

Econ 486.001.SP22 Syllabus

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Course Overview

This course uses microeconomic theory and recent empirical studies to examine the causes and consequences of gender differences in economic outcomes. We will begin by examining the history of gender roles and documented differences in behavior between men and women. We will continue by looking at the economic theory behind human capital formation and labor supply decisions in an effort to try to explain gender differences in educational and labor market outcomes. Next, we will examine gender in the household and discuss how that is linked to gender differences in economic outcomes. Finally, we will discuss discrimination and the role policies can play in ameliorating or exacerbating gender differences.

Prerequisites for this course are: ECON101, ECON410, and ECON400 with a grade of C or better.

Course Goals

By the end of this course, you will be able to:

- Explain how gender roles have evolved over time and differ across countries
- Use microeconomic models to explain trends in household formation/dissolution, labor supply, and human capital investment decisions over time
- Calculate the gender wage gap and discuss the factors that contribute to the gender wage gap
- Use an economic framework and empirical evidence to evaluate the effects of specific policies on choices and outcomes by gender
- Develop an argument and support it with appropriate evidence
- Analyze, present, and interpret microeconomic data using Microsoft Excel
- Read and analyze economics journal articles
- Effectively present your ideas to a group

Your Instructor

Instructor: [Kalina Staub](#)

Department: Department of Economics



Office Hours: TBD or 15-minute office hour appointments are bookable at alternative times at: <http://calendly.com/staub>

Required Materials

Textbooks

The following texts are required:

- Francine Blau and Anne Winkler. 2021. *The Economics of Women, Men, and Work, 9th Edition*. Oxford.

You are required to purchase or rent the textbook through Perusall (link on Sakai), which will allow you to collaborate and communicate with classmates while reading. You do not need a hard copy of the text.

Materials and Technology

- Calculator, basic or scientific
- **Zoom.** You will need Zoom to record your presentation, and may need Zoom to join our lectures (if I am sick) and to access my office hours. Zoom is freely available to you and you can sign up here (unc.zoom.us). You can access any live Zoom sessions with your phone, computer, or tablet. If you have any issues with Zoom (or Sakai), you should contact [ITS](#).
- **Panopto.** All lectures will be recorded and posted to Panopto. To view these recordings, you can click on the Panopto tab on Sakai. If you cannot see the recordings, please go to panopto.unc.edu and set up a Panopto account.
- **Gradescope.** You will submit most of your graded work to Gradescope. You will be automatically registered for our gradescope course when you click on the Gradescope link on Sakai. It is your responsibility to make sure your submitted assignments are clear and easy to read. This means that you should use pen or dark pencil and make sure that your ink does not bleed through to the back of the page if you are writing on both sides. When taking photographs or scanning a document, make sure the pages are properly oriented and ordered numerically, and clearly indicate where each problem appears. See [here](#) for more information on how to [submit homework to Gradescope](#) and other frequently asked questions.
- **Perusall.** Perusall helps you **learn faster** by collaboratively annotating the readings and communicating with your classmates. Collaboration gets you help whenever you need it, makes learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps the instructor make class better by emphasizing

information that you need. You will be automatically registered for Perusall when you access it through the link in Sakai. When asked for your Student ID, please put in your onyen in all lower case (e.g. staubkal). You will need to purchase access to the course textbook through Perusall or by purchasing a code at UNC Student Stores.

Library Services and Course Reserves

The [UNC Libraries](#) offer support for research. Nancy Lovas, the economics librarian, is your point of contact. You can email or meet with her to talk about developing a research question, identifying databases, how to search for information, literature reviews, finding datasets, and more. Make an appointment with Nancy at <https://calendar.lib.unc.edu/appointments/business> or contact her via email at nancy64@email.unc.edu

