

“I didn’t read the syllabus” is not an acceptable excuse for missing assignments, being late... etc. This syllabus is a contract between you and me. Please read it carefully.

– Prof. Hobbs

COURSE OVERVIEW

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.

This course is about understanding economic issues that affect society today by understanding the economic dimensions of gender, race, and class. It will explore alternative perspectives regarding economic status and examine neoclassical economic thought through a framework of race and gender. Economic models and empirical evidence for sexism and racism, in addition to their impact on economic opportunity and outcomes, will be evaluated. Gender dynamics including family structure and motherhood will be explored from an economic perspective. The course is also intended to provide insights into the public policy debates that have arisen in light of the changing trends in the economics of race, class, and gender, as well as possible means of influencing it through the private sphere and government. While this course primarily draws from research in the US, the lessons learned from this course are relevant to understanding events and policies elsewhere.

COURSE SCHEDULE, CONTACT INFORMATION, OFFICE HOURS

Instructor: Rachel Hobbs, Adjunct Professor
Email: rhobbs@pointloma.edu
Phone: +1 (619) 453-6973
Course Schedule: January 11 – May 1, 2023
Finals Week: May 1 – 5, 2023
Final Exam: Monday, May 1, 2023 from 7:30 – 10 am
Class Meetings: Mondays and Wednesdays, 8 – 9:15 am, FSB Room 105
Office Hours: Mondays and Wednesdays 9:15 – 10:15 am, **location TBD**, or by appointment.

PLNU ACADEMIC ACCOMMODATIONS POLICY

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.

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.

REQUIRED MATERIALS

1. Blau, Francine D.; & Winkler, Anne E. *The Economics of Women, Men, and Work*. 9th ed. Oxford University Press, 2022.
2. Barker, Drucilla K.; Bergeron, Suzanne; & Feiner, Susan F. *Liberating Economics: Feminist Perspectives on Families, Work, and Globalization*. 2nd ed. University of Michigan Press, 2021.
3. O'Flaherty, Brendan. *The Economics of Race in the United States*. Harvard University Press, 2015.
4. Additional research, educational materials, and news articles posted 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 and submit assignments.

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

FERMANIAN SCHOOL OF BUSINESS 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.

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.

PREREQUISITES: ECO 1000 or ECO 1001 or ECO 1002, or consent of instructor.

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.
Formulate decisions informed by ethical values.
4. Collaborate effectively in teams.

COURSE LEARNING OUTCOMES

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)

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](#)

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.

PLNU ACADEMIC HONESTY POLICY

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.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and

support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

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.

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.

ASSESSMENT AND GRADING

GRADES

Grades will be awarded based on the following distribution and grade scale:

- Midterm Exam 30%
- Final Exam 30%
- Class Participation 15%
- Briefing Paper 15%
- Presentation 5%
- Faith Reflection 5%

Grade Scale	
A=93-100	C=73-76
A-=90-92	C-=70-72
B+=87-89	D+=67-69
B=83-86	D=63-66
B-=80-82	D-=60-62
C+=77-79	F=0-59

EXAMS

Exams are closed-book and closed-notes and may cover any material from lectures, discussion, worksheets, or the required reading.

CLASS PARTICIPATION

You should prepare for class by actively reading the required readings, which could include thinking about what the primary contribution of the reading is and what questions you have for the author that are still unresolved. This will familiarize students with a basic framework for concepts and terms so that class attendance will provide a deeper dive into content and greater understanding. In addition, the reading will provide a starting point for discussions so that discussions are informed by facts and evidence. Occasionally, I will also pass out worksheets in class that will give you further practice working with the core concepts. Worksheet practice will be very similar to exam questions.

BRIEFING PAPER

Economic research, business, and public policy are all collaborative processes. One requirement of this course is for students to work in groups and write a briefing paper on an economic issue or sector of their choice. Students do not need to pick a particular “type” of economic issue: every economic issue has a race, class, and gender dimension. Your paper grade will have two components: a score for the overall quality (all group members receive the same score) and a score based on your group members’ evaluations of your individual contribution to the paper. **Your group must submit a paper topic by February 15 at 11:59 pm and an outline of your paper by March 22 at 11:59 pm.** Additionally, you are required to submit a **first draft of your briefing paper by April 10 at 11:59 pm.** Failure to meet the topic, outline, or draft deadlines will lower each group member’s memo grade by five percentage points (e.g., 85% to 80%) for each requirement that is not satisfied.

