Course Syllabus



ECP3254: Women, Men and Work in the USA

Spring 2023

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| Instructor Information Table |
| **Dr. Irma Alonso** | **Instructor Information*** **Email: Canvas Inbox**
* **Phone (Department of Economics): (305) 348 - 2317**
* **Office (Department of Economics): MMC DM-316 [Please be aware that I do not have an office at FIU and all communications will take place online]**
* **Office Hours: For class-related matters, please contact me online, using Canvas Inbox, and I will try to reply within 48 hours, if not sooner.**
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| **Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.** |


**Course Description and Purpose**

This course is ECP 3254, Women, Men and Work in the United States. It serves as an elective in the majors of Economics as well as in Women’s and Gender Studies. In this fully online course, we study employment and labor issues in the U.S. Labor Market and how they influence women and men. The work to be performed has been divided into activities lasting one week (as indicated in the Calendar of Events), with deadlines at 11:59 pm at the specific due dates. If you are not expected to comply with these deadlines, this course is not right for you.

The course will follow a team-based learning approach. Students will form teams of up to 3 members to work the internet exercises and to prepare a final team project on Makers: Women Who Make America. Each student is responsible for submitting to the Assignment Dropbox a copy of the internet-based exercises in order to receive a grade. Expect that the work submitted will be graded within one week after the submission.

**Course Objectives**

Through studying the course material and the submission of corresponding assignments, students will be able to:

CLO1 Identify how women and men have changed roles in a changing economy.
CLO2 Recall the family’s role as an economic unit.
CLO3 Discuss the concept of time being divided between the household and the labor market.
CLO4 Identify gender differences in occupations and earnings.
CLO5 Evaluate economic models that explain the differences in occupations and earnings.
CLO6 List recent employment trends.
CLO7 Define welfare policies and how they affect women, in comparison to men.
CLO8 Practice using US Census data.
CLO9 Practice using US Labor Statistics.
CLO10 Develop a video presentation describing women who have made important contributions to their field of study within a team project.
CLO11 Define concepts learned in the course within a cumulative learning format.

**Teaching Methodology**

The course will follow a team-based learning approach. Students will form teams of 2 or 3 students to complete the internet exercises and to complete the team report. Expect that the work submitted will be graded within one week after the submission.


**Policies**

Before starting this course, please review the following pages:

* [Policies](https://fiu.instructure.com/courses/136570/pages/policies)
* [Netiquette (Links to an external site.)](https://online.fiu.edu/html/canvas/policies/)
* [Technical Requirements and Skills](https://fiu.instructure.com/courses/136570/pages/technical-requirements-and-skills)
* [Accessibility and Accommodation](https://fiu.instructure.com/courses/136570/pages/accessibility-and-accommodation)
* [Panthers Care & Counseling and Psychological Services (CAPS)](https://fiu.instructure.com/courses/136570/pages/panthers-care-and-counseling-and-psychological-services-caps)
* [Academic Misconduct Statement](https://fiu.instructure.com/courses/136570/pages/academic-misconduct-statement)
* [Inclusivity Statement](https://fiu.instructure.com/courses/136570/pages/inclusivity-statement)

**Course Prerequisites**

This course has a prerequisite of Principles of Economics or instructor's approval. For more information about prerequisites, review the [Course Catalog (Links to an external site.)](http://onlineapps.fiu.edu/coursecatalog/) webpage.

**Textbook and Course Materials**

*“FIU has implemented the Panther Book Pack rental program, which provides your required print and digital course materials at a flat rate of $20 per undergraduate credit hour. When you registered for your classes this session, you were notified via email of the required course materials that are included in the Panther Book Pack. The Panther Book Pack program applies to all undergraduate credit hours per academic session. I recommend that you review the pricing for all materials across your classes this session compared to the Panther Book Pack*

*flat rate. If the Panther Book Pack is not your best option, you may opt out up to three days after the add/drop deadline. You may opt back into the Panther Book Pack up to three days after the add/drop deadline. If you do not opt out of the Panther Book Pack rental program, you will be charged $20 per credit hour and the course materials will be reserved for you for the undergraduate courses for which you are registered. For more details, visit*[***bookpack.fiu.edu***](http://bookpack.fiu.edu/)*”*