Recommended Twitter Feeds

@MarinaAdshade
@BetseyStevenson
@ShellyJLundberg
@kearney_melissa
@JustinWolfers

Course Expectations and Format

This course is in person, and attendance is expected; however, it is expected that many people will get sick or have unexpected obligations crop up during the semester. In order to adhere to the university requirements and to ensure that all students have a safe space to learn, we will all wear our masks (covering our noses and mouths) in class, use hand sanitizer, and stay home if we are feeling sick. If you need a mask that covers your nose and mouth, please let me know, as I usually carry extras. You will have readings to complete/annotate before each class on Perusall. During class there will be some lecture interspersed with active learning activities building off of the readings. The lectures will be recorded and posted on the Panopto tab on Sakai. At the end of the week, there will be a short problem set that you will submit on Gradescope to get you applying the concepts to new problems. A big part of the course will be the Gender Across the Globe Project, where you will apply the theories and concepts we discuss in class in the context of the US to another country. All assignments are designed to prepare you to complete the Projects and succeed on the exams.

Course Components

Your performance in this course will be evaluated based on the following assignments. Please read the "Grading" section on this syllabus for information on how each assignment will impact your course grade. All assignments are to be completed on your own unless specifically stated.

Perusall

The textbook and additional readings will be available on Perusall. You will receive a grade for your annotations and discussion of each reading. In order to receive credit, you should do the following: contribute thoughtful questions and comments to the class discussion, complete the entire reading, thoughtfully respond to your classmates questions and comments, try to start the reading early, and write questions or comments that your peers find valuable. This component is designed to make sure you are coming to class prepared to engage with your classmates and the course material.

In-Class Activities

Some days we will complete activities in class. Any activities completed in class should be handed in on your way out the door and will be graded for completion.

Problem Sets

Each Sunday you will have a problem set due at 11:55 pm. These problem sets are designed to be completed individually or in small groups. Problem Sets will be submitted on Gradescope and everyone needs to submit their own problem set.

Estimating the Gender Wage Gap Project

In this project, you will either use data from recent college graduates to calculate the gender wage gap and the simulated gender wage gap and compare your results to those found in the economics literature (for a B grade), or find data and run wage regressions to examine factors that contribute to the gender wage gap (for an A grade). The purpose of this assignment is to help you apply the concepts we are learning in class to real-world data and to give you practice in Excel (or Stata/R for A level work), which will be valuable in the workplace. Guidelines and a detailed rubric will be provided on Sakai after the first midterm. This is an individual assignment.

Gender Across the Globe

Over the course of the semester, you and 2-3 classmates will become experts on gender issues in a particular country and produce two reports and a presentation on topics in that country. For the reports, you are allowed to meet with your group to discuss, but any writing and graphs you turn in need to be completed individually. The presentation will be completed as a group. You will pick a country in the second week of class and complete the following assignments throughout the course of the term:

1. Two reports on Marriage or Divorce, Fertility, Educational Attainment, and Labor Force Participation.
2. One presentation- You will record a group presentation on Zoom (or another remote video software that you are familiar with) that will be posted on Perusall. Each person in the class will be responsible for reviewing their peers' presentations.

Guidelines for each assignment and detailed rubrics will be provided on Sakai.

Midterm Exam (90 points)

The midterm exam will take place in class on 3/9, it will be closed book and closed note and cover all material covered in the course through 3/7. There are no make-up midterms (see Late Work Policy below).

Final Exam (160 points)

The final exam will be cumulative and cover all material covered in the course. The date and time of the final exam will be set by the University Registrar. The final exam will be closed book and closed note and take place in class.

Grading

Except for the midterm and final exams, assignments in this course will not be graded in the typical “point” fashion. Instead, each assignment will be graded pass/fail. I will specify my expectations for a “passing grade” in each assignment on rubrics posted on Sakai. The number of assignments that you pass and your performance on the exams will determine your course grade. Note that “completion” implies that you have made a good faith effort at the assignment, while passing means you have met the criteria to pass the assignment (usually equivalent to B-level work).

