

Instructor: Prof. Laura Brown
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Office hours: January 10, 2019 to April 6, 2019

Tuesday and Thursday 11:30 – 13:00 or by appointment. If there are no students in my office 15 minutes before the end of office hours, I may leave. I finish teaching at 4:00 pm, and can often meet students at that time. **No office hours during February break.**

Please feel free to email me to make appointments at other times as needed. I enjoy helping students.

You may also email me questions. Typed answers can be forwarded (with the questioner anonymous) to the class to help clarify a point.

Note: I may need to reschedule, shorten or cancel office hours for meetings. I will send out emails or announcements when this occurs.

Course objectives:

This course will teach some of the basic ideas underlying gender economics. It is a survey course and will not delve too deeply into any one topic during lectures. Students are expected to explore a topic on their own over the term as they prepare material for submission.

It will start with standard labour and gender economics topics, including the economics of marriage, labour supply, employment and earnings, education, and social policies in relation to children and retirement.

It will also incorporate, as much as possible, perspectives other than the North American (U.S. in textbooks) perspectives. For example, we will consider child marriage, sex slavery, maternal mortality, missing girls (and at home, missing women), and access to education.

Where possible, considerations of LGBTQQ will also be incorporated. For example, when considering marriage, we can consider the effect of the change in legality of marriage on same sex partners. I am actively collecting material on this topic. Help is appreciated.

Required Textbook (required):

Joyce P. Jacobsen, 2007. *The Economics of Gender*. Blackwell Publishing. Course pack including Chapters 3 to 9.

NOTES:

1. The course pack is filed under Jacobsen. It is not filed under our course number.
2. The course pack costs under \$15. Buy it.

Recommended alternative textbooks and Readers:

On reserve in the library:

Blau, Francine D., Ferber, Marianne A. and Winkler, Anne E. 2010. *The Economics of Women, Men and Work, Sixth Edition*. Prentice-Hall. (any edition will likely do for this course – and it is possible to substitute notes and readings, since the data in the book is all from the U.S.)

Kristoff, Nicholas D. and WuDunn, Sheryl. 2010. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. Vintage Books, New York. (This is important if you care about the world around us. Read this). This is VERY useful for the funding argument.

Adshade, Marina. 2013. *The Love Market*. Harper Collins. (I will occasionally refer to this book. It is an easy read and very enlightening with respect to the subject in its title. It is also occasionally casual in citing numbers without sources.)

Other sources both useful and/or interesting:

Hoffman, Saul D and Averett, Susan L. 2010. *Women and the Economy*. 2nd Edition. Addison-Wesley.

Klinenberg, Eric. 2012. *Going Solo: The Extraordinary Rise and Surprising Appeal of Living Alone*. (This is a good analysis of the increase in numbers of people choosing to live alone rather than in a family.)

Eswaran, Mukesh. 2014. *Why Gender Matters in Economics*. Princeton University Press.

Other supplementary textbooks: Any 2nd year microeconomic theory textbook or labour economics textbook.

Articles:

Articles are associated with each of the topics below and will be linked from UM LEARN and/or emailed to you. Articles will be added as the course proceeds and as students (you) provide materials that you find compelling. Required articles will be listed in class and on UM LEARN News Items.

Films:

Warning! Each of these films contain content that is disturbing.

I expect to show two films this year:

1. ***Who's Counting: Marilyn Waring on Sex, Lies, and Global Economics***. Directed by Terry Nash. The National Film Board of Canada. 1995. (1:32 minutes)

This film describes the construction of the GDP and how it affects the valuation of women's work as well as other important aspects of economic life. **Warning:** the film contains at least one viewing of a naked child and one of a badly burned body.

2. ***It's a Girl***. Shadowline Films. 2013.

This film's website starts with this introduction:

"The three deadliest words in the world: It's a Girl", and examines the phenomenon of missing female children.

