READINGS AND ASSIGNMENTS

Module	Dates	Topic	Readings	Discussion Post Due	Discussion Response Due	Other Important Assignments
1	8/24-8/30	**Introduction to Theories of Gender**	Wood (2001)	Friday 8/28	Sunday 8/30	
2	8/31-9/06	**Introduction to Theories of Gender**	Chapter 2	Friday 9/04	Sunday 9/06	
3	9/07-9/13	**Views of the Family**	Chapter 3	Friday 9/11	Sunday 9/13	
4	9/14-9/20	**Feminism and Feminist Economics**	Nelson (1995) Wong (2012)	Friday 9/18	Sunday 9/20	**Writing Assignment 1—Due: 9/20**
5	9/21-9/27	**Femininity, Masculinity, And Consumption**	Goodwin et al (2005) Various advertisements	Friday 9/25	Sunday 9/27	
6	9/28-10/04	**Femininity, Masculinity, and Consumption**	Various short articles and advertisements	Friday 10/02	Sunday 10/04	
7	10/05-10/11	**Labor Markets**	Chapter 5			**Mid-Term Exam**
8	10/12-10/18	**Labor Markets**	Chapter 7 Kaufman (2013)	Friday 10/16	Sunday 10/18	
9	10/19-10/25	**Labor Markets**	Chapter 10 Black et al (2003)	Friday 10/23	Sunday 10/25	
10	10/26-11/01	**New Challenges for Men in the US Labor Market**	Krause & Sawhill (2017)	Friday 10/30	Sunday 11/01	**Writing Assignment 2—Due: 11/01**
11	11/02-11/08	**Social Reproduction and Care Work**	Folbre & Nelson (2000)	Friday 11/06	Sunday 11/08	
12	11/09-11/15	**Marriage Market & the Gender Division of Caring Labor**	Badgett & Folbre (1999) Dowd (2005)	Friday 11/13	Sunday 11/15	
13	11/16-11/22	**Gender and Poverty in the US**	Chapter 14 & 15			
	11/23-11/29		FALL BREAK			
14	11/30-12/06	**Gender and Globalization**	Barker et al (2004) Chapter 17	Friday 12/04	Sunday 12/06	
15	12/07-12/13	**Gender and Development**	Reproductive Rights & Wrongs Chapter 2 and 3	Friday 12/11	Sunday 12/13	
16	12/14-12/18		Final Exam			**Final Exam**

I expect you to have read the syllabus and course schedule and to have made yourself aware of all requirements and deadlines associated with this class. “I didn't read the syllabus” or “I didn’t read the schedule” are not acceptable excuses for failing to meet any requirements or deadlines.