
Course Instructor

Rebecca A. Havens, Ph.D.
Professor of Economics

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Office Hours: *Dr. Havens is available on most Monday & Tuesday afternoons (make an appointment to confirm).*

Course Schedule

Classes: August 31–December 10, 2021
Finals week: December 13-17, 2021

Class Meeting Times

Mon & Wed 10:55 am-12:10 pm (FSB 103)
First day of class: *Tues Aug 31 (Monday schedule)*
Final Exam: Mon December 13 – 7:30-10:00 am

Course Delivery Format

In-person Format: This course will be taught in a fully in-person format. University attendance policies apply. The Educational Access Center (EAC at EAC@pointloma.edu or 619-849-2486) can be contacted if you need special accommodations.

Course Information

Catalog Description:

THE ECONOMICS OF RACE, CLASS AND GENDER-WS (Women's Studies)

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.

Prerequisite(s): ECO 1000 or ECO 1001 or ECO 1002 or consent of instructor.

Purpose of the Course: 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.

Getting Started

Textbooks:

1. *The Economics of Poverty and Discrimination*, by Bradley R. Schiller, 10th 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, 2021. **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, homework, assignments, activities, etc.) and submit assignments.

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. Exhibit 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 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)

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.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, 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. For more information, see [Academic Policies](#) in the Academic Catalog.

Use of Technology

In order to be successful in your course, you'll 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, microphone, or webcams compatible with their computer available to use for any online or hybrid classes. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. For more information or assistance, students may contact student-tech-request@pointloma.edu.

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 prepare for class lessons by reading assigned material and completing assignments. 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 discussions, 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 used in the classroom 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

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. Learning activities reinforce conceptual understanding and develop critical thinking. Assignments will be graded based on substance, knowledge of factual material in readings, and clarity of logic and thought.

Make-up Work: Make-up work will be allowed only in emergency situations or school sponsored events, with proper notification and documentation (e.g. university sports or medical record), and if the student receives permission from the professor. *For more information see: **Make-up Assignment Process** on page 7 of this Syllabus.*

F2F Learning Activities (10 points each): Face-to-face learning activities (during class) will ask students to take what they already know and apply it to concepts from the course, or provide an opportunity to deepen students' understanding of economic theory or social issues. Many of these will be based on the *ECO 4040 Workbook*.

Discussions (10 points each): Online threaded discussions will provide an opportunity for students to talk to one another about concepts, social issues and topics of current importance.

Homework (10 points each): Homework assignments will build on assigned reading or expand students' thinking about assigned topics. Typically, homework asks students to do some research or apply concepts from class to current events.

Group Case Studies (50 points each): 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, consider 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

Faith Reflection (50 points): Students will be asked to think about the connection between economic ideas, scriptural texts, and their personal experiences, in the form of a thoughtful reflection about an important economic issue affecting society that they care about. Students are not required to take a particular faith position, but they will be asked to think deeply about the social issue and how their faith is applicable to it as a part of a threaded discussion on Canvas. Detailed instructions will be provided on Canvas. [Students who do not feel comfortable sharing these thoughts openly will be given an alternative way to share their thoughts with the professor.]

Exams (100 points each): 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, require citations and sources, and submitted on Canvas

Final Project (200 points): 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. **Topics** must be approved, and group selection will be made by the professor (with some student input). 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 **project proposal**. 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, service project, etc. The action component must enhance the knowledge gained and shared about the topic. 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 **consultations** with groups by the professor will include “proposal check” and “preliminary findings (pre-findings)”.

The groups will make a **presentation** to the class with the findings of their project work, scheduled during the final exam period. 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. Each student will submit a **peer evaluation** on their experience with the final project during the final exam period.

A separate **handout** with detailed instructions on the Final Project will be available and posted on Canvas.

Assessment and Grading

Assignments include learning activities both in person (during class) and online in order to build understanding of concepts. ECO 4040 Workbook activities and thought questions provide additional data and stimulus for deeper thinking on topics. Online discussions provide a forum for critical thinking on social issues through interaction with classmates. Exams test content knowledge and applications, using synthesis and critical thinking. Case studies allow students to research and present information on specific applied situations. The final project provides an opportunity for students to do in-depth research and present information on a topic related to the course that is of interest to them.

Assignments will be graded based upon clear economic thinking, substance of thought, and their connection to instructional content (readings, videos, lessons and assignments). 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 at all times. 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. The areas below provide further detail from the Catalog about university policies and support pertaining to academic conduct.

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](#) for definitions of kinds of academic dishonesty and for further policy information.

