

# ECON 211: Gender in the Economy

---

## Basic Course Information

**Course Name:** ECON 211: Gender in the Economy

**Semester:** Spring 2021

**Credits:** 3

**Prerequisites/Co-requisites:** Equivalent testing score (e.g., ENG 121 or higher,) or enrollment in or completion of [CCR 092](#) or [CCR 093](#) or [CCR 094](#). The CCR course or ENG 121 may be taken concurrently with this course.

**Meetings/Times:** Online

**Location:** Online

## Instructor Information

**Instructor:** Sarah Small

**Pronouns:** she/her/hers

**Email:** [sarah.small@frontrange.edu](mailto:sarah.small@frontrange.edu)

**College Web Site:** [www.frontrange.edu](http://www.frontrange.edu)

**Office Hours:** Refer to D2L or by appointment

**Online Lead:** Jaren Seid; [jaren.seid@frontrange.edu](mailto:jaren.seid@frontrange.edu); 970-204-8509

**Department Contact:** Laura Sherrick; [Laura.Sherrick@frontrange.edu](mailto:Laura.Sherrick@frontrange.edu); (303) 404-5385

## Course Materials

There are no textbooks required for this course. All readings and videos will be openly accessible online.

## Email

Please make sure to regularly check (a few times a week) your D2L email account. This will be the primary way that I will communicate with you. I typically respond to emails quickly and will do my best to respond within 24 hours, not including weekends. Please remember to include your first and last name and which course you are referencing on all emails that you send to me.

## CCCS Required Syllabus Information

### Catalog Course Description

Introduces students to how gender factors into the economy. It includes the concepts of femininity and masculinity and how these concepts play a role in consumption, labor and marriage markets, poverty and inequality, and globalization. This is a statewide Guaranteed Transfer course in the GT-SS1 category.

### Course Learning Outcomes

1. Identify the basics of neoclassical, heterodox, and political economic thought.
2. Recognize the relationship between feminism and economics and how gender fits into economic theory.
3. Examine masculinity and femininity as social constructs.
4. Explore how gender impacts a consumer society.
5. Describe gender differences in occupation and earnings.
6. Review marriage and care markets.
7. Analyze how women workers combine work and family life.
8. Evaluate how poverty and inequality relate to gender.
9. Evaluate the impact that gender has on globalization and international economic development.
10. Analyze the role of Feminist Economics in ecology and environmental preservation.

### Topical Outline

- I. Basics of neoclassical economic theory
- II. Basics of political economy
- III. The relationship between feminism and economics
- IV. The social constructs of masculinity and femininity
- V. How gender factors into the consumer society
- VI. Differences in occupation and earnings
- VII. Combining work and family

### Guaranteed Transfer (GT) Pathways Course Statement

The Colorado Commission on Higher Education has approved [ECO202] 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 [Guaranteed Transfer \(GT\) Pathways General Education Curriculum](#)

[GT Pathways Matrix of Required Content Criteria and Competencies with Student](#)

### Course Overview

#### Instructor's Overview of the Course

This course has eight (11) total topics:

1. Introduction to Gender & Economics

2. Social Reproduction
3. Care Work
4. Historical Perspectives
5. Family Economics & Household Bargaining
6. Labor Markets
7. Labor Market Discrimination
8. Consumption & the Media
9. Public Policy & Gender Equality
10. Parental Leave Policies
11. Gender & Globalization

These are also listed in the schedule. Each week you will have assigned content to read or watch.

**Readings:** There is not a required textbook for this course. Reading materials will be made available online via Canvas. All scheduled readings are required and their content will be covered in discussion prompts, exams, and writing assignments.

**Videos:** We will see a number of videos throughout the course; some will be short videos linked in Canvas, some will be lecture style videos, and others will be stand-alone films. Video content will be covered on exams, so you are urged to take notes on their content and subsequent discussion.

**Module Notes:** Each module will have corresponding notes. These notes both present new material, and summarize key points in your readings/videos. I expect that you to read these notes before taking exams, posting on discussion boards, etc.

