

**Point Loma Nazarene University**  
**ECO 4040.1 – The Economics of Race, Class and Gender**

**Course Schedule: Fall 2020**

August 17–December 4, 2020 <b>Final Exam:</b> <i>Monday November 30 – 7:30-10:00 am</i>	PLNU Main Campus Fermanian School of Business (FSB) Room 105 3 units
<b>Hybrid 50-50 Format:</b> Due to the class size being small enough, our class will meet altogether for two F2F* lessons each week. Mondays & Wednesdays 8:00-9:15 am ( <i>first day: Aug 17</i> )	
<b>Fully Online Format:</b> Lesson 1 and Lesson 2 are both online One synchronous weekly meeting: Mondays 8:00-9:15 am	<i>This syllabus is created to allow a hybrid 50-50 or fully online instructional format.</i>

\* F2F = face-to-face

**Course Instructor**

<b>Rebecca A. Havens, Ph.D.</b> Professor of Economics	<b>Office:</b> 619-849-2293 <b>Cell:</b> 619-990-4699 <b>Email:</b> <a href="mailto:beckyhavens@pointloma.edu">beckyhavens@pointloma.edu</a>
<b>Office:</b> Fermanian School of Business, Room 125 PLNU main campus: 3900 Lomaland Drive, San Diego, CA 92106	<b>Office Hours:</b> <i>Dr. Havens is usually available on Mondays after 12:30 pm, and Tuesday or Thursday afternoons (please make an appointment to confirm)</i>

**Course Information**

<p><b>Catalog Description:</b>  <b>THE ECONOMICS OF RACE, CLASS AND GENDER-WS (Women’s Studies)</b>  A study of economic issues pertaining to race, class and gender, including economic status, poverty and inequality. Factors influencing economic status and opportunity, such as culture, family composition, education, work, labor market discrimination, economic value, and macroeconomic variables are considered. Alternative perspectives on causes of poverty and inequality are examined, and feminist economic thought is discussed.  <b>Prerequisite(s):</b> ECO 1000 or ECO 1001 or ECO 1002 or consent of instructor.</p>
<p><b>Purpose of the Course:</b> This course is about understanding economic issues pertaining to race, class, and gender that affect society today. It will explore alternative perspectives regarding economic status and examine classic economic thought from a framework of poverty, race and gender. Economic data will be used to examine the causes and cures of poverty and consider the impact of power structures. Systemic sexism and racism and its impact on economic opportunity and outcomes will be discussed. Gender dynamics including family structure and motherhood will be explored from an economic perspective. Globalization, opportunity, and the role education and discrimination play in economic outcomes will also be examined. This course is an option to meet the upper division economics requirement in the Fermanian School of Business for the BA in Business Administration and the BS in Business Administration, Economics major or minor, and it serves as an option in the Women’s Studies minor program.</p>

## Getting Started

### Textbooks:

1. *The Economics of Poverty and Discrimination*, by Bradley R. Schiller, 10<sup>th</sup> edition, Pearson, 2008.
2. *Liberating Economics: Feminist Perspectives on Families, Work, and Globalization*, by Drucilla K. Barker and Susan F. Feiner, University of Michigan Press, 2004.
3. *Just Mercy*, by Byron Stevenson, Spiegel & Grau, 2015.
4. *ECO 4040 Workbook*, by Rebecca A. Havens, 2020.  
*Note:* this is a required supplement with learning activities that will be used during lessons and class meetings.
5. Articles and supplemental materials distributed on Canvas.

### Log-in to Canvas: <https://canvas.pointloma.edu>

*Canvas is the web-based course management system that will be used to access instructional materials (power points, activities, etc.) and submit assignments completed outside class.*

## Point Loma Nazarene University (PLNU) Mission

### *To Teach – To Shape – To Send*

*Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.*

## Fermanian School of Business (FSB) Mission

### **Character – Professionalism – Excellence – Relationships – Commitment – Innovation**

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

## FSB Program Learning Outcomes (Core PLOs)

Students who complete the program in Business Administration will be able to:

1. Demonstrate general knowledge of theories and practices in the core areas of business.
2. Critically analyze and apply business knowledge to solve complex business situations.
3. Demonstrate effective business communication through both written and verbal means.
4. Formulate decisions informed by ethical attitudes and values.
5. Collaborate effectively in teams.