Final Examination Policy: Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

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.

F2F = face-to-face, or work done during class

S2S = student-to-student, or interactive assignments

Graded Assignment		Points	Percent
F2F Learning Activities	[25 x 10 pts]	250	24%
Online Discussions (S2S)	[10 x 10 pts]	100	10%
Homework	[10 x 10 pts]	100	10%
Group Case Studies	[3 x 50 pts]	150	14%
Faith Reflection		50	4%
Exams	[2 x 100 pts]	200	19%
Group Project		200	19%
Total Points		1050	100%

Academic Accommodations: PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

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 assignments are to be submitted by the due dates posted. However, the professor prefers that you make up work that is legitimately missed due to unforeseen emergencies and school sponsored events. 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. All make-up work should be completed by Sunday night of the last week of class.

Make-up Policy & Instructions: In *extremely rare circumstances* when students are sick or have an unavoidable emergency situation, or must missed class due to school-sponsored activities, the ***make-up policy*** works as follows.

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 you missed, scroll to the bottom of the page to find the learning activities for that class session, 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 – Class Calendar – Fall 2021

The following is a tentative brief calendar of meetings, topics and readings, followed by a detailed weekly schedule of assignments. The calendar and schedule will be adjusted if necessary for the benefit of all involved. Reading from chapters in the textbook should be completed *before class*.

Week. Class	Date	Class Topic	Reading	Group Assignments	CLOs*
Section 1: Introduction to the Economics of Race, Class and Gender					
1.1	Tu Aug 31	Intro: Poverty & Inequality	Schiller 1		1,6
1.2	W Sept 1	Alternative Perspectives	Barker-Feiner 1		1,2,3,6
2.1	M Sept 6	Labor Day Holiday No class meeting			
2.2	W Sept 8	Measuring Inequality	Schiller 2		1,6
3.1	M Sept 13	Measuring Poverty	Schiller 3		1,6
Section 2: Family Structure and Work					
3.2	W Sept 15	Family Matters: Division of Labor & Family Structure	Barker-Feiner 2 Schiller 8		1,2,6
4.1	M Sept 20	Economics of Motherhood	Barker-Feiner 3	<i>Project Topic</i>	1,2,5,6
4.2	W Sept 22	Women & Work	Barker-Feiner 4		1,2,5,6,7
5.1	M Sept 27	Feminization of Poverty Women's Econ Realities	Barker-Feiner 5		1,2,5,6
5.2	W Sept 29	Labor Force (online class) No class meeting	Schiller 5		2,3,5,6,7
6.1	M Oct 4	Working Poor	Schiller 6	<i>Case Study on Gender</i>	1,2,3,5,6
6.2	W Oct 6	Age & Health	Schiller 7		1,2,3,5,6
Section 3: Education, Discrimination and Opportunity					
7.1	M Oct 11	Education & Inequality Waiting for Superman	Schiller 10 Documentary	<i>Project Proposal</i>	1,3,4,5,6
7.2	W Oct 13	Education & Discrimination	Schiller 11		3,4,5,6
8.1	M Oct 18	Underclass: Culture & Race	Schiller 9		1,3,5,6,7
8.2	W Oct 20	Exam 1 (online essay) No class meeting	Schiller 1-3,5-8 Barker-Feiner 1-5		
9.1	M Oct 25	Criminal Justice: System	Stevenson 1-5		1,3,5,6
9.2	W Oct 27	Criminal Justice: Race	Stevenson 6-11		1,3,5,6
10.1	M Nov 1	Criminal Justice: Economics	Stevenson 12-16		1,3,5,6
10.2	W Nov 3	Labor Market Discrimination	Schiller 12	<i>Case Study on Race</i>	1,2,3,5,6,7
Section 4: Globalization and Social Policy					
11.1	M Nov 8	Global Poverty & Inequality	Schiller 4		1,5,6
11.2	W Nov 10	Globalization & Feminism	Barker-Feiner 6		1,2,4,5,6
12.1	M Nov 15	Globalization & Economics	Barker-Feiner 7		1,2,3,5,6
12.2	W Nov 17	Welfare	Schiller 13		1,5,6
13.1	M Nov 22	Social Insurance	Schiller 14	<i>Case Study on Class</i>	1,5,6
13.2	W Nov 24	Thanksgiving Break No class meeting			
14.1	M Nov 29	Employment & Equal Opportunity	Schiller 15-16		1,5,6
14.2	W Dec 1	Direction & Prospects The Liberated Economy	Schiller 17 Barker-Feiner 8	<i>Project Pre-Findings</i>	1,2,3,4,5,6,7