Requirements:

All students must submit an email address THAT THEY CHECK to Aurora to ensure that I can email the entire class. Students should check their email regularly for announcements, messages pertaining to class material, etc. Students must use UM Learn to access course materials, check announcements and submit work.

Students must use APA citation for all submitted material.¹ **Any five (5) words in a row taken from a source MUST BE IN QUOTATION marks and cited. This holds for ALL submitted work!**

Classroom expectations:

Students are expected to attend lectures, listen attentively, participate in group activities and take notes. Students should arrive on time. Cell phones should be off during class. If you use your cell phone, I will confiscate it until

¹ Students may use non-gendered pronouns. You are not confined to he/she and can use the singular 'they'. Example: *Sam is a student. They are in my class.* Even though Sam is one person, using they is acceptable.

the end of class. I also preserve the right to require any student who uses a personal communication device to complete an extra assignment per occurrence, or lose 1% of their mark per occurrence. No text messaging.

Course Topics: (tentative and may be changed somewhat)

1. Introduction:
2. Basic tools of economic analysis:
 - Supply and demand
 - Indifference curve
 - Production possibility frontier
 - Basic game theory – Nash equilibrium
3. The Economics of the family: (big section)
 - a) Why do people form families?
 - b) Who people choose as partners – matching, preferences

 - b) Economics of family –
 - i) Joint consumption – bargaining, preferences
 - ii) Production - Specialization approachSpecialization and exchange within families
 - comparative and absolute advantage
 - division of labour within the household
 - valuing household production

Further issues

 - sources of comparative advantage
 - Valuing household production
4. Differences in occupations and earnings
 - occupational segregation
 - earnings differences
 - the human capital model
 - child gender and education
 - the role of labour market discrimination
 - barriers to work and/or particular occupations
 - the role of barriers to education,
5. Human rights, gender, policies and politics
 - gendercide –

- missing girls
- family and relationship violence

Important:

Students with special needs: Students with special learning needs (who require accommodation aids or other supports) should contact [Student Accessibility Services](#). Do not hesitate to use the services provided. They are confidential and staff is supportive.

Minimum penalty for cheating on a test: The minimum penalty for academic dishonesty in a test or final examination is F for the Test/examination, and an F---DISC (discipline) in the course plus a suspension from the Faculty of Arts for a period of one year. The F grade and disciplinary notation appears on the student's transcript.

For repeat violations, the penalty may include suspension from the Faculty of Arts for a period of up to 5 years.

Unclaimed term work disposal: Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Grades:

A+	> 92
A	82 – 91.99
B+	75 – 81.99
B	70 – 74.99
C+	65 – 69.99
C	60 – 64.99
D	50 – 59.99
F	< 50

Marking:

1. Tests:

January 22, 2019 (citation and economic tools)	5 %
February 28, 2019	20 %
April 4, 2019 (cumulative)	20 %
In-class work	3 %
Assignments	3 %

2. Gender Economics research paper via dropbox: *

Components: *

a) Meeting with Academic Learning Centre (mark based on confirmation provided by ALC)

First meeting – prior to February 13	3 %
50 % reduction for meeting late	
Second meeting – prior to March 9	1 %
50 % reduction for meeting late	

b) i) Research Proposal	January 25	7 %
ii) Literature review:	February 15	8 %
iii) Rough draft:	March 8	
Must be at least 2000 words, or mark is 0 for this component		5 %
iv) Final paper:	March 29 (see below)	15 %

* Automatic fail for any submission that includes miss-cites or unquoted strings of 5 words or more. Grading for all written work will be re-evaluated at the end of term to check citations.

3. Appeal for funding:** April 6, 1:00 am 10 %
(Winner chosen April 9, in class)

**Automatic fail for any submission that includes miss-cites or unquoted strings of 5 words or more. Grading for all written work will be re-evaluated at the end of term to check citations.

DESCRIPTIONS:

Assignments:

These will include questions based on coursework and marked on a hand in basis. Two marks if the assignment is complete, one if a part is missing or

done in a shoddy manner, zero if not handed in on time.