## Course Learning Outcomes (CLOs)

Students who complete this course will be able to:

1. Explain alternative economic perspectives as they relate to poverty and inequality. (PLO 1)
2. Analyze the relationship between work, family structure, gendered power structures and economic status. (PLO 2)
3. Evaluate the impact of racial discrimination on economic opportunities. (PLO 4)
4. Analyze the link between educational opportunity and upward economic mobility. (PLO 2)
5. Critique social policy options to improve the economic status of the poor, minorities and women. (PLO 2 & 4)
6. Evaluate economic solutions that contribute to social justice using economic thinking and Christian values. (PLO 2 & 4)
7. Collaborate effectively in a team to analyze relevant social issues pertaining to race, class and gender. (PLO 2 & 5)

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Student Learning Outcomes, this class meets the PLNU credit hour policy for a **3 unit course** delivered over **16 weeks**. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work, which totals 112.5 hours for a 3 unit class. The time expectations for this course are detailed below by the type of assignment, and slightly exceed the minimum required hours.

### Distribution of Hours

*Note: this distribution will vary slightly by student, depending on reading, comprehension, writing, and critical thinking skills.*

Lessons & Assignments	Hours
Reading	32
Supplemental Videos (watched online)	4
Video Lessons (taken online)	16
F2F Class Attendance (not counting activities)	11
F2F Learning Activities	7
Participation in Online Discussions (S2S)	8
Faith Reflection (S2S)	1
Homework (Response or Research)	10
Group Case Studies	10
Exams	6
Group Project	15
<b>Total Hours</b>	<b>120</b>

*\*Note: In a fully online format, F2F class attendance will be replaced with one synchronous zoom session and one additional video lesson will be made available each week. F2F learning activities will be replaced with student-to-student (S2S) small group activities organized online.*

## State Authorization for Fully Online Courses

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.

<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

## PLNU Attendance and Participation Policy

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

**Asynchronous Attendance/Participation Definition:** A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

***This course will begin as a fully online course. If Coronavirus guidelines change, the course will be shifted to hybrid instructional format (or fully face-to-face for a small class). Information on attendance in each instructional format is given here.***

In **fully online format**, students are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.) Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance. Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

In **hybrid format**, attendance is required at all scheduled classes. Hybrid format means some class meetings will be face-to-face and some will be online. Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week.

**Face-to-face (F2F) sessions:** In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy. If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course. [1 missed F2F class = warning; 2 missed F2F classes = de-enrollment]

**Online sessions:** If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy. If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course. [2 missed online classes = warning; 3 missed online classes = de-enrollment]

## PLNU Attendance and Participation Policy (continued)

In **face-to-face (F2F) class sessions**, regular and punctual attendance is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of F2F class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

**Use of Technology:** In order to be successful in the online environment, you will need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## Course Philosophy and Expectations

**Class Time:** The course will be set up with discussion, activities, and thoughtful reflection. The professor will spend instructional time providing lessons to clarify key points from the reading and add relevant resources and evidence/data. She will facilitate discussions and activities to deepen conceptual understanding and critical thinking. Dr. Havens believes that students should be active participatory learners, not passive inactive observers. Wrestling with questions relevant to society and grappling with controversial issues is meant to open a dialogue about what matters, not force students into one particular way of thinking. Defending a position, no matter what it is, requires appropriate evidence and keen critical thinking, which is sharpened by practice. The learning environment must be a safe space to discuss and dialogue, and to develop defensible reasons for one's way of thinking. The professor will foster a classroom environment of hospitality and grace, inquiry and objective evaluation, maturity and respect for diverse viewpoints, and openness to thoughtful dialogue. Understanding how each person's thinking fits into the big picture, and what the implications are for important social issues and current events, will be an important element of this course.

**Preparation for Class:** Students should read assigned material before attending class or viewing an online video lesson. This will familiarize students with a basic framework for concepts and terms so that class attendance or viewing lessons will provide a deeper dive into content and greater understanding. In addition, reading will provide a starting point for student-to-student (S2S) interactions, so that discussions are informed by facts and evidence.