ECO 4040 – Class Calendar – Fall 2021 (continued)

Week. Class	Date	Class Topic	Reading	Assignments	CLOs*
15.1	M Dec 6	Key Ideas of Race, Class & Gender			1,2,3,4,5,6,7
<i>15.2</i>	<i>W Dec 8</i>	<i>Exam 2 (online) No class meeting</i>	Schiller 4,9-17 Barker-Feiner 6-8 Stevenson 1-16		
16	M Dec 13	Final Exam: 7:30-10:00 am Project Presentations		<i>Final Project</i>	7

* CLOs (p. 2) are identified for each class (repeated here).

Students who complete this course will be able to:

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

ECO 4040 – Weekly Course Schedule – Fall 2021

This is a detailed schedule of topics, readings and assignments.

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

Detailed lessons and assignments are available on Canvas.

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
<p>1</p> <p>8/31-9/3</p>	<p>SECTION 1: INTRODUCTION TO THE ECONOMICS OF RACE, CLASS & GENDER</p> <p>Introduction to Poverty & Inequality Review of Basic Economics</p> <p>Alternative Perspectives</p>	<p>Schiller 1 Workbook 1.1</p> <p>Barker-Feiner 1 Workbook 1.2</p>	<p>Discussion #1: Poverty & Inequality and Covid</p>	<p>HW #1: Reflection on Alternative Perspectives</p>		<p>F2F Learning Activity #1: Alternative Perspectives on Poverty & Inequality</p> <p>F2F Learning Activity #2: Causes of Poverty & Inequality</p>	40	7
<p>2</p> <p>9/6-9/10</p>	<p>Labor Day Holiday</p> <p>Measuring Inequality</p>	<p>Schiller 2 Workbook 2.2</p>	<p>Discussion #2: Equality or Justice? A Challenge</p>			<p>F2F Learning Activity #3: Measuring Poverty & Inequality</p>	20	4

3 9/13-9/17	Measuring Poverty SECTION 2: FAMILY STRUCTURE & WORK Family Matters: Division of Labor & Family Structure	Schiller 3 Workbook 3.1 Barker-Feiner 2 Schiller 8 Workbook 3.2		HW #2: Gender Division of Labor		F2F Learning Activity #4: Inequality & Country Comparisons F2F Learning Activity #5: Family Matters	30	7
4 9/20-9/24	Economics of Motherhood Women & Work	Barker-Feiner 3 Workbook 4.1 Barker-Feiner 4 Workbook 4.2		HW #3: Case Study of Preschool Teachers	<i>Final Project Topic</i>	F2F Learning Activity #6: the value of caring labor F2F Learning Activity #7: Why do wage gaps persist?	40	9
5 9/27-10/1	Feminization of Poverty & Women's Economic Realities <i>Labor Force (online lesson)</i>	Barker-Feiner 5 Havens "Womenomics" Schiller 5	Discussion #3: Workplace Violence Discussion #4: Female Leadership	HW #4: Female Leadership Advantage		F2F Learning Activity #8: Womenomics Video Lesson: Labor Force Economics	40	9
6 10/4-10/8	Working Poor Age & Health	Schiller 6 Workbook 6.1 Schiller 7 Workbook 6.2	Discussion #5: Healthcare economics		<i>Group Presentation #1: Case Study on Gender</i>	F2F Learning Activity #9: Who are the Working Poor? F2F Learning Activity #10: the American dream & health care policy	80	9

<p>7</p> <p>10/11-10/15</p>	<p>SECTION 3: EDUCATION, DISCRIMINATION & OPPORTUNITY</p> <p>Education & Inequality; Waiting for Superman</p> <p>Education & Discrimination</p>	<p>Schiller 10 Workbook 7.1 Video: Waiting for Superman</p> <p>Schiller 11 Workbook 7.2 Havens, "Pathways to Mobility"</p>		<p>HW #5: Waiting for Superman</p>	<p><i>Final Project Proposal</i></p>	<p>F2F Learning Activity #11: Status of US Education</p> <p>F2F Learning Activity #12: Obstacles to Opportunity in America</p>	<p>60</p>	<p>9</p>
<p>8</p> <p>10/18-10/22</p>	<p>Underclass: Culture & Race</p>	<p>Schiller 9 Workbook 8.1 Cornel West, "Nihilism"</p>	<p>Discussion #6: Nihilism in Black America</p>	<p>HW #6: Three Theories of Culture & Poverty</p> <p>Exam 1 (Schiller Chs 1-3,5-8 & Barker-Feiner Chs 1-5)</p>		<p>F2F Learning Activity #13: Underclass Theories of Poverty</p>	<p>130</p>	<p>9</p>
<p>9</p> <p>10/26-10/29</p>	<p>Criminal Justice: Systems</p> <p>Criminal Justice: Race</p>	<p>Stevenson 1-5 Workbook 9.1</p> <p>Stevenson 6-11 Workbook 9.2</p>		<p>HW #7: Reading Guide, Stevenson 1-5</p> <p>HW #8: Reading Guide, Stevenson 6-11</p>		<p>F2F Learning Activity #14: Criminal Justice System</p> <p>F2F Learning Activity #15: Values & Criminal Justice</p>	<p>40</p>	<p>7</p>

