ECON 2217: Women and the Economy  
Winter 2016 Course Syllabus

Tuesdays and Thursdays 14:35-15:55, LSC-COMMON AREA C206

Prof. Mevlude Akbulut-Yuskel  
Dalhousie University, Department of Economics  
Office: 6220 University Avenue, second floor (B21)  
Phone: 494-8011 or 494-2026 (secretaries)  
E-mail: mevlude@dal.ca  
Office hours: Tuesdays and Thursdays 11:30-13:00 (no appointment needed during this time).

Meetings at any other time must be arranged in advance, preferably via e-mail.

Prerequisites: Economics 1101, 1102

Introduction: This course is an upper level reading course on the economics of gender. We will seek answers to questions such as: Why are men paid more than women? Why do men and women work in different occupations? What explains the rise in labour force participation of women in the post-World War II era? Why are there now more women than men enrolled in colleges? Do families make decisions as one economic unit or do different members bargain with one another? Are there physiological differences between men and women which explain differences in behaviour? 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. While economic theory will frame our discussion, the course will examine historical trends and empirical studies that attempt to answer these questions with data.

Email Policy: I will do my best to respond to e-mail within 24 hours on a weekday, 48 hours on a weekend, according to the following policy:

a. I will only respond to e-mails posing questions that can be answered in a sentence or two. For detailed questions, please see me in office hours.

b. I will not reply to e-mails that request information that can be found on OWL or the syllabus, so you should check those places first.

c. I will not reply to e-mails regarding the results of graded material—for that, please see me in office hours.

d. I will not respond to email sent to my other accounts.

You are encouraged to use the OWL posting board and to answer questions posed on it.

Our course will not use a textbook, but the following books may be of interest to you:


Requirements and Grading:
1. Midterm: 30% (in class on Tuesday, March 1st)
2. Final: 45% (during Final Week, date to be announced)
3. Quizzes and Class Participation: 10% (12 Quizzes, top 10 will be considered, each worth 1%)
4. 5 Response Papers: 15% (Jan. 19, Feb. 2, Feb. 23, Mar. 8, Mar. 22, Apr. 5)

Exams: Exams will draw heavily from lectures and exercise questions. They are not open-book. They are not multiple-choice. The final exam will cover the subject matter of the entire course. If you miss the midterm or final exam for a valid medical reason, you must notify the instructor immediately, provide appropriate medical documentation, and make arrangements to write-up exam as soon as health permits.

NECESSARY ATTENDANCE DATES FOR THE EXAMS
Final Exam: The date, time and place of the final exam will be determined by the Registrar’s Office.

Quizzes: Each week, you will be delivered an unannounced quiz on readings covered in the previous class or will be covered in the coming class. I will distribute the potential questions for the quizzes at the beginning of the semester and they will also be posted on BbLearn. There will be 12 quizzes and the lowest two quizzes will be dropped. Each quiz will worth 1% of your final grade. Quizzes will be 10-15 minutes long. No make-ups will be given if you miss a quiz.

Response Papers: You will be required to write 5 response papers which will consist of one page reflection on the Sandberg book. Each response paper will worth 3% of your final grade. You will first (in one paragraph) summarize the chapter(s) you read, then critically analyze the chapter(s). Response papers should reflect your own work and should be submitted through SafeAssign. If you are caught using anyone else’s work, both parties involved in plagiarism will be responsible and necessary legal actions will be taken. Please carefully read the Department’s statement on academic integrity at the end of the syllabus. You will write your name and B# at the top of the page of your report. All response papers should be typed using Roman font, size 12. Response papers are to be submitted at the beginning of the class on the due date. Any late submission will receive a zero mark.

Class Participation: (1) Students are expected to attend every lecture, complete the readings in advance of the lecture, and participate in classroom discussion; (2) When you miss a lecture, you cannot get the handout for that missed lecture from me; (3) I will not give any information over the phone or in response to emails that you would have known had you attended class or read BbLearn/syllabus information.