**Expectations:** An average student will spend between six to nine hours per week outside class devoted to preparing for class and doing assignments, depending upon his/her reading comprehension speed. Regular class attendance and/or participation should be a high priority. However, if a student has an unavoidable illness or emergency he/she should notify the professor, review instructional materials on Canvas, and request permission from the professor to make up any missed assignments.

**Professional Behavior:** Students are expected to adhere to the highest level of professional conduct at all times. This includes respect for one another and diverse viewpoints, being engaged and focused on the activities of the course while attending and participating in class, honesty and integrity, timeliness, self-control and mature leadership. All technology should be used to help students focus on course content and should not be a distraction. Every student's viewpoint will be treated with seriousness and respect by the professor and by all classmates.

**Christian Responsibility:** The Wesleyan Christian tradition, upon which PLNU is founded, encompasses a serious concern for social and economic justice, and compassion for marginalized populations. Critically evaluating alternative perspectives through the use of objective thinking tools is extremely important for all individuals who care about the future of our world, but it is particularly relevant for Christians who have foundations in the Wesleyan tradition. In addition, an understanding of how race, gender, diversity and social justice intersects with economic issues prepares each of us to evaluate alternative economic perspectives and the public discourse in the news.

## Course Assignments

<p>Assignments reinforce conceptual understanding and critical thinking skill development. Regular attention to completing reading assignments, homework and activities will provide the needed reinforcement of content instruction. Assignments encourage engagement with reading, course material and other students. F2F activities and online learning activities reinforce conceptual understanding and develop critical thinking. Assignments will be graded based on substance, knowledge of factual material in readings, and the clarity of logic and thought. Make-up work will not be allowed unless the instructor has been notified in a timely manner of the situation, including documentation if possible (e.g. university sports or medical record), and the student receives permission from the professor. <i>For more information see: Make-up Assignment Process on the following page.</i></p>
<p><b>F2F Learning Activities (10 points each):</b> Learning activities in F2F format (or S2S format if fully online) will asks students to take what they already know and apply it to concepts from the course, or they may provide an opportunity to deepen students' understanding of economic theory.</p>
<p><b>Discussions (10 points each):</b> Online threaded discussions will provide an opportunity for students to talk to one another about concepts, social issues and topics of current importance.</p>
<p><b>Homework (10 points each):</b> Homework assignments will supplement readings and reinforce understanding of economic concepts, or ask students to do some research or apply concepts from class to current events.</p>
<p><b>Group Case Studies (50 points each):</b> Three group case study assignments will ask students to work in a small group and research a specific case to illustrate a relevant social issue or current event pertaining to gender, race, and class (one case study on each). The purpose will be to consider the facts and evidence of the case, assess whether a systemic social problem is present and its economic costs, and place the issue in the context of our course. The group may also choose to share any additional comments, ideas, solutions, or personal connections they have to the case. An example will be provided in class during instruction, and detailed instructions will be provided to students during a lesson and/or on Canvas for each of the three case study assignments.</p>
<p><b>Faith Reflection (50 points):</b> Students will be given some scriptures and/or quotes, and will be asked to write a thoughtful reflection about an important economic issue affecting society that they care about, and how their faith is applicable to it, as a part of a threaded discussion on Canvas. Detailed instructions will be provided on Canvas.</p>
<p><b>Exams (100 points each):</b> The purpose of exams is to evaluate students' comprehension of course concepts, their ability to articulate and analyze economic issues pertaining to race, class and gender, and their ability to appropriately and maturely defend differing viewpoints using theory, evidence, and critical thinking. Answers should articulate deep substantive comprehension, synthesis and analysis of topics covered in readings, lessons, and discussions. Exams will be essay in format and submitted on Canvas.</p>
<p><b>Final Project (200 points):</b> The purpose of the final project is to give students the opportunity to work with a small group of classmates in a culminating experience that enriches students' understanding of a topic related to the course that is of interest to the group. <b>Topics</b> must be approved, and group selection will be made by the professor. Students should select newsworthy topics of relevance in the current economy and are encouraged to choose topics of interest to Christians. It is preferable that groups select unique topics so that the class as a whole can be exposed to a diverse array of issues. Once groups are selected and the topic is approved, each group will write a <b>project proposal</b>. Projects should use appropriate research methods (examining data, articles, written literature, etc.) and should also include an "action component"—an experiential learning activity to enhance the traditional research methods, such as a personal interview, organizational observation or review, etc. The proposal will outline the purpose of the project, research plan, research sources, and the specifics of the action component. Dr. Havens will work with groups to determine action components that would be appropriate. The professor will work with each group to ensure their proposal is of appropriate scope, and to provide advice and assistance as necessary. Intermediate <b>consultations</b> with groups by the professor will include "proposal check" and "preliminary findings (pre-findings)".</p>



