Core Curriculum Management

New Core Component Proposal

Date Submitted: 02/26/18 10:24 am

Viewing: ECON 318-ICD : The Economics of Gender and Race

Last edit: 02/26/18 10:24 am
Changes proposed by: Kfelpel

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<td>Name</td>
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Course Prefix: ECON  
Course Number: 318  
Academic Level: UG  
Complete Course Title: The Economics of Gender and Race  
Abbreviated Course Title: ECONOMICS GENDER & RACE  
Crosslisted With: WGST 318  
Semester Credit Hour(s): 3

Proposal for: International and Cultural Diversity

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum? No

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

1. Live and work effectively in a diverse and global society.
   The majority of the entries in the reading list for the course document how diverse and global our society has become. The readings explore demographic, educational, and labor market trends for the many subgroups in the U.S. population. Several of the readings cover the same terrain but for societies in other countries. The course has a truly global perspective. The readings are presented and discussed in class, and are covered in the exams.

2. Articulate the value of a diverse and global perspective.
   The value of diversity in society is a running theme in the course. For example, one of the research articles examined in detail is "Sex and Science: How Professor Gender Perpetuates the Gender Gap" where the authors provide solid empirical evidence of the positive effect of having female professors teach female students in science courses. Also, an entire section of the reading list, section 6, shines a bright light on the presence, persistence and detrimental, long-lasting effects of discrimination against minorities in education and in the labor market in the U.S. During class discussions, on exams, and in their writing assignments when the course is taught as a writing intensive course, students are asked to articulate the findings and conclusions of a large body of research that attests to the multi-dimensional benefits of adopting a diverse and global perspective.

3. Recognize diverse opinions and practices and consider different points of view.
   The course presents many points of view on topics like the prevalence of discrimination, the underlying forces in trends in marriage and educational attainment, whether there is a preference for sons in the U.S. as there is in many other countries, etc. But the course goes beyond offering different points of view. It is often the case that individuals’ differences in opinions and practices stem largely from differences in life experiences. The course does a superb job of making the students keenly aware of the extraordinarily challenging circumstances encountered by minority youth, especially males, in the U.S. The syllabus includes a podcast of an interview of sociologist Alice Goffman, author of On the Run, who spent years living in the inner city of Philadelphia among young black men. We also spend an entire lecture examining the vast gap in black-white incarceration rates that

https://nextcatalog.tamu.edu/course/leaf/approve/
stems from the pronounced difference in how the criminal justice system treats blacks and whites. (I use a set of slides I prepared for this topic, so it is not listed in the syllabus. I am happy to make the slides available to the committee.) The students are expected to contribute to the discussions in class, and must articulate these concepts on the exams.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  ECON-WGST 318 Spring 2018 Syllabus.pdf
Reviewer Comments
Texas A&M University  
College of Liberal Arts --- Department of Economics  
ECON/WGST  318 - 900 --- The Economics of Gender and Race

Spring 2018  
TR 11:30 am-12:45 pm  
ALLN 1004  

Dr. Ureta  
Office: 3007 Allen Bldg.  (847.9449)  
E-mail: Manuelita.Ureta@tamu.edu

Syllabus

Class Web Site: eCampus.tamu.edu

Prerequisites: The following two courses, or their equivalents, are required.  
ECON 202-Principles of Economics (Micro): Elementary principles of economics; the economic problem and the price system; theory of demand, theory of production and the firm, theory of supply; the interaction of demand and supply.  
ECMT 461-Economic Data Analysis: Concepts of statistical description, probability theory and statistical inference as they apply to Economic analysis; data management, data handling, and data analysis; focus on Economic statistics with emphasis on regression analysis.

Course Description: Theories and evidence on gender and race differences in labor market outcomes; labor supply and the role of family formation, the effect of human capital and discrimination on earnings, analysis of government policies, international comparisons.

This is a writing intensive course and the grade will depend both on mastery of the content of the course and on how well the student presents the knowledge and analysis acquired in the class.

Course Objectives: The student will understand the reasons for the past and current measured gender and race differences in economic outcomes in the U.S. labor market. The primary focus of this course is on the economic behavior of women and men, on economic institutions, and on economic outcomes, with a particular emphasis on race differences. We will seek answers to questions such as: Why are men paid more than women, and whites paid more than non-whites? Why do women and men work in different occupations? What explains the rise in labor force participation of women in the post World War II era? What explains the decline in labor force participation of black men in recent decades? Why do men and women marry? Why are there now more women than men enrolled in college? We will apply economic models of comparative advantage and specialization, supply and demand, consumer choice, human capital, and discrimination to explore the answers to these questions. Economic theory will frame our discussion.

A secondary objective is to improve the student's ability to write effectively.

Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see: http://provost.tamu.edu/.

Office Hours: Tuesdays 4-5 pm., Wednesdays 2-3 pm., and by appointment. Send e-mail to the above address to schedule an appointment. The department of economics has a tutoring lab for undergraduate students staffed with students in the economics PhD program. The lab is free of charge and runs Monday through Thursday from 8:30 until 11:30 am. and from 1:30 until 4:30 pm. in ALLN 3002 (third floor of the building where we meet for lectures). On Fridays the lab runs from 8:30 until 11:30 am.