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| Textbook Table |
|  | **The Economics of Women, Men, and Work (Required**)Francine Blau and Anne E. WinklerOxford University Press, 9th Edition, 2021978-9-19-760614-8 (print)978-0-19-760875-3 (epub)You may purchase your textbook online at the [FIU Bookstore (Links to an external site.)](https://fiu.bncollege.com/shop/fiu/page/find-textbooks).The textbook is also available as an eText. To buy a subscription for the term, check the website of the Publisher. Alternatively, you can also rent the book from Vital Source at: [The Economics of Women, Men, and Work 9th edition | 9780197606148, 9780197608753 | VitalSource (Links to an external site.)](https://www.vitalsource.com/products/the-economics-of-women-men-and-work-francine-d-blau-anne-e-v9780197608753) |

**Expectations of this Course**

This is a fully online course, meaning that all coursework (100%) will be conducted online. Expectations for performance in fully online courses are the same as for traditional courses; in fact, fully online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Fully online courses are not independent study courses. You will be expected to interact online with the professor and your fellow students; to do assignments; to meet deadlines; and in many classes, to work in virtual groups.

It is very important that online etiquette is always followed. You should always be aware of the common rules of netiquette and employ them. In particular, follow the following rules: (1) do not use all CAPITAL LETTERS for a message, (2) always practice good grammar, (3) use spell check and proofread your messages before posting, and above all, (4) be respectful and considerate with your classmates

Students are expected to:

* **review the getting started page** located in the course modules
* **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion
* **take the practice quiz** to ensure that your computer is compatible with the learning management system, Canvas
* **interact** online with instructor and peers
* **review** and follow the course calendar and weekly outlines

The instructor will:

* respond to **emails** within **48 hours, if not sooner**
* grade assignments within **7 days** of the assignment deadline.


**Course Communication**

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](https://vimeo.com/canvaslms/212en) or [Canvas Guide](https://community.canvaslms.com/docs/DOC-10574-4212710325) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondence within 48 hours.

**Links and Data Resources used within this course**

* American Association of University Women: [aauw.org (Links to an external site.)](http://www.aauw.org/)
* American Economic Association - Committee on the Status of Women in the Economics Profession: [https://www.aeaweb.org/about-aea/committees/cswep (Links to an external site.)](https://www.aeaweb.org/about-aea/committees/cswep)
* Bureau of Justice Statistics: [http://www.ojp.usdoj.gov/bjs/ (Links to an external site.)](http://www.ojp.usdoj.gov/bjs/)
* Catalyst: [http://www.catalyst.org/ (Links to an external site.)](http://www.catalyst.org/)
* Center for American Women and Politics: [http://www.cawp.rutgers.edu (Links to an external site.)](http://www.cawp.rutgers.edu/)
* Central Intelligence Agency, World Factbook: https://www.cia.gov/the-world-factbook/
* Institute for Women’s Policy Research: [iwpr.org (Links to an external site.)](http://www.iwpr.org/)
* International Labour Organization: [http://www.ilo.org/global/statistics-and-databases/lang--en/index.htm (Links to an external site.)](http://www.ilo.org/global/statistics-and-databases/lang--en/index.htm)
* National Center for Family and Marriage Research: [http://www.bgsu.edu/ncfmr.html (Links to an external site.)](http://www.bgsu.edu/ncfmr.html)
* National Center for Health Statistics: [http://www.cdc.gov/nchs/ (Links to an external site.)](http://www.cdc.gov/nchs/)
* National Education Statistics: [http://nces.ed.gov/ (Links to an external site.)](http://nces.ed.gov/)
* Organization of Economic Co-operation and Development: [oecd.org (Links to an external site.)](http://www.oecd.org/)
* Pew Research Center: [http://www.pewresearch.org/ (Links to an external site.)](http://www.pewresearch.org/)
* Social Security Administration: [http://www.ssa.gov/ (Links to an external site.)](http://www.ssa.gov/)
* Tax Policy Center, Urban Institute/Brookings Institution: [http://www.taxpolicycenter.org/ (Links to an external site.)](http://www.taxpolicycenter.org/)
* The *Economic Report of the President*: [http://www.presidency.ucsb.edu/economic\_reports.php (Links to an external site.)](http://www.presidency.ucsb.edu/economic_reports.php)
* United Nations (data): [http://data.un.org/ (Links to an external site.)](http://data.un.org/)
* United Nations Commission on the Status of Women: https://www.unwomen.org/en/csw
* United States Administration for Children and Families: [http://www.acf.hhs.gov (Links to an external site.)](http://www.acf.hhs.gov/)
* United States Bureau of Labor Statistics: [http://www.bls.gov/ (Links to an external site.)](http://www.bls.gov/)
* United States Census Bureau: [http://www.census.gov (Links to an external site.)](http://www.census.gov/).
* United States Department of Labor: [https://www.dol.gov/ (Links to an external site.)](https://www.dol.gov/)
* United States Equal Employment Opportunity Commission: [https://www.eeoc.gov (Links to an external site.)](https://www.eeoc.gov/)
* World Bank: [worldbank.org (Links to an external site.)](http://www.worldbank.org/)