## Course Assignments (continued)

**Final Project (continued):** The groups will make a *presentation* to the class with the findings of their project work, scheduled during the final exam period in a zoom meeting. Groups will submit presentation materials to Canvas. *Evaluation* of the final project will be made based on the following categories: relevance of topic, clarity of purpose, quality of organization, substance of work, sound application of critical economic thinking and concepts from the course, quality of economic evidence, appropriate interpretation of findings, and how well the action component enhances the project. A separate *handout* with detailed instructions on the Final Project will be available and posted on Canvas.

## PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

*All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.*

## Assessment and Grading

Assignments include learning activities both F2F and online, to build understanding of concepts. Online discussions provide a forum for critical thinking on social issues. All assignments are graded based upon clear economic thinking and their connection to instructional content (readings, videos, F2F and online lessons). Discussions aid understanding of content through interaction with classmates and will be graded based upon clarity and substance of thought. Case studies and the final project allow students to research and present information on cases and a topic related to the course that is of interest to them. Exams test content knowledge and applications, using synthesis and critical thinking. A point distribution (with percent of points for each type of assignment) and a grading scale appear below.

**Academic Conduct:** Students are expected to display ethical and professional academic conduct at all times in all matters pertaining to this course. Authentic effort, honesty, civility and maturity are expected. The professor cares about the academic performance and personal life of each student. Students are invited to meet with the professor if needs arise for which the professor should be informed or could provide assistance. Further detail from the Catalog about academic conduct and support is provided below.

**Academic Honesty:** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) in the PLNU Catalog for further policy information.

**Academic Accommodations:** While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

**Assessment and Grading (continued)**

**Academic Accommodations (continued):** If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

**Final Examination Policy:** Successful completion of this class requires taking the final examination **when it is scheduled**. No requests for early examinations or alternative days will be approved. In this course, final project presentations will be given during the final exam period.

**Point Distribution:** Your grades will be posted in the Canvas gradebook. It is important to read the comments posted in the gradebook as these comments are intended to help you improve your understanding. Final grades will be posted by the university grade submission deadline. Grades will be based on the following:

**Graded Assignments: Point Distribution**

*Note: as needed, there may be small variations made to this point distribution, for the benefit of all involved.*

Graded Assignment		Points	Percent
F2F Learning Activities	[14 x 10 pts]	140	14%
Online Discussions (S2S)	[16 x 10 pts]	160	16%
Homework	[10 x 10 pts]	100	10%
Group Case Studies	[3 x 50 pts]	150	15%
Exams	[2 x 100 pts]	200	20%
Group Project		200	20%
Faith Reflection		50	5%
<b>Total Points</b>		<b>1000</b>	<b>100%</b>

**Note:** F2F means face-to-face and S2S means student-to-student, which are interactive elements of the course.

**Note:** In a fully online format, F2F class attendance will be replaced with one synchronous zoom session and one additional video lesson will be made available each week. F2F learning activities will be replaced with student-to-student (S2S) small group activities organized online.

**Grading Scale:** Course grades will be determined according to the percent of total points earned, as follows. A student's attendance, attitude, and professional behavior will be considered in borderline grade situations.

**Grade Scale**

*Note: a student's attitude and overall engagement will be considered in borderline cases.*

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	



## Incomplete and Late Assignments

All students, whether due to an emergency situation or a PLNU school-sponsored activity, must follow the make-up work policy detailed below in order to receive credit for missed work completed during face-to-face (F2F) class sessions or student-to-student (S2S) zoom meetings.