Grading: Grades will be determined according to the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>(90-100)</td>
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<tr>
<td>A</td>
<td>(85-89.9)</td>
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<tr>
<td>A-</td>
<td>(80-84.9)</td>
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<tr>
<td>B+</td>
<td>(75-79.9)</td>
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<tr>
<td>B</td>
<td>(70-74.9)</td>
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<tr>
<td>B-</td>
<td>(65-69.9)</td>
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<tr>
<td>C+</td>
<td>(62-64.9)</td>
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<tr>
<td>C</td>
<td>(58-61.9)</td>
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<tr>
<td>C-</td>
<td>(55-57.9)</td>
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<tr>
<td>D</td>
<td>(50-54.9)</td>
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<tr>
<td>F</td>
<td>(&lt;50)</td>
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*Students with permanent or temporary disabilities who would like to discuss classroom or exam accommodations are asked to come and see me as soon as possible.

General Readings:

There is no Canadian textbook for Women and the Economy class, so we will use series of required readings from US-base books, journals and newspaper articles. Most of the readings are available on-line. Many of
the readings that are printed in economic journals such as the American Economic Review, Quarterly Journal of Economics and Journal of Economic Perspectives are available through JSTOR (journal archive) and the Killam Library. Choose "Search databases for journal articles," search for "JSTOR" and type in the title of the article you want.

COURSE OUTLINE (subject to change):

I. Introduction/Overview of Women's Progress

What are the issues in economics of gender?
Review of economic concepts, supply and demand
Missing women in Asia

[BFW] Chapters 1 and 2.


II. Economics of Marriage, Family and Gender Roles

Specialization and exchange: comparative advantage
Supply and demand and marriage markets
Trends in marriage and divorce
Household bargaining models

[BFW] Chapter 3.


“Study Finds More Reason to get and Stay Married” NYT article published Jan 2015.

“Is Marriage Good for Your Health” NYT article published April 2010.


“Online Dating and the Search for True Love - or Loves”. Maclean article published in February 2013.
http://www.macleans.ca/society/life/true-loves/


### III. Consequences of Working Women: The New Household

Time use data: hours of market work, housework, and leisure
Working mothers and children’s outcomes

[BFW] Chapters 4 and 10.


### IV. Gender Differences in Occupations and Earnings and Potential Explanations

Trends in the Gender Earnings Gap and Occupational Segregation
Human Capital Model
On-the-Job-Training
Labour Market Discrimination
Alternative Explanations and Recent Developments

[BFW] Chapters 5, 6, 7 and 8.


V. Women in Developing Countries (if time permits)


ACADEMIC INTEGRITY

Academic integrity, with its embodied values, is seen as a foundation of Dalhousie University. It is the responsibility of all students to be familiar with behaviours and practices associated with academic integrity. Instructors are required to forward any suspected cases of plagiarism or other forms of academic cheating to the Academic Integrity Officer for their Faculty.

The Academic Integrity website (http://academicintegrity.dal.ca) provides students and faculty with information on plagiarism and other forms of academic dishonesty, and has resources to help students succeed honestly. The full text of Dalhousie’s Policy on Intellectual Honesty and Faculty Discipline Procedures is available here:

http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html

STUDENT CODE OF CONDUCT

Dalhousie University has a student code of conduct, and it is expected that students will adhere to the code during their participation in lectures and other activities associated with this course. In general:

“The University treats students as adults free to organize their own personal lives, behaviour and associations subject only to the law, and to University regulations that are necessary to protect

- the integrity and proper functioning of the academic and non-academic programs and activities of the University or its faculties, schools or departments;
- the peaceful and safe enjoyment of University facilities by other members of the University and the public;
- the freedom of members of the University to participate reasonably in the programs of the University and in activities on the University's premises;
- the property of the University or its members.”

The full text of the code can be found here:


DEPARTMENT OF ECONOMICS STATEMENT ON ACADEMIC INTEGRITY

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, adherence to the values of academic integrity and related policies is a requirement
of being part of the academic community at Dalhousie University.

**What does academic integrity mean?**

Academic integrity means being honest in the fulfillment of your academic responsibilities, thus establishing mutual trust. Fairness is essential to the interactions of the academic community and is achieved through respect for the opinions and ideas of others. “Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose class an offence occurs.”