**Discussion Forums**

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

**Introduce Yourself Discussion**
Using the Discussions section, during the first week of classes, you will introduce yourself to the class and welcome others to the course. From your classmates, you will select two or three of them to form a team to work together throughout the semester to complete the Internet-based exercises and to participate in the research project MAKERS.

**"Makers" Video Discussion**
At the end of the semester, you will be making a video presentation of your “Makers” group project. It will also be discussed with the class. This part of the project requires two steps. Step 1: one member from each group will submit the video presentation. Step 2: each student will comment on at least two presentations in the peer review discussion forum.

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| ECP3254 MAKERS Video Report Discussion Rubric |
| **Criteria** | **Ratings** | **Points** |
| Discussion 1 | **1 pt****Excellent**Appropriate comments with clear reference to assignment. | **0.5 pts****Needs Improvement**Simply indicates “I agree” or ”I disagree” with very limited explanation | **0 pts****No reply or late submission**No reply or it is a late submission. | 1 Pt |
| Discussion 2 | **1 pt****Excellent**Appropriate comments with clear reference to assignment. | **0.5 pt****Needs Improvement**Simply indicates “I agree” or ”I disagree” with very limited explanation | **0 pts****No reply or late submission**No reply or it is a late submission. | 1 Pt |

**Review of News related to topics discussed in class**
For each chapter students will be required to complete one short report related to the topic discussed in the chapter. The reports must be submitted to the respective discussion. Further information is provided within the discussions. A short video by Sarah Hamill, the FIU Online Librarian, will help you in accessing news related to the topics discussed in class.

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| News Review Discussion Rubric |
| **Criteria** | **Ratings** | **Points** |
| Quality of Post | **1 pt****Excellent**Review is relevant to topics discussed in class | **0 pt****Deficient**Review not relevant and/or not submitted | 1 Pt |

**Netiquette**
It is very important that online etiquette be followed at all times. You should always be aware of the common rules of netiquette and employ them. In particular, follow the following rules: (1) do not use all CAPITAL LETTERS for a message, (2) always practice good grammar, (3) use spell check and proofread your messages before posting, and above all, (4) be respectful and considerate with your classmates.

**Quizzes**

In order to mitigate any issues with your computer and online assessments, it is very important that you take the [Practice Quiz](https://fiu.instructure.com/courses/136570/quizzes/747062) from each computer you will be using to take your graded quizzes and exams. Assessments on this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet.

For more information, please review the [important information about quizzes](https://fiu.instructure.com/courses/136570/pages/important-information-about-quizzes) page.

This course consists of a syllabus quiz and one quiz per chapter.

The syllabus quiz is worth 4 points with unlimited attempts.

There is a quiz corresponding to each chapter of the textbook with a time limit of 30 minutes to take the quizzes. You should never wait for the last minute to start taking each quiz. Quizzes will have up to 10 questions per quiz. You have the option of repeating any quiz, and the grade between both attempts will be averaged. Students may see correct answers after the closing date of the quizzes, but scores and responses will be viewable immediately after quiz completion.