All online assignments are to be submitted by the due dates posted. There will be a **10% reduction** of possible points for each day an assignment is late. If missing assignments result in your failure to meet learning outcomes, this instructor may give up to a letter grade reduction on the final grade in addition to the loss of points for missing work.

You are encouraged to post your online work earlier than the due dates posted during the week they are due. Early postings allow the benefit of greater student-to-student interaction. Late postings prevent other students from benefiting from your perspective. Online assignments will be considered late if posted after midnight Pacific Standard Time on the day they are due (unless otherwise noted).

After Sunday night of the last week of class, no make-up work (F2F) or postings (online) will be accepted.

**Make-up Assignment Process:** Attendance, participation, taking online lessons and completing learning activities and assignments are the most important commitments that will support student success in this course. Class attendance policies of the University will be followed (Catalog). Not only should students show up for F2F and S2S interactions, but they should come alert, prepared, and ready to learn. In *extremely rare circumstances* when students are sick or have an unavoidable emergency situation, the **make-up policy** appears here.

### ***Make-up Policy & Instructions:***

1. Email the professor *before* the class session that you must miss, *get permission* to make up the missed work, and prepare a doctor's note or some sort of documentation to substantiate your need to miss class.
2. *If permission is granted*, go to Canvas, find the Canvas page for the class session (hybrid format) or zoom meeting (fully online format) you missed, scroll to the bottom of the page to find the F2F or S2S activity for that class session or zoom meeting, and do the assigned work.
3. Submit the make-up work via email or hard copy to the professor *within 2 weeks* of the missed class session. Submit the documentation (#2 above) along with the make-up work.
4. Students will *almost never* be allowed to make up more than the University policy allowable maximum number of class absences before de-enrollment (3 weeks of class, or 6 class sessions).

Students are strongly encouraged to make up work when an absence is absolutely unavoidable. Students are also strongly encouraged to speak to the professor in a private meeting if they have excessive absences or cannot meet the participation requirements, or if it becomes difficult for them to keep up with or meet the standards of the class. The professor is willing to talk about strategies or options for students who are facing unusual problems or unavoidable circumstances, in order to help them succeed.

## Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

## ECO 4040 – Hybrid Course Schedule\* – Fall 2020

*Notes: Minor adjustments in the schedule may be made for the benefit of everyone involved.*

*Detailed lessons and assignments are available on Canvas.*

***\*For a fully online instructional format, there will be two video lessons and one zoom class meeting each week, and F2F Learning Activities will be replaced with S2S Learning Activities completed during zoom sessions in small groups***

WK	Topics	Learning Activities (Readings, External Videos, Articles, Podcasts)	Discussion Boards	Homework (Quantitative, Papers)	Other (Case Studies, Simulations, Group Projects, Presentations)	Faculty Interaction (F2F Classroom, Faculty Recorded Content, Live Zoom)	Points	Student Hours
1 8/17-8/23	<p><b>SECTION 1: INTRODUCTION TO THE ECONOMICS OF RACE, CLASS &amp; GENDER</b></p> <p>Introduction to Poverty &amp; Inequality</p> <p>Alternative Perspectives</p>	<p>Schiller Ch 1</p> <p>Barker-Feiner Ch 1</p>	<p>Discussion #1: Poverty &amp; Inequality and Covid</p>	<p>HW #1: Basic Economics Review</p> <p>HW #2: Reflection on Alternative Perspectives</p>		<p>Video Lesson #1: Alternative Perspectives on Poverty &amp; Inequality</p> <p>F2F Learning Activity #1: Causes of Poverty &amp; Inequality</p>	40	7