In addition to completing these readings/videos, you must also complete regular discussion posts and reflection exercises. You will also submit two exams and two writing assignments.

## Graded Instructional Activities

**Exams:** There will be two (2) exams that combine multiple choice and short answer; they will not be cumulative. Each exam will be worth 175 points, for a total of 350 points of your final grade. Exams are not proctored and will be open-note.

**Reflection Exercises:** There will be eleven (11) reflection exercises, but I will drop the one on which you receive the lowest grade. This means seven (10) reflection exercises will go toward your final grade, each worth 27 points. Reflection exercises will be responses to all seven of the course topics (see below). The reflections will largely be based on your understanding, impression, and personal reflection of the videos and reading. These will short answer responses and multiple choice questions that will help you review and reflect upon the material.

**Writing Assignments:** There will be one (1) writing assignments worth 170 points. Details on these assignments are on D2L.

**Discussion Posts:** There will be a discussion post and discussion response for most of the modules in this course. The discussion will occur asynchronously; I will post a discussion question and you will respond to the questions at your convenience prior to the due date. Your discussion post is due on Wednesday of each week and you must respond to another student's post by Saturday of that week. See the schedule below. I will provide you with a prompt on how to respond to students' posts. Discussions are open book and open note and will be submitted through D2L. There will be eleven (11) discussion boards, but I will drop the one on which you receive the lowest grade. This means seven (10) will go toward your final grade, each worth 27 points.

There are 1000 pts possible in this class, distributed in the following manner:

<b>Assignment</b>	<b>Points and Frequency</b>	<b>Total Points</b>
Exams	2 at 150 points	300
Reflection Exercises	10 at 27 points	270
Writing Assignment 1	170 points	140
Writing Assignment 1	170 points	140
Discussion Posts	10 at 27 points	270
		Total: 1000

## Grading Scales and Standards

The Desire to Learn (D2L) Gradebook for this course removes all non-completed work from your grade calculation. That is, your current grade can change as new assignments are completed and grades are uploaded. All grades including final course grades are rounded to the nearest whole integer. E.g. A 69.4% rounds to a 69% as 69.5% rounds to a 70%.

Students have one week after an assignment grade is posted on D2L to bring up issues with the grade.

Letter Grade	Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and lower

### Late Policy

Assignment due dates are posted in the schedule below. Late assignments will be penalized by ten percent (10%) each day that they are late. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse. Vacations are not an excuse for missing or submitting a late assignment. If something comes up and you are unable to complete an assignment on time, email me as soon as possible.

### Academic Honesty

Students are expected to uphold FRCC's Student Code of Conduct relating to academic honesty and assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity will be that a student's submitted work, examinations, reports, discussions, and projects must be that of the student's own work and unique to the course. Students are guilty of violating the honor code if they:

- Represent the work of others as their own (this includes copying material from the Internet for discussion postings or other assignments without proper citation)
- Use or obtain unauthorized assistance in any academic work.
- Give unauthorized assistance to other students.
- Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
- Misrepresent the content of submitted work.
- The penalty for violating the honor code is severe. Any student violating the honor code is subject to receive a failing grade for the course and will be reported to the Office of Student Affairs. If a student is unclear about whether a particular situation may constitute an honor code violation, the student should contact the instructor to discuss the situation.

**Collaboration.** Unless otherwise instructed, all work submitted is to be done individually by the student. This means you should not be working in pairs or in a group to write

discussion posts, complete assignments or take quizzes and other assessments unless specifically asked to do so by your instructor.

***Plagiarism / Dual Submission.*** Plagiarism, whether intentional or accidental, is academic dishonesty and may incur disciplinary action ranging from receiving a zero on an assignment or failing a course to more severe consequences. Plagiarism means

- Using someone else's ideas and not correctly citing that use. This means that if you put someone else's work into your own words, put it in your work, and do not correctly document it, the idea is plagiarized.
- Using someone else's words without quotation marks and not correctly citing that use.
- Using someone else's images or other works (such as from the Internet) without correctly citing that use.
- Submitting work that has been turned in for credit in another class or at another institution unless specifically permitted by your instructor.
- Students may be required to submit work that is evaluated for originality by Turnitin.com, a plagiarism detection software program that checks for certain forms of plagiarism.

