



## **Required Readings**

The textbook for this course is *The Economics of Women, Men, and Work* by Francine D. Blau and Anne E. Winkler, Oxford University Press: New York, Oxford, 2018 (8. edition). I do not recommend using an older edition since it would be outdated. Additional course materials will be added throughout the semester. These will be announced in class and posted on Canvas.

## **Course Format**

This is a synchronous course, that is, we will meet during the assigned class time. The Zoom link is on the Canvas course site. The class will be partially flipped, which means that you will prepare some of the material on your own and we will use some of the class time to answer questions, for further discussion, and hands-on work. Note that Zoom meetings may be recorded.

## **Required Technology**

You will need a laptop/ computer, webcam and microphone for this class. Because of the way the class is set up, you need to have your video turned on during class time. If this is an issue for you for whatever reason, talk to me as soon as possible and we will figure something out.

We will use Flipgrid, google-docs, and polling in this class. All of these are very intuitive, and you can always ask me if you have any questions.

If you do not have a computer and/ or need help with WIFI access, fill out a Device Request as soon as possible at [https://cm.maxient.com/reportingform.php?CSUFullerton&layout\\_id=24](https://cm.maxient.com/reportingform.php?CSUFullerton&layout_id=24) ([links to an external site](#)).

For any other issues with IT or tech, contact the Student IT Helpdesk at <http://www.fullerton.edu/it/students/helpdesk/index.php> (Links to an external site.)

## **Zoom To-dos and Etiquette**

Before you log into the Zoom meeting, make sure that you have the latest version of Zoom.

Once logged in, confirm your first and last name are correct, otherwise your attendance will not be recorded. You can rename yourself by going to the three dots in the upper right-hand corner in your own window and click on rename.

Preferably, also post a profile picture.

You may use your name of choice if it differs from your name in the course roster (but let me know so that I can link you to the correct record).

During a Zoom meeting, turn on your camera and mute your microphone unless you are speaking. It is easy to forget that people are able to see you, so do not forget and behave accordingly. Whenever possible, I will have the videos of all participants visible on my screen, and your classmates will be able to see you as well. If at all possible, sit at a desk or table. If that is not possible, make sure that you can easily access the computer controls so that you can quickly respond to questions, polls, etc.

Note that I will be recording some or all of the Zoom meetings and may post some of them for the class or individual students.

Sometimes there are glitches in Zoom - for example, you may be sent to a different meeting. If something like this happens, log out of Zoom, log back in, and click on the link for the course or office hours.

Note that you can switch between seeing the speaker and all participants on the upper-right hand corner by switching between Gallery View and Speaker View.

### **Class Etiquette and Netiquette**

This class requires active participation, in and outside of class. Treat the virtual class as you would one that is in-person: be present and participate. Attendance of class sessions with your video turned on mandatory. Contact me ahead of time if either poses difficulties for you. Be kind to each other – these are trying times for everyone, so let’s treat each other with respect and compassion. To learn more about Netiquette, click on [this link: https://titaniumhelp.fullerton.edu/m/StudentSelf-HelpGuide/1/646667-student-what-is-netiquette](https://titaniumhelp.fullerton.edu/m/StudentSelf-HelpGuide/1/646667-student-what-is-netiquette), and also see the pdf file provide on Canvas.

### **Important Dates**

First day of class	8/25
Fall recess – no classes	11/24 & 11/26
Last day of class	12/10
Final paper due	12/17

### **Course Work**

#### ***Grading***

The course grade is based on professional conduct and engagement, weekly reflections, quizzes during class time, homework sets, and three assignments. The point breakdown is as follows:

Ass. #1: Icebreaker Assignment & Replies	50 Points
Ass. #2: “Open Eyes” Presentation and Replies	70 Points
Ass. #3: Course Project	300 Points
Quizzes	200 Points
Weekly Reflections	120 Points
Homework Sets	160 Points
<u>Professional Conduct and Engagement</u>	<u>100 Points</u>
Total Points Possible:	1000 Points

## ***Grading Scale***

Grades will be determined according to the following scale:

A	940 – 1000 Points
A-	900 – 939 Points
B+	870 – 899 Points
B	840 – 869 Points
B-	800 – 839 Points
C+	770 – 799 Points
C	740 – 769 Points
C-	700 – 739 Points
D+	670 – 699 Points
D	640 – 669 Points
F	< 640

Final scores might be graded on a curve. Extremely good or bad performance in your course project and your weekly reflections may be used as a “tie breaker” for scores that are close to a dividing line for grades.

Students are **responsible for everything** said in class, including material not covered in the textbook and any changes in due dates, readings and assignments. If you miss all or any part of a class, be sure to find out from another student everything that transpired.

## ***Description of Graded Work***

More information will be available in separate documents and on Canvas.

- **Assignment #1: Ice-Breaker and Responses**

This assignment consists of two tasks. You will use Fligrid to record brief videos.