<p><b>2</b></p> <p>8/24-8/30</p>	<p>Measuring Inequality</p> <p>Measuring Poverty</p>	<p>Schiller Ch 2</p> <p>Schiller Ch 3</p>	<p>Discussion #2: Equality or Justice? Reflections on Micah 6:8</p>			<p>Video Lesson #2: Measuring Poverty &amp; Inequality</p> <p>F2F Learning Activity #2: Inequality &amp; Country Comparisons</p>	<p>20</p>	<p>7</p>
<p><b>3</b></p> <p>8/31-9/6</p>	<p><b>SECTION 2: FAMILY STRUCTURE &amp; WORK</b></p> <p>Family &amp; Division of Labor</p> <p>Family Structure</p>	<p>Barker-Feiner Ch 2</p> <p>Schiller Ch 8</p>		<p>HW #3: Gender Division of Labor</p>	<p>Group Project Topic</p>	<p>Video Lesson #3: Family Structure</p> <p>F2F Learning Activity #3: Family Structure &amp; Economics</p>	<p>30</p>	<p>7</p>
<p><b>4</b></p> <p>9/7-9/13</p>	<p>Economics of Motherhood</p> <p>Women &amp; Work</p>	<p>Barker-Feiner Ch 3</p> <p>Barker-Feiner Ch 4</p>	<p>Discussion #3: Reflections on Work &amp; Sabbath</p>	<p>HW #4: Case Study of Preschool Teachers</p>		<p>Video Lesson #4: Motherhood, Women &amp; Work</p> <p>F2F Learning Activity #4: Why do wage gaps persist?</p>	<p>30</p>	<p>7</p>
<p><b>5</b></p> <p>9/14-9/20</p>	<p>Feminization of Poverty &amp; Women's Economic Realities</p> <p>Labor Force</p>	<p>Barker-Feiner Ch 5</p> <p>Havens "Womenomics"</p> <p>Schiller Ch 5</p>	<p>Discussion #4: Workplace Violence &amp; Economic Outcomes</p>		<p><b>Group Presentation #1: Case Study on Gender</b></p>	<p>Video Lesson #5: Womenomics</p> <p>F2F Learning Activity #5: Women &amp; Leadership</p>	<p>70</p>	<p>9</p>

<p><b>6</b></p> <p>9/21-9/27</p>	<p>Working Poor</p> <p>Age &amp; Health</p>	<p>Schiller Ch 6</p> <p>Schiller Ch 7</p>	<p>Discussion #5: Covid &amp; Healthcare Economics</p>	<p>HW #5: American Dream and Healthcare Policy</p>		<p>Video Lesson #6: Working Poor, Age &amp; Health</p> <p>F2F Learning Activity #6: What is it like to be working poor in America?</p>	<p><i>30</i></p>	<p><i>7</i></p>
<p><b>7</b></p> <p>9/28-10/4</p>	<p><b>SECTION 3: EDUCATION, DISCRIMINATION &amp; OPPORTUNITY</b></p> <p>Criminal Justice: Systems</p>	<p>Stevenson Chs 1-5</p>	<p>Discussion #6: Incarceration Country Comparisons</p>	<p><b>Exam 1</b> (Schiller Chs 1-3,5-8 &amp; Barker-Feiner Chs 1-5)</p> <p>HW #6: Reading Guide, Stevenson Chs 1-5</p>		<p>Video Lesson #7: Criminal Justice System</p> <p>F2F Learning Activity #7: Values &amp; Criminal Justice</p>	<p><i>130</i></p>	<p><i>9</i></p>
<p><b>8</b></p> <p>10/5-10/11</p>	<p>Waiting for Superman</p> <p>Education &amp; Inequality</p>	<p>Schiller Ch 10 Video: Waiting for Superman</p> <p>Schiller Ch 10</p>	<p>Discussion #7: What is the status of US education?</p>		<p>Group Project Proposal</p>	<p>Video Lesson #8: Education &amp; Inequality</p> <p>F2F Learning Activity #8: Obstacles to Opportunity in America</p>	<p><i>60</i></p>	<p><i>9</i></p>