(ug.cal.dal.ca/UREG.htm#12)

**How can you achieve academic integrity?**

- Make sure you understand Dalhousie’s policies on academic integrity.
- While discussion with your fellow students is valuable, do not submit an assignment or essay that is essentially identical to an assignment or essay submitted by another individual or group.
- In assignments or essays, use an approved method of citation for any material taken directly from an existing source or any material that is a paraphrase of an existing source.
- Do not download the work of another from the Internet and submit it as your own.
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor.
- Do not have someone else write a test for you, or write a test for someone else.
- During a test, do not talk with other students and do not try to copy the work of another student.

**What will happen if an allegation of an academic offence is made against you?**

Instructors are required to report any suspected offence. The full process is outlined in the Discipline flow chart (found at academicintegrity.dal.ca) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors.
- The AIO decides whether to proceed with the allegation and you will be notified of the process.
- If the case proceeds, you will receive a PENDING grade until the matter is resolved.
- If you are found guilty of an academic offence, a penalty will be assigned ranging from a warning to suspension or expulsion from the University and can include a notation on your transcript, failure of the assignment, or failure of the course. All penalties are academic in nature.

**Where can you turn for help?**

- If you are ever unsure about ANYTHING, contact your instructor.
- See academicintegrity.dal.ca for links to policies, definitions, online tutorials, and tips on citing and paraphrasing.
- See writingcentre.dal.ca for assistance with proofreading, writing styles, and citations.
- See libraries.dal.ca/research.html for a set of research tools including Subject Guides, Assignment Calculator, and RefWorks.
The Policy on Student Submission of Assignments & Use of Originality Checking Software states that “any instructor may require student assignments to be submitted in both written and electronic (computer-readable) form, e.g., a text file or as an email attachment, as defined by the instructor. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The results of such assessment may be used as evidence in any disciplinary action taken by the Senate.”

SERVICES AVAILABLE TO STUDENTS

The following campus services are available to help students develop skills in library research, scientific writing, and effective study habits. The services are available to all Dalhousie students and, unless noted otherwise, are free.

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<tr>
<th>Service</th>
<th>Support Provided</th>
<th>Location</th>
<th>Contact</th>
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| General Academic Advising      | Help with - understanding degree requirements and academic regulations - choosing your major - achieving your educational or career goals - dealing with academic or other difficulties | Killam Library, Ground floor, Rm G28 | In person: Killam Library Rm G28
                                             By appointment:
                                             - e-mail: advising@dal.ca
                                             - Phone: (902) 494-3077
                                             - Book online through MyDal |
| Dalhousie Libraries            | Help to find books and articles for assignments Help with citing sources in the text of your paper and preparation of bibliography | Killam Library, Ground floor, Librarian offices | In person: Service Point (Ground floor)
                                             By appointment:
                                             Identify your subject librarian (URL below) and contact by email or phone to arrange a time: http://dal.beta.libguides.com/sb.php?subject_id=34328 |
| Studying for Success           | Help to develop essential study skills through small group | Killam Library, 3rd floor | To make an appointment:
                                             - Visit main office (Killam Library main floor, Rm G28) |
| (SFS) | Workshops or one-on-one coaching sessions  
Match to a tutor for help in course-specific content (for a reasonable fee) | Coordinator  
Rm 3104  
Study Coaches  
Rm 3103 | - Call (902) 494-3077  
- email Coordinator at: sfs@dal.ca or  
- Simply drop in to see us during posted office hours  
All information can be found on our website: www.dal.ca/sfs |
|---|---|---|
| **Writing Centre** | Meet with coach/tutor to discuss writing assignments (e.g., lab report, research paper, thesis, poster)  
- Learn to integrate source material into your own work appropriately  
- Learn about disciplinary writing from a peer or staff member in your field | **Killam Library**  
**Ground floor**  
Learning Commons & Rm G25 | To make an appointment:  
- Visit the Centre (Rm G25) and book an appointment  
- Call (902) 494-1963  
- email writingcentre@dal.ca  
- Book online through MyDal  
We are open six days a week  
See our website: writingcentre.dal.ca |