To earn a D, students must be able to remember, understand, and apply a minimum number of concepts. This will be demonstrated by:

- Passing 50% of Perusall assignments by the deadlines.
- Completing 50% of in-class activities
- Completing 8 of 14 Problem Sets by the assigned deadline.
- Completing 1 of 4 and Passing 1 of 4 Gender Across the Globe Reports: one on education OR labor force participation AND one on marriage/divorce OR fertility
- Passing the presentation assessing the level of gender equality in your chosen country and evaluating your group members
- Earning at least
 - 100 points across the midterm and final exams (D)
 - 112 points across the midterm and final exams (D+)

To earn a C, students must be able to remember, understand, and apply more of the concepts. This will be demonstrated by:

- Passing 60% of Perusall assignments by the deadlines.
- Completing 60% of in-class activities
- Completing 9 of 14 Problem Sets by the assigned deadline.
- Passing 2 of 4 Gender Across the Globe Reports: one on education OR labor force participation AND one on marriage/divorce OR fertility

To earn a D, students must be able to remember, understand, and apply a minimum number of concepts. This will be demonstrated by:

- Passing the presentation assessing the level of gender equality in your chosen country and evaluating your group members
- Earning at least
 - 125 points across the midterm and final exams (C-)
 - 137 points across the midterm and final exams (C)
 - 150 point across the midterm and final exams (C+)

To earn a B, students must be able to remember, understand, apply, analyze, and evaluate the concepts. This will be demonstrated by:

- Passing 70% of Perusall assignments by the deadlines.
- Completing 70% of in-class activities
- Completing 10 of 14 Problem Sets by the assigned deadline.
- Passing 2 of 4 Gender Across the Globe Reports: one on education OR labor force participation AND one on marriage/divorce OR fertility
- Passing the presentation assessing the level of gender equality in your chosen country and evaluating your group members
- Passing the Gender Wage Gap Excel Project
- Earning at least
 - 162 points across the midterm and final exams (B-)
 - 175 points across the midterm and final exams (B)
 - 187 point across the midterm and final exams (B+)

To earn an A, students must be able to remember, understand, apply, analyze, and evaluate more of the concepts. This will be demonstrated by:

- Passing 80% of Perusall assignments by the deadlines.
- Completing 80% of in-class activities
- Completing 11 of 14 Problem Sets by the assigned deadline.
- Passing 2 of 4 Gender Across the Globe Reports: one on education OR labor force participation AND one on marriage/divorce OR fertility
- Passing the presentation assessing the level of gender equality in your chosen country and evaluating your group members
- Passing the Gender Wage Gap Excel Project
- Earning at least
 - 200 points across the midterm and final exams (A-)
 - 212 points across the midterm and final exams (A)

Students must meet all requirements for each category to earn their grade.

Tokens

You will each have three tokens each of which can be used to resubmit an assignment that was submitted but not passed within 24 hours of that assignment being returned. Tokens cannot be used on the exams, Perusall assignments, Problem Sets, or in-class activities (which means they CAN and are designed to be used on the Reports, Presentation, and Wage Gap Project). Any unused tokens may be converted to 5 points on the final exam OR can change a 0 on a Perusall assignment, Problem Set, or in-class activity to a 100, whichever will help your grade the most.

Course Policies

Regrade Policy

If you feel that your work has been graded unfairly, you may submit it for a re-grade within one week of your work being handed back. In order for your re-grade request to be considered, you must submit the original work with NO additional markings or changes along with a detailed description of what you believe was graded unfairly and why you think you deserve additional points. Please keep in mind that I reserve the right to re-grade any and all parts of the work which is submitted for re-assessment, and your grade may increase, decrease, or stay the same as a result.

Late Work/Missed Work Policy

All due dates of assignments are firm. I have built leeway into the course by not requiring you to complete all assignments or attend all in-class sessions. In addition, you will each have three tokens each of which can be used to resubmit an assignment that was submitted but not passed, so if you cannot finish an assignment, submit what you have when it is due, get feedback, and then use a token to resubmit the assignment incorporating the feedback.

If you are unable to complete the midterm exam due to severe illness, religious reasons, death in the family, or University-sponsored events, you are required to contact the professor BEFORE the exam begins (via email is fine) AND provide documentation of the absence to me or to the Office of the Dean of Students within two business days of the exam. If you are unsure of anything, please contact the instructor before the exam.

If all of the requirements described above have been met, you will be excused from the midterm and the weight will be shifted to the final exam. There are no make-up exams.

