

# **ECON 211: Gender in the Economy**

## **Spring 2024 Section 1**

### **COURSE DESCRIPTION**

Gender is a social construct that lies at the intersection of society, culture, psychology, and economics in defining the experiences of women, men, and non-binary gender identities. We will adopt an interdisciplinary approach to examining ways in which gender, as a culturally defined concept, affects the economy as well as how the economy affects women and men differently. We will cover topics on neoclassical and feminist theories of gender, gendered labor markets, social reproduction and care work, economic public policy, family economics and marriage markets, and globalization and development from a gender perspective.

### **COURSE OBJECTIVES**

1. To understand the relevance of gender to the study of the economy;
2. To describe gender as a social category that works in conjunction with class and race;
3. To understand gender in the global economic context; and
4. To critically evaluate major economic problems through a gendered lens.

### **INSTRUCTOR INFORMATION**

Instructor: Bhavya Sinha (she/her)

Email: [bhavya.sinha@colostate.edu](mailto:bhavya.sinha@colostate.edu)

Class Hours: Tu/Th 11:00-12:15 pm in Clark C248

Office Hours: Tu/Th 9:30-11:00 am in CLARK C311B

Note: Please contact me through Canvas inbox or mention your section if contacting me by e-mail. We are in Section 1.

### **COURSE MATERIAL**

The course website on Canvas provides the syllabus, schedule, readings, assignments, gradebook, and announcements. There is no assigned textbook for the course. Please update your settings on Canvas (<http://canvas.colostate.edu>) to be notified of all announcements and keep yourself updated on Modules in Canvas for all course material.

### **COURSE STRUCTURE**

Each week, we are expected to engage in two lectures on Tuesdays and Thursdays by having read the assigned readings and being prepared for class discussions. Over the course of the semester, we will also reflect on the readings in short essays, analyze an economic problem in a long essay, and take two exams.

- 1. Articles and Videos:** We must read the assigned readings and watch the assigned videos for each class and be prepared for class discussions. Articles and videos will be made available online through Modules on Canvas. The content of the articles and videos will be covered on exams; it is advisable to take notes on their content and subsequent discussions.
- 2. Classes:** There will be two classes on Tuesdays and Thursdays every week of the semester. I will post my lecture notes prior to class through Modules on Canvas. You are welcome to print them out and bring them to class so you can use them as a basis for your lecture notes.
- 3. Participation:** Classes will consist of my presentation and class discussions of our course material. This assignment for 20 points will have you work in groups of 3-4 and review an article from our reading list, according to our schedule, in the form of a class presentation and discussion.
- 4. Reflection Exercises:** There will be four reflection exercises - each worth 25 points. These will be structured as responses to the course topics about every two weeks, and will largely be based on your understanding, impression, and personal reflection of the lectures, videos, and reading. These will be typed responses submitted on Canvas, so be sure to bring a laptop, tablet, or other device that allows for a connection to Canvas and that you're able to type on. (Note: Students are able to borrow tablets and laptops for free from CSU's Morgan Library.)
- 5. Writing Assignment:** We will have one essay for 100 points in the middle of the semester, in which we will critically analyze the intrahousehold division of labor and bargaining of a household in popular media. Detailed instructions and a grading rubric will be posted on Canvas in Week 6.
- 6. Exams:** Your understanding of gender in the economy will be tested in three exams that will be worth 50 points each for a total of 140 points. Our exams will consist of multiple choice questions and will not be cumulative.

## **COURSE TIME ESTIMATES**

Your weekly workload will approximate the following:

Reading	~2.5 hours/week
Lectures	~2.5 hours/week
Reflection Exercises	~1 hour/week
Writing Assignment	~1 hour/week
Exams	~1 hours/week
Total	~9 hours/week

## **GRADE WEIGHTS AND SCALES**

Your final grade will be calculated as a weighted average of your grades in the categories:

- 20% Class Participation
- 20% Reflection Exercises
- 20% Writing Assignment
- 20% Exam 1
- 20% Exam 2

We will use the following scale in this class:

A+ 96.67-100	B+ 86.67-89.5	C+ 76.67-79.5	D 59.5-69.5
A 93.33-96.67	B 83.33-86.67	C 69.5-76.67	F 0-59.5
A- 89.5-93.33	B- 79.5-83.33		

Once any grade is posted, you have one week to contact me with inquiries about your assignment grade. Final grades will not be rounded up further.