The objectives of this assignment are for the students to get to know and relate to each other; and to serve as a basis for the first of the Weekly Reflections on how economists think about decision making.

Task 1. Make a 2-3 minute introductory video of yourself, including the following:

- Your name and major
- A description of your favorite activity and why you like it

Due date: Sunday, 8/30/2020

Task 2. After watching your classmates' videos, respond to at least two of them with a short video that includes the following:

- Your name
- A specific part in the video and how you relate to what was said.

You are asked to first respond to videos that have not seen a response yet.

Please see Canvas for the grading rubric.

Due date: Sunday, 9/6/2020

- **Assignment #2: “Open Eyes”**

This assignment consists of three tasks. You will choose a source (such as a newspaper article) and post it on Canvas, and use Fligrd to record a video and at least two replies to your classmates.

The objective of this assignment is for you to practice applying the economic framework discussed in this class to discuss and provide insight to current events.

Task 1: Choose a source

Using the google doc posted under Assignment #2 – Source on Canvas, type your name, link to the source, and the topic of your presentation.

Important: You may not choose a topic that has already been chosen by one of your classmates, so make sure to check before posting. You may not use the same source, either (such as the same newspaper article).

Due date: Sunday 9/13

Note: If you do not post your source on Canvas by Sunday, 9/13 you will receive zero credit for this entire assignment.

Task 2: Record your video on Flipgrid

Using the link provided on Canvas, record a 4-5 minute video in which you:

- Summarize the parts of your source that are relevant for your application
- Identify the choice set and its determinants, the actual choice and the role of preferences, cost, and benefits. Also include a discussion of the role of public policies if relevant.

Due date: Sunday, 9/20

Task 3: Respond to at least two of your classmates videos by video on Flipgrid

Record a 1-2 minute video each in which you add to the classmates discussion, using the same economic choice framework.

Due Date: Sunday, 9/27

Respond first to videos that have not seen a response yet.

Please see Canvas for the grading rubric.

- **Assignment #3: Course Project**

Instructions (including due dates) will be available separately.

- **Quizzes**

Quizzes will be used to ensure that you study (and remember) important concepts and definitions that are necessary to understand the material covered in this class.

Quizzes will take place in class, on Zoom, Poll Everywhere, or Canvas.

- **Weekly Reflections**

Varying in submission type, your weekly reflections will be responses to prompts given that relate to class material that has either been just covered or will be covered soon.

I will drop the lowest of the 13 grades.

The objective of these reflections is for you to process the material, relate it to what you have already learned in this class, and link it to previous knowledge to improve retention and the value of what you have learned. Some reflections will also include applications of class material.

Reflections are due on all Sundays during the semester, except for 8/30 and 11/22 (fall break).

- **Homework Sets**

Homework Sets will be applications of class material that are more involved than your Reflections

For Homework Sets (and only for those), you are allowed to work in groups. If you choose to do so, you need to each submit your own Homework Set that is written in your own words. You are also required to include all of the names of the students with whom you worked on this particular set.

Due dates will be announced in class.

- **Professional Conduct and Engagement**

Professional Conduct and Engagement includes attendance, preparation for class, frequency and quality of contributions, and proper class and Zoom etiquette and netiquette.

Much of learning takes place during active engagement. Therefore, this class is partially flipped, which means that for some classes, you will be asked to prepare the material beforehand and we will use the class time for applications and hands-on work.

For this to work, it is indispensable that students are present, prepared, and engaged in class. This is also the reason why I ask you to turn on your video. Obviously this implies that you shall not distract yourself during class - do not eat, turn off your phone, tell your family or roommates that you need to concentrate, and if at all possible sit on a table or desk.

Zoom makes active participation more difficult than interactions in person. I will try to mitigate this as much as possible, but if you have any thoughts on how I can make this easier for you, please let me know and I will try to incorporate those as appropriate.

### ***Due Dates Summary***

- Ass. #1: Ice- Breaker

Your video posting: Sunday, 8/30/2020

Replies to two videos of your classmates: Sunday, 9/6/2020

- Ass. #2: “Open Eyes”

Posting of source information and link: Sunday, 9/13/2020

Your video presentation: Sunday, 9/20/2020

Replies to two videos of your classmates: Sunday, 9/27/2020

- Ass. #3: In-class Presentation and Written Paper

Due dates will be available separately.

- Weekly Reflections

Due on all Sundays during the semester, except for 8/30 and 11/22 (fall break).

- Dates of Quizzes

To be announced in class.

- Homework sets

To be announced in class.