Required Text and Readings: The text book for this course is The Economics of Women, Men, and Work, by Francine D. Blau, Marianne A. Ferber, and Anne E. Winkler. Any recent edition (4th, 5th, 6th, or 7th) is acceptable. Supplemental readings from professional journals, newspapers, and on-line publications will also be assigned. All readings listed in this syllabus are available on the class website on eCampus. Any undergraduate labor economics textbook will be a useful reference.

Economical Writing, 2nd edition, by Deidre McCloskey is a highly recommended reading.

Students are encouraged to collect and bring into class, or email me, articles that are relevant to the issues covered in class. Good sources are The Wall Street Journal, The New York Times, The Economist and Business Week.
**Requirements:** There will be five, thirty-minute exams on lectures and readings. The four highest scores will count for 52 percent of the course grade. A sixth, final exam will count for 13 percent. Make-up exams will sometimes be oral examinations and will be held on the dates listed below, at 4 pm, in room ALLN 3007. To qualify for a make-up exam you must meet all requirements spelled under Student Rules 7 Excused Absences, in particular rule 7.3 that deals with notification to the instructor. The main parts of rule 7 appear at the end of the syllabus for your convenience. I strongly suggest you read rule 7 right away. Since you likely won't read rule 7 be aware of this portion of rule 7.3:

“Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.”

If you do not qualify for a make up exam your score on the missed exam will be zero.

The schedule for exams is as follows. The date for the final examination corresponds to the official university final exam time for classes that meet MWF 11:30 am-12:20 pm., which is the closest to our schedule. All exams will have the same format: part essay, part multiple choice. There will be no need for you to bring a scantron.

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<td>1</td>
<td>Tuesday, January 30</td>
<td>Thursday, February 15</td>
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<td>2</td>
<td>Thursday, February 15</td>
<td>Tuesday, March 6</td>
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<td>3</td>
<td>Tuesday, March 6</td>
<td>Thursday, March 29</td>
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<td>4</td>
<td>Thursday, March 29</td>
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<td>5</td>
<td>Tuesday, April 17</td>
<td>Thursday, May 3</td>
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<td>Final</td>
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The remaining 35 percent of the final grade will be based on writing assignments. Two papers (1,000-1,100 words) will count 17 and 18 percent each. Details on the writing assignments will be distributed in a separate document, and are considered a part of the syllabus; any requirements and deadlines set forth there have equal force to those in this syllabus. In accordance with Texas A&M policy, your written assignments must be original writing, you must receive feedback on your drafts, you must revise your drafts, and the combined word count must be at least 2,000 words.

**Failure to follow these three criteria will lead to an automatic failure in the class. Failure to turn in any of the draft or final version of the writing assignments will result in failure in the class. Failing the writing portion of the class will lead to an automatic failure in the class regardless of other performance.**

If you need assistance in developing your writing skills, you would be well advised to avail yourself of the services provided by the University Writing Center:

"The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person."

Class attendance is optional. However, I will take attendance.

**Format:** Formal lectures will alternate with discussions of the assigned readings.
ADA Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity Statements: AGGIE HONOR CODE

“An Aggie does not lie, cheat or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/

Pledge: On all course work, assignments or examinations required for this course, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Violations of the Aggie Honor Code: Students who violate the Aggie Honor Code in their work for this class will earn an F* grade. I report all violations to the honor council.
Course Outline and Readings

Note: The chapters from Blau, Ferber and Winkler (BFW) listed below correspond to the 6th edition of the book. If you own a different edition you can easily find the corresponding chapters in your edition by referring to the Table of Contents of the 6th edition which is posted on the class website.

Topics and Readings

SECTION 1: Review of the syllabus, review of basic economic concepts
BFW, chapter 1

SECTION 2: Overview of recent developments: challenges facing young blacks and Hispanics, changing roles of women and men
BFW, chapter 2
2.3 Casselman, Ben. “Race Gap Narrows in College Enrollment, But Not in Graduation,” FiveThirtyEight, April 30, 2014.

SECTION 3: The family as an economic unit: specialization and exchange, comparative advantage, household bargaining models; the economics of marriage: supply and demand and marriage markets, divorce, fertility
BFW, chapters 3 and 10

SECTION 4: Rise in married women’s labor force participation: the basic labor supply model, trends in female and male labor supply and underlying factors
BFW, chapter 4 and appendix to chapter 7 (regression analysis)
SECTION 5: The gender and race gaps in pay: trends in earnings and occupational segregation, the human capital model; introduction to regression analysis
BFW, chapters 5 and 6

SECTION 6: The gender and race gaps in pay: discrimination
BFW, chapter 7

SECTION 7: Recent developments in the labor market and their impact on the gender and race gaps in earnings and employment
BFW, chapters 8 and 9

SECTION 8: Gender Issues in Developing Countries
BFW, chapter 12
Texas A&M University Student Rules

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (Muster\(^1\))

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 **Injury or illness of three or more days.** For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 **Injury or illness less than three days.** Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class.

b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 The associate dean for undergraduate programs, or the dean’s designee, of the student’s college may provide a letter for the student to take to the instructor stating that the dean has verified the student’s absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.

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1 In accordance with Faculty Senate Resolution FS.14.101 (see Faculty Senate meeting minutes of Feb. 10, 1997), “faculty members are encouraged not to hold exams on the day of Muster. Any absence from classes beginning after 5 p.m. to attend Muster will be considered a university excused absence.”