Tests

Tests will be on material taught in class, assigned readings and films. They might include graphical analysis, knowledge of data covered in class and arguments presented. I do not expect you to memorize all the numbers in a table, but will emphasize numbers that are important.

Tests may include multiple choice questions, short answer questions, mathematical questions, graphical analysis and or **essays** to match the material taught in this course. Tests will be marked on spelling and grammar as well as the quality of the argument.

All tests will be conducted during class time. Expect to be seated.

BRING A CALCULATOR TO ALL EXAMS.

No cellphones in exams, cellphones off during class.

All exams are cumulative.

The major research paper

You must write a research paper on **any topic** that addresses Economics of Gender. General instructions are below. Further instructions on the major paper are on UM Learn.

The major paper includes five separate marks: ONE activity (visit writing tutor) and FOUR separate submissions. ALL SUBMISSIONS ARE A PART OF THIS ONE MAJOR RESEARCH PAPER AND MUST ALL BE ON THE SAME TOPIC:

1. Meeting with Academic Learning Centre (ALC) Writing Tutor: (4 %)
The Academic Learning Centre has appointed writing tutors to help students in THIS class write better papers. This is a wonderful resource. The writing tutors can help you with the organization and structure of your paper as well as the flow of your ideas. They can also provide you with information about citing and referencing your sources.

There is an online system for which you must register, using your UM email address. You may also visit Room 147, Elizabeth Dafoe Library if you have questions about making appointments. The ALC has set aside time for each student to have **two meetings with tutors during the year**, or one student can have three if someone misses.

The first meeting should be scheduled as soon as you leave class on day 1. Be sure to get an appointment before February 13, 2019. Feel free to ask them about any of the paper submissions (proposal, literature review, draft and final paper). If you cannot get an appointment for our class appointed tutors, you can use any writing tutor at the UM Library (see Elizabeth Dafoe listing).

Writing tutors will provide you with confirmation that you have met them. Once this confirmation is submitted via dropbox, you will be given the mark.

2. Paper proposal

The instructions for the paper proposal and an example of a previous student's proposal are on UM Learn under Contents/ Major Paper. Please read them. It should be between 300 to 1000 words.

NOTE: This proposal is the proposal for the MAJOR PAPER.

3. Literature Review

READ "How to write a literature review" under Contents / Major Paper / Literature Review on UM Learn.

Also read APA citation and Adjusted APA citation for non-English speakers who cannot distinguish given names and surnames.

Also read the example literature review provided by a previous student.

The literature review (**of at least 3 sources**) should also be between 500 and 1000 words.

The sources should be **research papers, books or book chapters**.

- Do not use polemic or propaganda as a source. (You can usually identify propaganda because it often attacks an imaginary opponent.)
- Do not use blog posts as a source.
- Do not use newspaper articles or magazine articles. Find the research on which the article is based.

NOTE: The three sources are sources that you will then use in writing the paper.

4. Paper draft

The draft of the paper must be submitted on time. It must be at least EIGHT (8) pages long (2000 words).

The submission of a draft is for your benefit. Papers are better if you finish them, let them sit for a week, re-read and revise.

The submission of a draft is also for my benefit. I prefer to read well-written papers, and so, want students to revise their work.

I DO NOT READ THE DRAFTS UNLESS A STUDENT EMAILS ME AND ASKS ME TO. If you would like feedback on the draft of your paper, please notify me once you have submitted it.

The draft is marked on a hand-in basis. If you submit on time on UM Learn, you get the mark. If you do not submit a draft on time, the mark for this part of the work is zero.

5. Final paper

The final paper should be between 2000 and 5000 words.

The paper will be marked on content, organization, coherence and writing style. There are no instructions under "Final paper" on UM Learn. The instructions with respect to writing the paper are under Contents/Major Paper / Draft Paper.