*There will be no make-up for any reason and no extra credit. Late hand-ins will not be accepted other than in serious documented circumstances under the discretion of your instructor. Make sure to submit your work well in advance to allow Canvas to load your submission. Presentations have to be given at the assigned times and dates. No grade adjustment that deviates from the grading policies will be made.*

## **Tentative Course Outline**

### ***Part 1 - Introduction***

Week 1: Introduction to the class and the course

Week 2: Economic Foundations - Decision-making Framework

Weeks 3: Historical Perspectives

### ***Part 2: The Allocation of time between the household and the labor market***

Weeks 3-4: The Family as Economic Unit - How do households decide how to divide their time between work, home production, and leisure?

Week 4: The Labor force - Definitions and Trends

Week 5: The Labor supply decision - How do people decide whether and how much to work?

### ***Part 3: Labor market outcomes - Theory, evidence, and policy***

Week 6: Gender differences in labor force participation and wages

Week 7: Gender differences in educational attainment and other supply-side sources

Week 8: Labor supply - Who gets hired, and how is pay determined?

Week 9: Discrimination - The dark side, its explanations, and what we can do about it

### ***Part 4: The economics of the family***

Weeks 10-12: Theory, evidence, and policy

Week 12: Bringing it all together.

### ***Part 5: International Perspectives and Student Presentations***

Week 13-15: International Perspectives and Student Presentations

Course material information (such as required readings) will be posted under the respective module on Canvas.

On the Canvas home page of this course, I will post a short-term calendar with specific schedule information and an overview of the tasks that you should be working on during those weeks.

## **Important Course Policies**

### ***Course Drop Policy***

During the first week of the course, you are required to participate or you may be dropped from the course. Attend both class meetings from start to finish and complete the Questionnaire by its due date. These activities are very important so you will not be dropped from the course for non-participation. If you have any challenges with these tasks during the first week, notify me as soon as possible so that we can get you started.

### ***Grade Appeals***

If you believe a mistake has been made in the grading of your work, please bring it to my attention. Questions regarding the grading of the work must be presented to me in writing no later than one week after the graded assignment or feedback has been distributed. The request must include a description of the problem and why you think the assignment should be graded differently. Whenever I am asked to re-grade, I will re-examine the entire assignment, not just the issue you identified. As a result of re-grading, your score may increase or decrease.

### ***Late Work Policy and Absence from Class***

Unless otherwise noted, there is no extension of due dates. Attendance in all in-class session is mandatory. Exception of these and other policies as stated in the syllabus are at the discretion of the instructor. I evaluate all requests on a case-by-case basis and will not discuss students' granted exceptions with other students in the course.

### ***Academic Integrity***

Students are expected to adhere to the standards of academic integrity that govern students at CSUF. Students who violate CSUF standards of academic integrity are subject to disciplinary sanctions, including failing the course and other disciplinary action. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity will be strictly enforced. Academic dishonesty includes, but is not limited to, cheating, plagiarism, getting outside help for individual work unless explicitly permitted, and the use of illegally posted information on external websites. Talk to me if you have questions. For more information, see <http://www.fullerton.edu/integrity/student/AcademicIntegrityResources.php> (Links to an external site.) .

### ***Academic Accommodations***

Students requiring accommodations for special needs must contact the Office of Disability Support Services in UH 101, phone: 278-3117. See also <http://www.fullerton.edu/DSS> ([Links to an external site.](#)). Please talk to me during the first week of class.

### ***Emergency Policies***

Please see here for details: <http://prepare.fullerton.edu> ([Links to an external site.](#)). In the event that an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time due to circumstances such as an earthquake I will contact you by email and post on Canvas how the class will proceed. In case email does not work, please call the Economics Department at 657-278-2228 for further instructions.

### ***General Education Information***

This course meets the University's General Education requirement in Category D.5, Explorations in Social Sciences if you are taking this course under catalog year 2017 or earlier. Students completing courses in Subarea D.5 shall: a) Examine problems, issues, and themes in the social sciences in greater depth; in a variety of cultural, historical, and geographical contexts; and from different disciplinary and interdisciplinary perspectives; b) Analyze and critically evaluate the application of social science concepts and theories to particular historical, contemporary, and future problems or themes, such as economic and environmental sustainability, globalization, poverty, and social justice; and c) Analyze and critically evaluate constructs of cultural differentiation, including ethnicity, gender, race, class, and sexual orientation, and their effects on the individual and society; and d) Apply theories and concepts from the social sciences to address historical, contemporary and future problems confronting communities at different geographical scales, from local to global.

If you are taking this course under catalog year 2018 or later, this course meets the University's General Education requirement in Category D.4, Explorations in Social Sciences.

### ***Assessment***

*The programs offered at the Mihaylo College of Business and Economics at Cal State Fullerton are designed to provide every student with the knowledge and skills essential for a successful career in business. Since assessment plays a vital role in Mihaylo College's drive to offer the best, several assessment tools are implemented to constantly evaluate our program as well as our students' progress. Students, faculty and staff should expect to participate in assessment activities. In doing so, Mihaylo College is able to measure its strengths and weaknesses, while continuing to cultivate a climate of excellence in its students and programs.*