If you must miss the final exam for any excused reason, it is your responsibility to alert your instructor and Dean as soon as possible. Please see the University policy regarding final examinations (http://www.unc.edu/ugradbulletin/procedures1.html#final_exams). The make-up exam will be held during the Economics department's common make-up final slot on Wednesday May 4th, and you must have an official exam excuse in order to be able to take the make-up final.

Academic Integrity

As a student of the University of North Carolina you are expected to behave in accordance with the school's honor code. Plagiarism, forgery, unauthorized collaboration and the use of unauthorized materials are only some of the behaviors that will not be tolerated in this course. If you have any uncertainties about any of your work, please approach me before an assignment's due date. I am very happy to discuss your questions and work with you on finding and/or citing sources.

The Instrument of Student Judicial Government can be found here:

<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>

Email Policy

Please feel free to contact me by email if you have any questions about course policies or any personal concerns; questions about course material should be addressed in class or in office hours. My email is listed on the first page of this syllabus. I will try to respond to emails promptly. If you haven't heard from me in 48 hours, please ask yourself if your question has already been answered in the syllabus or on Sakai. If not, please resend the email, as I may have not received your original message. Please use your UNC email, as emails from other clients will most likely be sent to my spam folder. Please indicate in the subject of your email that you are in ECON486. For example the subject of your email might read, "[ECON486] question about office hours."

Accessibility Resources and Service Office

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel: 919-962-8300 or Email: accessibility@unc.edu. A student is welcome to initiate the registration process at any time; however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester.

Please contact ARS as early in the semester as possible.

The Learning Center

The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit

from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu/>

The Writing Center

The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu/>

Medical and Counseling Services

If you are having any mental, physical, or other personal problems that are interfering with your ability to focus on your coursework, please contact the UNC Campus Health Services (919-966-2281 or <https://campushealth.unc.edu/>) right away.

Using Perusall

Perusall helps you **learn faster** by collaboratively annotating the readings and communicating with your classmates. Collaboration gets you help whenever you need it, makes learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps the instructor make class better by emphasizing information that you need.

Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusions quickly and will make the process more fun. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn), and advise the instructor how to make class time most productive. You can start a new annotation thread in *Perusall* by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class, and it happens in real time. Your **goals** in annotating each reading assignment are *to stimulate discussion by posting good questions or comments* and *to help others by answering their questions*.

Research shows that the following behaviors on Perusall predict higher end-of-semester grades and long term mastery of the subject.

- Contributing thoughtful questions and comments to the class discussion, spread throughout the entire reading ([see some examples](#))
- Starting the reading early
- Breaking the reading into chunks (instead of trying to do it all at once)
- Reading all the way to the end of the assigned reading
- Posing thoughtful questions and comments that elicit responses from classmates

- Answering questions from others
- Upvoting thoughtful questions and helpful answers

Research shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: Effective annotations *deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions*. To help you connect with classmates, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions.

Grading

For each assignment we will evaluate the annotations you submit on time (see below). Based on the overall body of your annotations, you will receive a score for each assignment as follows

1 = demonstrates thoughtful and thorough reading of the entire assignment

0 = demonstrates superficial reading of all or part of the assignment OR thoughtful reading of only part of the assignment

How many annotations do I need to enter?

When we look at your annotations we want them to reflect the effort you put in your study of the text. It is unlikely that that effort will be reflected by just a few thoughtful annotations per assignment. On the other extreme, 30 per assignment is probably too many, unless a number of them are superficial or short comments or questions (which is fine, because it is OK to engage in chat with your peers). Somewhere in between these two extremes is about right and, thoughtful questions or comments that stimulate discussion or thoughtful and helpful answers to other students' questions will earn you a higher score for the assignment. Note, also, that to lay the foundation for understanding the in-class activities, you must familiarize yourself with each assignment *in its entirety*. Failing to annotate the entire assignment will result in a lower score.

What does "on time" mean?

The work done in class depends on you having done the reading in advance, so it is necessary to complete the reading and post your annotations before the deadline to receive credit.

To encourage discourse, your instructor may provide a reply window after each deadline during which you can continue to reply, for full credit, to questions posted by others.

Tentative Course Outline

Below is a *tentative* weekly schedule. Readings for each class will be listed under the Sakai lesson and posted on Perusall. It is your responsibility to check the readings for each day. Please note that this schedule is subject to change.