<p>10</p> <p>11/1-11/5</p>	<p>Criminal Justice: Economics</p> <p>Labor Market Discrimination</p>	<p>Stevenson 12-16 Workbook 10.1 Video: Just Mercy</p> <p>Schiller 12 Workbook 10.2</p>		<p>HW #9: Reading Guide, Stevenson 12-16</p>	<p><i>Group Presentation #2: Case Study on Race</i></p>	<p>F2F Learning Activity #16: Obstacles & Hope in US Criminal Justice</p> <p>F2F Learning Activity #17: Does labor market discrimination exist?</p>	<p>80</p>	<p>9</p>
<p>11</p> <p>11/8-11/12</p>	<p>SECTION 4: GLOBALIZATION & SOCIAL POLICY</p> <p>Global Poverty & Inequality</p> <p>Globalization & Feminism</p>	<p>Schiller 4 Workbook 11.1</p> <p>Barker-Feiner 6 Workbook 11.2 World Development Report (2012), Gender Equality & Development</p>	<p>Discussion #7: Why are women the answer to economic development?</p>			<p>F2F Learning Activity #18: Global Poverty & Inequality</p> <p>F2F Learning Activity #19: Globalization & Feminism</p>	<p>30</p>	<p>7</p>
<p>12</p> <p>11/15-11/19</p>	<p>Globalization & Economics</p> <p>Social Policy: Welfare</p>	<p>Barker-Feiner 7</p> <p>Schiller 13 Workbook 12.2-13.1</p>				<p>F2F Learning Activity #20: What are the global economic costs of inequality?</p> <p>F2F Learning Activity #21: US Poverty Policy</p>	<p>20</p>	<p>4</p>

<p>13</p> <p>11/22-11/26</p>	<p>Social Policy: Social Insurance</p> <p><i>Thanksgiving Break</i></p>	<p>Schiller 14 Workbook 12.2-13.1</p> <p>Listen: Poverty Myths, "When the Safety Net Doesn't Catch You"</p>	<p>Discussion #8: Busted, American Poverty Myths</p>		<p><i>Group Presentation #3: Case Study on Class</i></p>	<p>F2F Learning Activity #22: Boom splat!!</p>	<p>70</p>	<p>9</p>
<p>14</p> <p>11/29-12/3</p>	<p>Social Policy: Employment & Equal Opportunity</p> <p>Direction & Prospects; The Liberated Economy</p>	<p>Schiller 15-16</p> <p>Schiller 17 Barker-Feiner 8 Workbook 14.2</p>	<p>Discussion #9: Restorative Poverty Policy?</p>		<p><i>Final Project Pre-Findings</i></p>	<p>F2F Learning Activity #23: Poverty Policy</p> <p>F2F Learning Activity #24: Economic Freedom</p>	<p>30</p>	<p>7</p>

<p>15</p> <p>12/6-12/10</p>	<p>Wrap up & semester overview: the Economics of Race, Class & Gender</p>		<p>Discussion #10: The Big Ideas of Race, Class & Gender</p>	<p>HW #10: Reflection on Alternative Perspectives (Revisited)</p> <p><i>Faith Reflection Essay: Economics & the Common Good</i></p> <p>Exam 2 (Schiller 4,9-17 & Barker-Feiner 6-8 & Stevenson 1-16)</p>		<p>F2F Learning Activity #25: Semester Take-aways</p>	<p>180</p>	<p>9</p>
<p>16</p> <p>12/13-12/17</p>	<p><i>Finals Week</i></p>			<p><i>Project Peer Evaluation</i></p>	<p><i>Group Presentation #4: Final Project</i></p>		<p>160</p> <p>Total: 1050</p>	<p>5</p> <p>Total: 120</p>