### Online Learning Expectations

FRCC is committed to helping you succeed in your online courses. Please read the following section for a better understanding of expectations specific to online courses. If you have questions or concerns about course content and activities, contact your instructor right away. If you have questions or concerns related to support services or the student code of conduct, contact your Pathways Advisor or a member of the Online Learning team at 970-204-8250 or 303-404-5513. You can also [email](mailto:ol@frontrange.edu) us (ol@frontrange.edu).

### Required Introduction to Online Learning

All students who are taking their first online course at FRCC are required to complete the "Introduction to Online Learning." You will learn strategies for succeeding in online courses at FRCC, including how to use the online learning management system (D2L). Look for the "Introduction to Online Learning" under the "My Courses" heading on the home page when you [login to D2L](https://frcc.desire2learn.com) (https://frcc.desire2learn.com).

### Interacting in Online Courses

Online classes provide opportunities for you to interact with your instructor and peers in a variety of online formats. Despite what is often modeled in public forums and social networks, civility and etiquette are important aspects in creating deep and meaningful learning. Personal attacks, monopolization, and bullying can stop valuable discussion and are harmful to academic discourse. For this reason, it is important that interaction in

an online class is civil, respectful, and focused on the topic presented. If you notice behavior that violates this conduct, be sure to contact your instructor.

## FRCC Online Attendance and Participation Policy

Students establish attendance in online courses by completing an academic activity based on course content. As defined by the Federal Department of Education, merely logging into the course site or introducing oneself to the class does not count as attendance. Some examples of successfully attending class include participation in a content-related discussion, quiz, assignment, or contacting your instructor. Students who have not participated by 11:59 PM on the deadline date will be dropped. Similarly, the last date of academic attendance must be reported to Financial Aid for students who do not earn a D or better; students who have not been in regular attendance may experience financial aid ramifications.

## Campus Closure Procedure

If Front Range Community College or one of its campuses closes due to inclement weather or another emergency, online courses will proceed unless Desire2Learn is impacted. If you experience particular hardship or problems completing the course as a result of an emergency, contact your instructor or call Online Learning at 970-204-8250 or 303-404-5513.

## Technical Difficulties

FRCC's Online Courses are hosted by Desire2Learn, and may incorporate other online materials (e.g. publisher content and open educational resources). As an online student, you are responsible for ensuring that you have a reliable internet connection and the necessary equipment to access your online course(s) and any required course materials listed in the course syllabus. Computer failure or problems with internet access are not considered valid excuses for not completing coursework, so be sure to have a backup plan in place so that you can still complete your work on time even if you run into technical problems. Local libraries and computer labs on campuses can be great alternatives, but be sure to check on hours and availability.

For technical assistance with Desire2Learn, contact the [Help Desk](#) which is available 24 hours every day: (<http://help.cccs.edu>); 888-800-9198 (toll free). Desire2Learn is available 24x7, with the exception of limited maintenance windows posted on the home page. In the unlikely event of an unplanned D2L outage, faculty and staff will be informed so that they can make reasonable adjustments to the course schedule and assignment deadlines.

## Student Rights, Responsibilities, and Resources

For important information on rights and responsibilities of all FRCC students, as well as the many support resources available to you, please refer to the link to “Student Rights, Responsibilities and Resources” in the online course shell. Topics include:

- Course Questions
- Access to Course Materials
- Student Email
- Student Drop for Non-Attendance
- Payment Deadline
- Financial Aid
- Academic Assistance
- Disability Support Services
- Use of Audio / Video Recordings
- Crisis Counseling and Stress Management
- FRCC Cares
- Notice of Non-Discrimination
- Mandatory Reporting (Title IX)
- Student Code of Conduct
- Philosophy of Inclusion

## Important Dates

**First Day of Class:** 2/2/2021

**Attendance Deadline:** 2/15/2021

**Last Day to Drop with Refund:** 2/15/2021

**Spring Break:** Larimer, March 15-21; Boulder County Campus, Brighton Center & Westminster Campus, March 22-28

**Last Day to Withdraw:** 4/20/2021

**Last Day of Class:** 5/10/2021



## Course Plan

This schedule is subject to change. All changes will be announced on D2L.