## **LATE WORK**

Assignments are typically due on Fridays corresponding to each week as specified in the course schedule. Late submissions will be penalized by 10% for each day they are late. Exceptions are made only in the case of documented medical emergencies or conflicts with university-sanctioned activities. In such cases, please provide me with documentation as soon as possible. Except for the case of medical emergencies, accommodations must be requested prior to the due date.

## **GRADING TURNAROUND**

It is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller weekly assignments will be returned within 7 (week) days and larger essays and exams will be returned within 14 (week) days. If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

## **EXTRA CREDIT**

An assignment for 5% extra credit will be available at the end of the semester. It will be worth 5% over and above the other assignments towards the final grade and will be due in the last week of classes.

## **ACCOMMODATIONS AND TUTORING**

All students are highly encouraged to take advantage of these free resources.

1. **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. To request accommodations, students should contact the Center at 970-491-6385 or <https://disabilitycenter.colostate.edu/>. Documentation of disability is required and the SDC office will assist in this process. SDC will automatically contact me to schedule your exams, but please contact me if you require any other special accommodations.
2. **ECON Tutoring:** Academic support is available through the Department of Economics. For more information - <https://economics.colostate.edu/>
3. **Writing Center:** Help with written assignments can be found at the Writing Center. For more information - <http://writingcenter.colostate.edu>
4. **Canvas technical support:** <https://canvas.colostate.edu/student-support/>

## **TITLE IX/INTERPERSONAL VIOLENCE**

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

## **UNDOCUMENTED STUDENT SUPPORT**

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is

encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

## **POLICY ON CHILDREN IN CLASS**

This policy reflects my commitment to student, staff, and faculty parents (and is borrowed heavily from a social media post). All exclusively breastfeeding babies are welcome in class as often as necessary. I understand that unforeseen disruptions in childcare can put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. In all cases where babies and children come to class, I ask that you sit close to the door so that if your child requires special attention or is disrupting learning for other students, you may step outside until their needs are met. I also understand that often the largest barrier to completing your coursework once you become a parent is the exhaustion many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that supports your school-parenting balance.

## **GT PATHWAYS**

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://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

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

- a. Demonstrate knowledge of economic or political systems.
- b. Use the social sciences to analyze and interpret issues.
- c. Explain diverse perspectives and groups.

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

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.

Written/Oral Communication

7. Develop Content and Message

a. Create and develop ideas within the context of the situation and the assigned task(s).

8. Use Sources and Evidence

a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

9. Use language appropriate to the audience.

## **ACADEMIC INTEGRITY**

This course will adhere to the Academic Integrity Policy of 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). 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.

Cheating in the classroom is defined as follows:

"Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work. Examples include copying the work of another student on an exam, problem set, or quiz; taking an exam or completing homework for another student; possessing unauthorized notes, study sheets, answer codes, programmed calculators, or other material during an exam or other graded paper results." (General Catalog 2009-2010, 1.6, p.6).

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 acknowledgment. Examples include submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source." (General Catalog 2009-2010, 1.6, p. 6).

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 Student Resolution Center information on Academic Integrity:

<https://resolutioncenter.colostate.edu/academic-integrity/>

## **IMPORTANT INFORMATION ABOUT COVID-19**

All students are expected and required to report to the COVID Reporter (<https://covid.colostate.edu/reporter/>) when:

1. You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild.
2. You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy.
3. You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under "I believe I have been in close contact with someone who has COVID-19." This guidance will depend upon your individual circumstances.

You will not be penalized in any way for reporting symptoms or concerns. Do not ask me as your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly. As your instructor I may not ask you about vaccination status or if you have COVID but you may freely volunteer to send me information from a public health official if you have been asked to isolate or quarantine.

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University's COVID resources and information, including FAQs about the semester, please visit the CSU COVID-19 site <https://covid.colostate.edu/>.

## **CSU PRINCIPLES OF COMMUNITY**

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

## **DIVERSITY AND INCLUSION**

I aim to provide an *inclusive and safe environment* that is conducive to learning. Students are required to act respectfully in the classroom at all times. Any disruptive behavior that inhibits fellow-student learning will not be permitted. Such behavior includes holding private conversations during class, any unauthorized cell phone, laptop, or tablet use, or other behavior which detracts from the class.

The Mission, Vision, and Focus webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.