

ECON 211: Gender in the Economy

Instructor

Tyler Saxon

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Office Hours: Monday: 10:55AM—11:55AM

Wednesday: 10:55AM—12:55PM

or by appointment

SECTION 001

Class Time: MWF 10:00AM—10:50AM

Classroom: Clark C 358

SECTION 002

Class Time: MWF 1:00PM—1:50PM

Classroom: Microbiology A 108

Course Materials

Book chapters and articles that are available on the Canvas website (see below). You can either read the materials online or download and print them out.

- You are not required to purchase any textbooks for this class.

Class Website

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

- Canvas will serve as our primary website. Here, you will find course material and announcements of important information.

Prerequisites

There are no prerequisites for this course.

Course Description

Some of the most significant changes in the economy and society during the past century have been a result of the changing roles of men and women. While gender inequalities have decreased substantially during this time, today gender still plays a major role in determining individuals' economic circumstances and outcomes. This course will apply political economy, neoclassical, and feminist economic theories to analyze how gender



norms influence the economy and broader society and in turn are also influenced by the economy and broader society. After an introductory section in which we discuss competing theories of gender and competing theories of economics, these theories are then applied to answering questions related to current and historical issues of gender in the economy: Why do women and men tend to work in different types of occupations? Why do men tend to get paid more than women? How do gender roles differ among different races and ethnicities? How does sexism harm men, in addition to women? What roles have industrialization and globalization played in men's and women's economic lives? This course will necessarily incorporate many other social sciences (psychology, political science, sociology, anthropology, and history) in order to fully appreciate how the economy is affected by the broader social, cultural, political contexts in which it operates.

Course Objectives

The objectives of this course are: (1) to gain an understanding of how economic theory and practice are socially constructed; (2) to show that gender as a social category (like race, ethnicity and class) is relevant to the study of the economy; (3) to gain an understanding of some of the ways in which economic theory and the economy itself are gendered; and (4) to examine gender in a global economic context.

Coursework

There are 750 points available in the course. All coursework can be divided into three categories: In-class Exercises, Writing Assignments, and Exams.

In-Class Exercises

Throughout the semester we will have several in-class exercises (one or more each week); they will typically involve writing or some sort of group work. There are no make-ups for these assignments, but you are only required to complete 15 of these in order to receive full credit. By the end of the semester, there will have been 18-20 in-class assignments, so I will drop your 3-5 (however many we do past 15) exercises with the lowest scores. These exercises will not be listed on the course schedule, so you should attend class as frequently as possible to ensure you don't miss them. The table below indicates how I will grade these in-class assignments.

<i>Grade</i>	<i>Points</i>	<i>Meaning</i>
✓	10	Average/Good
✓-	5	Sub-par
0	0	Fail/Absent

Extra Credit

In order to encourage more discussion, reading, engagement, and overall participation in this course, you will have opportunities to earn extra credit points throughout the semester. These are connected to the course readings and in-class exercises/discussions:



You can earn **1 point of extra credit each week** of the semester (except finals week) by submitting discussion questions for class from the course readings and/or current events. These must be time-relevant to the readings we are covering that week in class. If based on a current event, the event must be recent (within a week), but it could be related to a topic we've covered earlier in the course, as long as the event is current. You only need to send one good question to get credit, but you can send more if you want. I reserve the right to decide if any question is not deserving of extra credit, but I will tell you why.

Send your discussion questions to my CSU email: Tyler.Saxon@colostate.edu **with the subject line: "Discussion questions"** so that I can keep them organized. I will look through the discussion questions before each class and incorporate the best ones into that class, often as part of an in-class exercise. If I use your question(s) in class, I will give you **1 additional extra credit point** for that week, so try your best to think of some good questions. What did you find particularly interesting about the reading that you want to discuss in class? What do you think was left out of the reading that you also want to discuss? Did you find any particular flaws with the reading that you want to address?

Writing Assignments

There will be two out-of-class writing assignments. They will be worth 75 points each. They will each be a short 3-page paper based on a newspaper article or book chapter. Your task will be to apply gendered economic reasoning to the analysis of a specific issue/topic. Written assignments require you to respond to a provided topic centered on critical thinking, interpretation, and strong supporting arguments. More details will be given for each paper prompt as it is assigned, and all papers will be submitted to a plagiarism detection program. Writing assignment due dates are listed in the course schedule. If you want to challenge the validity of a writing assignment grade, and you are not satisfied with the instructor's preliminary explanation, you may submit in writing the reason(s) a disallowed answer might be considered correct within **one week** of receiving that assignment back.