The paper is to be four pages long, double spaced, Times New Roman or Arial 12 pt font, and APA style with a Works Cited page that is not included in the page count. It is to be written in non-technical language suitable for a policymaker, company leader or non-profit organization. **The paper is due on Wednesday, May 3, 2023 at 11:59 pm.** Papers must be submitted via Canvas. Also, by May 3 at 11:59 pm, you must submit evaluations of your own and your group members’ contributions to the memo. Failure to submit these evaluations will lower your individual paper grade by five percentage points.

Try your best to include some quality research sources in your briefing paper. Here, Google is not your friend! Google Scholar is your friend. So too is PLNU’s library system.

PRESENTATION

Your group will do a 10-minute in-class presentation on your briefing paper. **Presentations will take place on April 24 and 26 in class, and slides must be uploaded to Canvas the night before your presentation date.** You will also be expected to provide other groups with written and verbal feedback on their presentations. Providing feedback to other students counts as your participation for the day.

FAITH REFLECTION

Students can think about the connection between economic ideas, scriptural texts, and their personal experiences in writing a faith reflection. Students can either pick one sector or economic issue affecting society that they care about, or they can reflect on what they have learned about themselves and how their values have been applied through their work in this course so far. Students are not required to take a particular faith position. They should think deeply about the social issue or the course topics and how their faith or spirituality is applicable to it. Faith Reflections must be 1 or 2 pages typed, double spaced, Times New Roman or Arial and 12 pt font, and submitted to Canvas.

INCOMPLETES AND LATE ASSIGNMENTS

Late briefing papers will not be accepted. Incompletes will only be assigned in extremely unusual circumstances.

COURSE SCHEDULE AND ASSIGNMENTS

Please note that this schedule is tentative and subject to change. Please always consult the online version of this syllabus for the assigned reading. Required readings should be completed before class. I have also in some cases made note of optional readings for those who wish to pursue a particular topic more deeply either during the class or on their own at some later date, as needed for work or graduate studies/research.

Week. Class	Date	Class Topic	Reading	Assignment Due
1.2	W Jan 11	Introduction to Race, Class, and Gender	<u>Required:</u> O’Flaherty Ch. 3 Blau, “The Source of Gender Differences: Nature vs. Nurture—The Ongoing Debate” pp. 15-18 <u>Optional:</u> Blau, Appendix 1A: “A Review of Supply and Demand in the Labor Market” pp. 10-13 Blau, “Individuals, Families, and Households” pp. 6-7	
2.1	M Jan 16	MLK Day Holiday No class meeting	<u>Optional – MLK’s views about the economics of race, class, and gender, in honor of MLK ☺:</u> O’Flaherty Ch. 2	
2.2	W Jan 18	The Dynamics of Wealth and Poverty	<u>Required:</u> House Select Committee on Economic Disparity and Fairness in	

			<p>Growth. (2022). <i>Bridging the Divide: Building an Economy That Works for All</i>, Ch. 1-2. https://fairgrowth.house.gov/sites/democrats.fairgrowth.house.gov/files/Final-Report-Select-Committee-on-Economic-Disparity-Dec6.pdf</p> <p>Chetty et al. <i>Where Is the Land of Opportunity? The Geography of Intergenerational Mobility in the United States</i>, "Abstract". NBER Working Paper, June 2014.</p> <p><i>The Greatest Wealth Transfer in History: What's Happening and What Are the Implications</i>. Forbes, Nov 2019. https://www.forbes.com/sites/markhall/2019/11/11/the-greatest-wealth-transfer-in-history-whats-happening-and-what-are-the-implications/?sh=18495a254090</p> <p>Pfeffer, F. T. & Killewald, A. (2018). <i>Generations of Advantage: Multigenerational Correlations in Family Wealth</i>, "Conclusion". https://www.ncbi.nlm.nih.gov/pmc/article</p>	
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			es/PMC6296851/pdf/nihms-998237.pdf	
3.1	M Jan 23	Is Inequality a Problem?	<p><u>Required:</u></p> <p>Skim:</p> <p>CATO Institute. <i>Policy Analysis: Thinking Clearly About Economic Inequality</i>, July 14, 2009.</p> <p>Read in full:</p> <p>Allan Meltzer, <i>The United States of Envy</i>, Hoover Institution, April 17, 2014.</p> <p>Martin Wolf, "Why Inequality is Such a Drag on Economies," Financial Times, September 30, 2014.</p> <p>Paul Graham, "The case for why widening inequality isn't a problem," January 20, 2016.</p>	
3.2	W Jan 25	Household Division of Labor	<p><u>Required:</u></p> <p>Blau, pp. 19-35</p> <p>Barker et al. Ch. 2</p>	
4.1	M Jan 30	The Family as an Economic Unit: Does household specialization make us more efficient? Is it a good idea?	<p><u>Required:</u></p> <p>Blau, Ch. 3</p> <p><u>Optional:</u></p> <p>Blau, Ch. 4</p>	
4.2	W Feb 1	The Labor Force Participation Decision	<p><u>Required:</u></p> <p>Barker et al. Ch. 4</p> <p><u>Optional:</u></p> <p>Blau Ch. 6 & 7</p>	