Module	Week	Required Readings & Videos	Assignments
1. Introduction to Gender & Economics	Week 1: February 1-6	<ol style="list-style-type: none"> <li><a href="#">1. Difference between Sex and Gender, Video</a></li> <li>Theories of Gender Notes</li> <li><a href="#">3. The Pre-Colonial Genders We Don't Talk About, Video</a></li> <li><a href="#">4. How Economics Forgot About Women by Katherine Marçal, Video</a></li> <li>Basics of Neoclassical and Feminist Economics Notes</li> <li>Julie Nelson. 1995. "<a href="#">Feminism and Economics,</a>" <i>Journal of Economic Perspectives</i> 9(2): 131-148.</li> </ol>	<p>Discussion Post 1:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday February 3 at 11:59pm MST</li> <li>- Response posts due by Saturday February 6 at 11:59pm MST</li> </ul> <p>Reflection Exercise 1 due by February 6 at 11:59pm MST</p>
2. Social Reproduction Theory	Week 2: February 7-13	<ol style="list-style-type: none"> <li><a href="#">1. What is Social Reproduction Theory? By Tithi Bhattacharya, Video</a></li> <li>Social Reproduction Theory and Care Work Notes</li> <li>The Economics of Care by <a href="#">Nancy Folbre, Video</a></li> </ol>	<p>Discussion Post 2:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday February 10 at 11:59pm MST</li> <li>- Response posts due by Saturday February 13 at 11:59pm MST</li> </ul> <p>Reflection Exercise 2 due by Saturday February 13 at 11:59pm MST</p>
3. Care Work	Week 3: February 14-20	<ol style="list-style-type: none"> <li><a href="#">1. Home Economics: Domestic Workers and Labor, Film</a></li> <li>Ferrant, Pesando, Nowacka (2014). "<a href="#">Unpaid Care Work: The missing link in the analysis of gender gaps in labour outcomes</a>" OECD Development Centre</li> </ol>	<p>Discussion Post 3:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday February 16 at 11:59pm MST</li> <li>- Response posts due by Saturday February 20 at 11:59pm MST</li> </ul> <p>Reflection Exercise 3 due by Saturday February 20 at 11:59pm MST</p>
4. Historical Perspectives	Week 4: February 21-27	<ol style="list-style-type: none"> <li>Laslett &amp; Brenner, (1989) <a href="#">Gender and Social Reproduction: Historical Perspectives.</a></li> </ol>	<p>Discussion Post 4:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday February 24 at 11:59pm MST</li> <li>- Response posts due by Saturday February 27 at 11:59pm MST</li> </ul>

		2. Historical Perspectives Notes	Reflection Exercise 4 due by Saturday February 27 at 11:59pm MST
5. Family Economics & Household Bargaining	Week 5: February 28- March 6	<p>1. Household Bargaining, Notes</p> <p>2. Miller, Claire (2018) <a href="#">“How Same-Sex Couples Divide Chores, and What It Reveals About Modern Parenting.”</a> <i>New York Times</i>.</p> <p>3. Bergmann, B. R. (1981). <a href="#">“The economic risks of being a housewife.”</a> <i>The American economic review</i>, 71(2), 81-86.</p> <p>4. Bertrand, Marianne, Emir Kamenica, and Jessica Pan. <a href="#">"Gender identity and relative income within households."</a></p>	<p>Discussion Post 5:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday March 3 at 11:59pm MST</li> <li>- Response posts due by Saturday March 6 at 11:59pm MST</li> </ul> <p>Reflection Exercise 5 due by Saturday March 6 at 11:59pm MST</p>
Exam 1	Week 6: March 7-13		Exam 1 due by Saturday March 13 by 11:59pm
	March 14-20	Spring Break (no material)	
6. Labor Markets	Week 7: March 21-27	<p>1. Labor Market notes</p> <p>2. Vagins, Deborah. (2018) <a href="#">“The Simple Truth About the Gender Pay Gap.”</a> AAUW.</p> <p>3. <a href="#">“The gender wage gap by occupation.”</a> ICRW. April 2017</p> <p>4. Eleanor Krause and Isabel Sawhill. (2017) <a href="#">“What we know and don’t know about declining labor force participation: A review.”</a></p>	<p>Writing Assignment due by Wednesday March 24</p> <p>Discussion Post 6:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday March 24 at 11:59pm MST</li> <li>- Response posts due by Saturday March 27 at 11:59pm MST</li> </ul> <p>Reflection Exercise 6 due by Saturday March 27 at 11:59pm MST</p>
7. Labor Markets continued: Discrimination	Week 8: March 28- April 3	<p>1. Discrimination notes</p> <p>2. Shulman, S. (1996). <a href="#">The political economy of labor market discrimination: A classroom-friendly presentation</a></p>	<p>Discussion Post 7:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday March 31 at 11:59pm MST</li> <li>- Response posts due by Saturday April 3 at 11:59pm MST</li> </ul>