<p><b>9</b></p> <p>10/1 2- 10/1 8</p>	<p>Criminal Justice: Race</p> <p>Criminal Justice: Economics</p>	<p>Stevenson Chs 6-11</p> <p>Stevenson Chs 12-16 Video: Just Mercy</p>	<p>Discussion #8: US Criminal Justice &amp; Economic Outcomes</p>	<p>HW #7: Reading Guide, Stevenson Chs 6-11</p> <p>HW #8: Reading Guide, Stevenson Chs 12-16</p>		<p>Video Lesson #9: Criminal Justice &amp; Economics</p> <p>F2F Learning Activity #9: Obstacles &amp; Hope in American Criminal Justice</p>	<p>40</p>	<p>7</p>
<p><b>10</b></p> <p>10/1 9- 10/2 5</p>	<p>Education &amp; Discrimination</p> <p>Labor Market Discrimination</p>	<p>Schiller Ch 11 Havens, "Pathways to Mobility"</p> <p>Schiller Ch 12</p>	<p>Discussion #9: What determines the pathway to economic mobility in the US?</p>		<p><b>Group Presentation #2: Case Study on Race</b></p>	<p>Video Lesson #19: Discrimination in Education &amp; Labor Markets</p> <p>F2F Learning Activity #10: Does labor market discrimination exist?</p>	<p>70</p>	<p>9</p>
<p><b>11</b></p> <p>10/2 6- 11/1</p>	<p>Underclass: Culture &amp; Race</p> <p><b>SECTION 4: GLOBALIZATION &amp; SOCIAL POLICY</b></p> <p>Global Poverty &amp; Inequality</p>	<p>Schiller Ch 9 Cornel West, "Nihilism"</p> <p>Schiller Ch 4</p>	<p>Discussion #10: Where do the three theories play into current American society?</p>	<p>HW #9: Three Theories of Culture &amp; Poverty</p>		<p>Video Lesson #11: Underclass - Culture &amp; Race</p> <p>F2F Learning Activity #11: Is poverty determined by structure or behavior?</p>	<p>30</p>	<p>7</p>

<p><b>12</b> 11/2-11/8</p>	<p>Globalization &amp; Feminism</p> <p>Globalization &amp; Economics</p>	<p>Barker-Feiner Ch 6 World Development Report (2012), Gender Equality &amp; Development</p> <p>Barker-Feiner Ch 7</p>	<p>Discussion #11: Why are women the answer to economic development?</p> <p>Discussion #12: UN Sustainable Development Goals</p>			<p>Video Lesson #12: Globalization &amp; Economics</p> <p>F2F Learning Activity #12: What are the global economic costs of inequality?</p>	<p>30</p>	<p>7</p>
<p><b>13</b> 11/9-11/15</p>	<p>Social Policy: Welfare &amp; Social Insurance</p> <p>Social Policy: Employment &amp; Equal Opportunity</p>	<p>Schiller Chs 13-14</p> <p>Listen: Poverty Myths, “When the Safety Net Doesn’t Catch You”</p> <p>Schiller Chs 15-16</p>	<p>Discussion #13: Alternative Perspectives &amp; Poverty Policy</p>		<p><b>Group Presentation #3: Case Study on Class</b></p>	<p>Video Lesson #13: Social Policy Part 1</p> <p>F2F Learning Activity #13: Boom splat!!</p>	<p>70</p>	<p>9</p>
<p><b>14</b> 11/16-11/22</p>	<p>Direction &amp; Prospects</p>	<p>Schiller Ch 17</p>	<p>Discussion #14: What is the most effective poverty policy?</p>	<p><b>Exam 2</b> (Schiller Chs 4,9-17 &amp; Barker-Feiner Chs 6-8 &amp; Stevenson Chs 1-16)</p>		<p>Video Lesson #14: Social Policy Part 2</p> <p>F2F Learning Activity #14: Poverty Policy</p>	<p>120</p>	<p>9</p>

<p><b>15</b></p> <p>11/23-11/29</p>	<p>The Liberated Economy</p>	<p>Barker-Feiner Ch 8</p>	<p>Discussion #15: Economic Freedom</p> <p>Discussion #16: the Big Ideas of Race, Class &amp; Gender</p>	<p>HW #10: Reflection on Alternative Perspectives (Revisited)</p> <p><b>Faith Reflection Essay: Economics &amp; the Common Good</b></p>		<p>Video Lesson #15: Economic Freedom</p>	<p><i>40</i></p>	<p><i>5</i></p>
<p><b>16</b></p> <p>11/30-12/4</p>	<p>Wrap up &amp; Key Take-aways</p>				<p><b>Group Presentation #4: Group Project</b></p>		<p><i>150</i></p> <p><b>Total:</b> <i>1000</i></p>	<p><i>5</i></p> <p><b>Total:</b> <i>120</i></p>