GT Pathways Writing Requirement

This course is an approved GT Pathways course which allows you to transfer the credit of this course to another institution. To help eliminate the guesswork of transferring general education course credits, Colorado has developed a statewide guaranteed transfer (GT) program. To satisfy this requirement, 25% of your grade (188 pts) must be attributed to written work. This course satisfies this requirement through the papers (150 points) as well as the essay questions of the three exams. To qualify for GT Pathways:

- *At least one writing assignment must be an out-of-class piece of written work.*
- *In-class written work, such as on exams, must be in the form of essays.*

In addition, expectations of written work include demonstrating:

- *The ability to convey a theme or argument clearly and coherently.*
- *The ability to analyze critically and to synthesize the work of others.*



- *The ability to acquire and apply information from appropriate sources, and reference sources appropriately.*
- *Competence in standard written English.*

Exams

We will have three exams. These exams will be a combination of multiple choice and essay questions, and **they are not cumulative**. Exam dates are listed in the course schedule. If you arrive late to an exam session, you will be allowed to take the exam in the remaining time, so long as you do not arrive after other examinees have left. If you who want to challenge the validity of a test answer, and you are not satisfied with the instructor's preliminary explanation, you may submit in writing the reason(s) a disallowed answer might be considered correct within **one week** of receiving that exam back.

Grading Schedule

In-class exercises	15 @ 10 pts	= 150 pts (Note: Drop 3-5 lowest)
Writing assignments	2 @ 75 pts	= 150 pts
Exams	3 @ 150 pts	= <u>450 pts</u>
		= 750 total pts possible

Letter Grades

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

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

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

Make-ups and Late Assignments

No makeup exams will be allowed. The only exceptions are in cases of documented medical emergencies or conflicts with University sanctioned activities.

Late assignments will be penalized by 10 percent each day that they are late, with the first 10 percent assessed after class beginning on the day the assignment is due.

Expectations

The federal credit hour definition requires 2 hours of outside work for each hour of instruction every week. Below, you will find a sample of a weekly schedule that satisfies these expectations where *contact hours* measure the amount of time you are expected to be engaged in the course, both inside and outside of the classroom.

Activity	Contact hours per week
Attend class	3.0
Read the assigned materials	3.0
Review class notes	1.0
Exam study time/complete writing assignments	2.0
TOTAL=	9.0

Academic Integrity

I take academic integrity seriously. At a 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. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (see page seven, column two: <http://www.catalog.colostate.edu/front/policies.aspx>). The instructor reserves the right to assess penalties of zero grades on the assignment/exam or a failing grade in the course as appropriate.

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. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Each exam and assignment you submit, you are implicitly signing and acknowledging that you have followed the CSU student honor pledge:

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

Department Statement on Copyright

Please do not share material from this course in online, print or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. 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.

Classroom Conduct

As an educator, it is my responsibility to provide an environment in which all students can learn to the best of their ability. *Any form of disruptive or obstructive in-classroom behavior during the class meeting time by any enrolled students or other persons attending any class meetings will be asked to leave.* Therefore, please refrain during class from carrying on conversation while either the instructor, any student, or invited guest, is speaking to the entire class. Also, if you must occasionally arrive to class late or leave early, please enter and leave in as non-disrupting a manner as possible. It is an expected courtesy to inform the instructor before class that you must leave early. Disruptive or distracting behavior includes talking out of turn, using a cell phone for any reason, using a computer or tablet for activities other than taking notes, etc. Respect for the instructor and your fellow students is an expected courtesy.

If anyone enrolled in this class is bothered by any distracting behavior of the instructor or any student(s) to the extent that it is inhibiting your learning during scheduled class meetings, please let me know immediately. *Also, if you are physically or otherwise learning disabled, please let me know how I may best accommodate you and help you achieve maximum possible learning in this course.*

Attendance is an expectation for all students. A positive relationship exists between class attendance and performance in this course. All of your assignments rely heavily on material and discussion covered in class as well as assigned readings. Coming to class every day will have a positive effect on your overall grade and the knowledge you take away from this course.

Classes will be partly lecture and partly discussion of the readings on which the lecture is based. **Questions, comments, and active discussion are essential and will make class sessions more interesting and exciting for all, so I expect you to read the assigned reading before coming to class.** Some of our discussions may touch on controversial topics on which student opinions differ strongly. To encourage learning, fairness and open discussion, it is expected that we all treat each other with respect and patience.

If you are having problems with the course, please talk with me about those problems. The sooner you come for help, the better. I am very flexible with office hours and modes of communication. It is important to me that you succeed in this class.



Accommodations and Tutoring Options

Those with need for alternative testing services or other accommodations, please visit RDS (<http://rds.colostate.edu>). (Help with written assignments can be found at the Writing Center (<http://writingcenter.colostate.edu>)). All students are *highly* encouraged to take advantage of these extremely beneficial and costless resources.

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.