Each module has specific assessments, as indicated for each activity. The chapters of the book include the following topics:

**Part I: Introduction and Historical Perspectives**

* Introduction to Economic Principles (Ch. 1)
* Women and Men: Historical Perspectives (Ch.2)

**Part II: The Allocation of Time between the Household and the Labor Market**

* The Family as an Economic Unit: Theoretical Perspectives (Ch. 3)
* The Family as an Economic Unit: Evidence (Ch. 4)
* The Labor Force: Definitions and Trends (Ch. 5)
* The Labor Supply Decision (Ch. 6)

**Part III: Labor Market Outcomes: Theory, Evidence, and Policy**

* Evidence on Gender Differences in Labor Market Outcomes (Ch. 7)
* Gender Differences in Educational Attainment: Theory and Evidence (Ch. 8)
* Other Supply-Side Sources of Gender Differences in Labor Market Outcomes (Ch. 9)
* Explaining Gender Differences in Earnings and Occupations: Supply-Side Factors vs Labor Market Discrimination (Ch. 10)
* Labor Market Discrimination: Theory (Ch. 11)
* Government Policies to Combat Employment Discrimination (Ch. 12)

**Part IV: The Economics of the Family: Theory, Evidence, and Policy**

* Changing Work Roles and Family Formation (Ch. 13)
* The Changing American Family and Implications for Family Well-Being (Ch. 14)
* Government Policies Affecting Family Well-Being (Ch. 15)
* Balancing the Competing Demands of Work and Family (Ch. 16)

**Assignments**

**Chapter Assignments**
These assignments will be submitted through the respective modules in which they are due. Further information will be in the course modules.

**In the first two days of class**, students will agree to the FIU Academic Honesty Policy, take the practice quiz, take the syllabus quiz, and make a video of themselves in which they will introduce themselves to the class.

For each chapter, students will submit a short report on one news related to topics discussed in class, dealing with women’s issues (1 short report is required per chapter). These reports will be submitted to the indicated Discussion. In addition, there are Internet-based Data Exercises for the students to gain practical experience in obtaining and analyzing data from the U.S. Bureau of Labor Statistics and the U.S. Census Bureau. Assignment-specific details can be found within each module, as it refers to the submission of other chapter assignments.

**From the beginning of the term,**students will participate in a Group Project. By June 15, 2022, each Group will complete a video presentation of their **Group** **Project on "Makers"** on one of the fields in which women have made progress. The project will be based on the series from PBS "Makers: Women Who Make America." There is a calendar of events that needs to be followed during the semester in order to complete the project as expected.

For more information, please review the [important information about assignments](https://fiu.instructure.com/courses/136570/pages/important-information-about-assignments) page.[(Links to an external site.)](https://support.zoom.us/hc/en-us/articles/200942759-Getting-Started-with-Android)

**Grading**

**The Meaning of Letter Grades.**

* "A" is given only for excellent work.
* "B" is awarded for good work.
* "C" is fair or satisfactory work.
* "D" is given for poor work.
* "F" is unsatisfactory or failing.

| Grading Table |
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| **Course Requirements** | **Number of Items** | **Points for Each** | **Total Points Available** |
| Introduce Yourself Discussion | 1 | 4 | 4 |
| Syllabus Quiz | 1 | 4 | 4 |
| 16 Chapter Quizzes | 16 | 8 | 128 |
| Reports of reviews of news related to the topics discussed in class for each one of the chapters 1-15 | 15 | 1 | 15 |
| Internet-based Exercises | 6 | 3 | 18 |
| Makers: Women Who Make America' Topic Submission (group activity) | 1 | 1 | 1 |
| 'Group Agreement (group activity) | 1 | 1 | 2 |
| 'Makers: Women Who Make America' Progress Report 1 (individual activity) | 1 | 2 | 2 |
| 'Makers: Women Who Make America' Progress Report 2 (individual activity) | 1 | 2 | 2 |
| 'Makers: Women Who Make America' Final Report (group activity) | 1 | 20 | 20 |
| 'Makers: Women Who Make America' Discussion (individual activity) | 2 | 2 | 4 |
| **Total** | 62 | **N/A** | 200 |

| Letter Grade Distribution Table |
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| **Letter** | **Range** | **Letter** | **Range** | **Letter** | **Range** |
| A | 190 - 200 | B | 166 - 171 | C | 146 - 151 |
| A- | 180 - 189 | B- | 160 - 165 | D | 120 - 145 |
| B+ | 172 - 179 | C+ | 152 - 159 | F | 0 - 119 |



Access your [Course Calendar](https://fiu.instructure.com/courses/136570/pages/course-calendar) for course topics and assignments.



Course Summary:

| **Date** | **Details** | **Due** |
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