NOTICE! THE WRITING ABILITY IN THE PAPER SHOULD CORRESPOND TO THE WRITING STYLE DEMONSTRATED ON TESTS (with the obvious difference that one is time limited and the other is edited).

IF YOU SUBMIT A PAPER WRITTEN BY A FLUENT AND MATURE ENGLISH SPEAKER AND THIS QUALITY OF WRITING IS NOT SUPPORTED BY THE WRITING IN CLASS, YOUR WORK WILL BE SUBMITTED FOR ANALYSIS AS POTENTIAL CHEATING. DO NOT CHEAT ON THE PAPER! – The university does not need to find the source from which a student copied. If a fair person would conclude that the submitted material is unlikely to have been written by the person who wrote the test, the student is found guilty.

It is better to get a C on a paper than be kicked out of school for a year for cheating. Two years ago, TWO students were kicked out of U of M for cheating on their paper in this class.

In common parlance, that is the stick to discourage cheating.

Here is the carrot:

I read your work carefully and comment on content as well as language. This is an excellent opportunity for many students to improve their writing. Students who make a genuine effort tend almost always to pass the paper component.

Also note: I am very strict on WHETHER you cite your source. I am somewhat forgiving about formatting.

CITE every idea you take from a source.

QUOTE any sequence of **five** or more words from a source.

This citing and quoting is necessary for your proposal, literature review, draft, paper, funding appeal, and should probably even be used in personal correspondence. NEVER present another person's ideas or words as your own.

Any Gender Economics Topic is permitted. Examples:

- Changes in family formation and economics
- The economics of partner violence
- The gender economics of genocide
- The economic conditions and challenges of aboriginal women, women in a particular country, any other gender group
- The economic conditions and challenges of women in country X
- History of women/ gender group in a particular field/ profession with a focus on economic impact
- Prices facing men, women and people of colour in the marketplace, evidence and analysis
- The economics of unequal pay – (sub-categories also possible)
- The economic impact of black male incarceration in the U.S.
- The economics of human trafficking
- **Any topic that you are interested in that could be classified as dealing with economics and gender.**
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The text of the paper will be between 8 and 15 pages (3000 to 5000 words) (**plus title and references**), double-spaced, 12-point font. (You can submit a longer paper if you can't help it, but do not go beyond 20 pages.)

Argument for funding project:

After reading *Half the Sky*, I decided to support a project or organization. Each student will go online, examine various projects and organizations and choose where I should give the money. Then provide a two-page argument for the organization or project you believe I should support. The **organization** supported by the best argument will receive \$100 at the end of this course.

This is called the Frances Woolley prize. Frances Woolley is an excellent Canadian Economist who has worked on gender and who generously provided me with notes to help me start this course.

There is a partial list of websites (taken from *Half the Sky*) on the course site.

Note the final date for voluntary withdrawal is March 20, 2019.

Note: Please ensure that you have the prerequisite for this course. The Aurora program will sometimes allow students to register who do not have a prerequisite. However, unless you were given SIGNED special permission by me, the program will also kick you out of the course after the winter course revision period.

Citation:

There is an online writing help at the University of Manitoba. This site includes help from tutors and other resources:
<http://umanitoba.ca/student/academiclearning/>

This site lists many online writing resources. The Purdue link is highly recommended. (Click on "Purdue OWL") It also includes material on job search writing.
http://umanitoba.ca/student/academiclearning/links/writing_sites.html

You should read carefully and learn when to cite, how to cite and how to construct a good reference list. You can find other articles using a search on the words "citation" or "how to avoid plagiarism". An APA example document

Also note, any form of academic dishonesty will not be tolerated. I will immediately send all evidence of academic dishonesty to the Dean's office

should any be found. Students will be advised if they have been found to be cheating by the dean's office, not by me. Do not expect leniency. Students should learn the University's policy on plagiarism, cheating, exam personation, ("Personation at Examinations" (Section 5.2.9) and "Plagiarism and Cheating" (Section 8.1)) and duplicate submission by reading documentation provided on the Arts Student Resources web site at <http://www.umanitoba.ca/faculties/arts/student/index.html>. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Academic honesty is expected:

Please refer to the current University Calendar for university policy on plagiarism and cheating (check the web Calendar). Please note that the penalties for cheating are severe, will often include an F in the course, and a note on your transcript. Also note, I send all materials on which cheating is suspected directly to Arts before I inform the student. Don't cheat, especially in my class. It is not worth it.