		<p><a href="#">of the theory</a>. <i>The Review of Black Political Economy</i>, 24(4), 47-64.</p> <p>3. Raynor, Scott (2020). <a href="#">“Transgender Issues in the Workplace: Bathroom access, workplace abuse, hiring discrimination”</a></p>	<p>Reflection Exercise 7 due by Saturday April 3 at 11:59pm MST</p>
8. Consumption & the Media	Week 9: April 4-10	<p>1. Consumption Notes</p> <p>2. <a href="#">Killing Us Softly IV</a>, Film</p> <p>3. Sweney, Mark. (2019) <a href="#">“First Ads banned for contravening UK gender stereotyping rules”</a> The Guardian.</p>	<p>Discussion Post 8:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday April 7 at 11:59pm MST</li> <li>- Response posts due by Saturday April 10 at 11:59pm MST</li> </ul> <p>Reflection Exercise 8 due by Saturday April 10 at 11:59pm MST</p>
9. Public Policy & Gender Equality	Week 10: April 11-17	<p>1. Public Policy notes</p> <p>2. Lawless, J. L., &amp; Fox, R. L. (2012). <a href="#">“Men rule: The continued under-representation of women in US politics”</a></p>	<p>Discussion Post 9:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday April 14 at 11:59pm MST</li> <li>- Response posts due by Saturday April 17 at 11:59pm MST</li> </ul> <p>Reflection Exercise 9 due by Saturday April 17 at 11:59pm MST</p>
10. Public Policy, continued: Paid Parental Leave	Week 11: April 18-24	<p>1. Casey, Judi, and Karen Corday. "Parental leave policies in 21 countries: Assessing generosity and gender equality." (2008).</p> <p>2. <a href="#">Maternity Leave and Why the United States is the Only Developed Nation Without It</a>, Film</p>	<p>Discussion Post 10:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday April 21 at 11:59pm MST</li> <li>- Response posts due by Saturday April 24 at 11:59pm MST</li> </ul> <p>Reflection Exercise 10 due by Saturday April 24 at 11:59pm MST</p>
11. Gender & Globalization	Week 12: April 25- May 1	<p>1. Gender and Globalization Notes</p> <p>2. Barker &amp; Feiner. (2004). “Globalization is a feminist issue”</p> <p>3. <a href="#">Poto Mitan: Hatian Women, Pillars of the Global Economy</a>, Film</p>	<p>Discussion Post 11:</p> <ul style="list-style-type: none"> <li>- Original post due by Wednesday April 28 at 11:59pm MST</li> <li>- Response posts due by Friday May 1 at 11:59pm MST</li> </ul> <p>Reflection Exercise 11 due by Friday May 1 at 11:59pm MST</p>

	Week 13: May 2-8		Writing Assignment 2 due by Wednesday May 5 by 11:59 pm MST  Exam 2 due by Saturday May 8 by 11:59pm MST
--	---------------------	--	---