- Unless otherwise specified, all assignments are **due by 11:55 PM EST**.

Topics and Assignment Due Dates

Below is a tentative (i.e. subject to change) weekly schedule. You will have readings in Perusall before every class, and these are not listed in the assignments due.

Week	Dates	Topics	Assignments Due
1	1/10-1/16	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Introductions • Thursday <ul style="list-style-type: none"> ◦ Review Lesson: Microeconomics and Econometrics 	<ul style="list-style-type: none"> • PS1 due (1/16)
2	1/17 - 1/23	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 1: History of Gender Roles • Thursday <ul style="list-style-type: none"> ◦ Lesson 2: Behavioral Differences by Gender 	<ul style="list-style-type: none"> • Group Formation Activity due in class (1/20) • PS2 due (1/23)
3	1/24-1/30	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 3: Education/Human Capital Formation • Thursday work day <ul style="list-style-type: none"> ◦ Lesson 3 Continued 	<ul style="list-style-type: none"> • PS3 dues (1/30)
4	1/31-2/6	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 4: Labor Supply Decisions • Thursday <ul style="list-style-type: none"> ◦ Lesson 4 continued 	<ul style="list-style-type: none"> • PS4 due (2/6)
5	2/7-2/13	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 4 Continued • Thursday <ul style="list-style-type: none"> ◦ Lesson 5: Occupational Segregation 	<ul style="list-style-type: none"> • Report 1 due (2/9) • PS5 due (2/13)

Week	Dates	Topics	Assignments Due
6	2/14- 2/20	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 6: Marriage and Cohabitation • Thursday work day <ul style="list-style-type: none"> ◦ Lesson 7: Household Bargaining 	<ul style="list-style-type: none"> • PS6 due (2/20)
7	2/21- 2/27	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 8: Divorce • Thursday work day <ul style="list-style-type: none"> ◦ Lesson 8 continued 	<ul style="list-style-type: none"> • Report 2 due (2/21) • PS7 due (2/27)
8	2/28- 3/6	<ul style="list-style-type: none"> • Tuesday work day <ul style="list-style-type: none"> ◦ Lesson 9: Fertility • Thursday <ul style="list-style-type: none"> ◦ Lesson 9 continued 	<ul style="list-style-type: none"> • PS8 due (3/6)
9	3/7- 3/13	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 9 continued • Thursday <ul style="list-style-type: none"> ◦ Midterm Exam 	
10	3/14- 3/20	Spring Break	
11	3/21- 3/27	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 10: Male Marriage Premium/Motherhood Wage Penalty • Thursday <ul style="list-style-type: none"> ◦ Lesson 11: The Gender Wage Gap 	<ul style="list-style-type: none"> • Report 3 due (3/23) • PS9 due (3/27)
12	3/28- 4/3	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 12: Discrimination • Thursday <ul style="list-style-type: none"> ◦ Lesson 12 continued 	<ul style="list-style-type: none"> • Report 4 due (3/28) • PS10 due (4/3)
13	4/4- 4/10	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 13: Anti-Discrimination Policy • Thursday <ul style="list-style-type: none"> ◦ Lesson 14: The Effects of the Pandemic on Gender Equality 	<ul style="list-style-type: none"> • PS11 due (4/10)

Week	Dates	Topics	Assignments Due
14	4/11-4/17	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 15: Income Taxes/Social Security • Thursday <ul style="list-style-type: none"> ◦ Mandatory Presentation Work Day 	<ul style="list-style-type: none"> • PS12 due (4/17)
15	4/18-4/24	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Lesson 16: Family Leave and Other Family Friendly Policies • Thursday <ul style="list-style-type: none"> ◦ Lesson 16 continued 	<ul style="list-style-type: none"> • Presentations due (4/20) • Presentation feedback due (4/24) • PS13 due (4/24)
16	4/25-4/27	<ul style="list-style-type: none"> • Tuesday <ul style="list-style-type: none"> ◦ Course Wrap-Up 	<ul style="list-style-type: none"> • Course Evaluations
Exam	5/5	12:00pm Final Exam	Exam