ACADEMIC HONESTY IMPORTANT:

Any student who speaks or communicates in any way to another student during an exam, including while handing in the exam, will be given a zero and reported to their Faculty.

Missing a midterm exam:

All tests and examinations must be written. If any student is unable to take a test on the designated day, because of a clash with a religious holiday or other valid reason, he or she is asked to notify me at least two (2) weeks before the test date. If illness or an emergency prevents the student taking a test he or she is asked to notify me immediately and obtain a medical certificate from a doctor or proof of emergency, which I can confirm. (Students will only be allowed to write a makeup test for **documented** medical or compassionate reasons.) Note: Medical reasons include mental health.

Note: It is NOT FAIR for a student to earn a grade based on how well they can write an exam while ill and have that grade measured alongside the grade of a student who wrote an exam healthy. If you are ill, get a doctor's note. Once an exam is written, its grade stands. If you are crashing psychologically, get a doctor's note. (The only time I have ever needed longer term leave was for mental health, not physical. This is the norm. It's time we brought it into the light.)

Late assignments:

Assignments will either be handed in in class or submitted to UM Learn. They must be handed in on time unless a doctor's note is provided. Students cannot hand in an assignment once the assignment has been returned.

Student accessibility

Students who require extra supports or time to write and exam for physical or psychological reasons should contact [Student Accessibility Services](#). There is a fairly clear process for obtaining supports. If you may need them, contact them as soon as possible!

Appendix: Student supports, health and wellness, copyright, and your rights and responsibilities

A. Student learning support

Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at:

<http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: www.umanitoba.ca/libraries.

B. Health and wellness:

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:*

<http://umanitoba.ca/student/counselling/index.html>

474 University Centre or S207 Medical Services
(204) 474-8592

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Student Support Intake Assistant <http://umanitoba.ca/student/case-manager/index.html>

520 University Centre
(204) 474-7423

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

University Health Service <http://umanitoba.ca/student/health/>

104 University Centre, Fort Garry Campus

(204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator <http://umanitoba.ca/student/health-wellness/welcome.html>

Katie.Kutryk@umanitoba.ca

469 University Centre

(204) 295-9032

Live Well @ UofM

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

<http://umanitoba.ca/student/livewell/index.html>

C. Copyright

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community.

Visit <http://umanitoba.ca/copyright> for more information.

D. Your rights and responsibilities

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to see your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>

- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

Respectful Work and Learning Environment

http://umanitoba.ca/admin/governance/governing_documents/community/230.html

Student Discipline

http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,

Violent or Threatening Behaviour

http://umanitoba.ca/admin/governance/governing_documents/community/669.html

To clarify. If you feel threatened at the university contact Security Services (555 from any campus phone), and if you feel really threatened, contact the police (911). You should also report any threats.

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is help available in Winnipeg. Information and resources can be found by reviewing the Sexual Assault site <http://umanitoba.ca/student/sexual-assault/>
- The **Sexual Assault** policy, written in legal language, may be found at: http://umanitoba.ca/admin/governance/governing_documents/community/230.html
- For information about rights and responsibilities regarding **Intellectual Property** view the policy http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web

site <http://umanitoba.ca/faculties/>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre

204 474 7423

student_advocacy@umanitoba.ca

Students caught cheating on a test will want to contact the Student Advocate. They will help you navigate the rules. They will also offer support as you cope with penalties if they apply, which is often the case.