5.1	M Feb 6	Employment and Earnings: The Evidence	<u>Required:</u> O’Flaherty Ch. 5, pp. 95-117 <u>Optional:</u> Michael Luo, “In Job Hunt, College Degree Can’t Close Racial Gap,” New York Times, December 1, 2009	
5.2	W Feb 8	Supply-Side Factors: Education	<u>Required:</u> Blau, Ch. 8	
6.1	M Feb 13	Supply-Side Factors Besides Education	<u>Required:</u> Blau, Ch. 9 Derek Thompson. “Why the Gender-Pay Gap is Largest for the Highest-Paying Jobs,” The Atlantic, December 17, 2014	
6.2	W Feb 15	Explaining Gender Differences in Earnings and Occupations: Does a glass ceiling exist?	<u>Optional:</u> Blau Ch. 10	<i>Briefing Paper Topic Due</i>
7.1	M Feb 20	Economic Theories of Discrimination	<u>Required:</u> O’Flaherty Ch. 5, pp. 117-132 <u>Optional:</u> Blau Ch. 11 O’Flaherty Ch. 5 Appendix A: Bayes’ Theorem and Appendix B: Numerical Example of the Coate-Loury Model, pp. 145-148	
7.2	W Feb 22	Labor Market Anti-discrimination: Government and Company Policies	<u>Required:</u>	

			<p>O'Flaherty Ch. 5, pp. 132-145</p> <p>DeMuth, Phil. <i>Is "Impact Investing" Just Bad Economics?</i> Forbes, April 2014. https://www.forbes.com/sites/phildemuth/2014/04/22/is-impact-investing-just-bad-economics/?sh=44ce58b5225c</p> <p>James Jacobs. "When, if Ever, Does Employment Discrimination Against Ex-Offenders Violate Title VII?" Washington Post, February 23, 2015</p> <p>Jennifer Doleac, Benjamin Hansen, <i>Does Ban-the-Box Help or Hurt Low-Skilled Workers? Statistical Discrimination and Employment Outcomes When Criminal Histories are Hidden</i>, "Abstract". July 2016.</p> <p>Andrea Weber and Christine Zulehner. <i>Competition and Gender Prejudice: Are Discriminatory Employers Doomed to Fail?</i>, "Abstract". Journal of the European Economic Association, Volume 12, Issue 2, pp 492-521, April 2014.</p>	
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			<u>Optional:</u> O’Flaherty Ch. 5, “Appendix C: Affirmative Action in the Coate-Loury Model”, pp. 148-149	
8.1	M Feb 27	Class Review for Midterm		<i>*Bring your confusion to class!*</i>
8.2	W Mar 1	Midterm Exam		
9.1	M Mar 6	Pre-college Education	<u>Required:</u> O’Flaherty Ch. 7, pp. 169-208 Chetty, Hendren, and Katz. <i>The Effects of Exposure to Better Neighborhoods on Children</i> , “Abstract.” NBER Working Paper, May 2015 Brookings. “How the quality of school lunch affects students’ academic performance.” May 2017. https://www.brookings.edu/blog/brown-center-chalkboard/2017/05/03/how-the-quality-of-school-lunch-affects-students-academic-performance/ Danielle Paquette, “Why Your Children’s Day Care May Determine How Wealthy They Become,” Washington Post, April 24, 2017	

			<p>Leonhardt, "The Case for \$320,000 Kindergarten Teachers," The New York Times, July 27, 2010</p> <p>Ramming, "The Case Against \$320,000 Kindergarten Teachers," The Washington Examiner, August 3, 2010</p> <p><u>Optional:</u></p> <p>Nikole Hannah-Jones, "Segregation Now," The Atlantic, May 2014</p>	
9.2	W Mar 8	Love's Labors, or Care's Costs: Is the "Exhaustion Solution" good for America? For the world?	<p><u>Required:</u></p> <p>Barker et al. Ch. 3 & 7</p>	
10.1	M Mar 13	Higher Education & the Debate Over Affirmative Action	<p><u>Required:</u></p> <p>O'Flaherty Ch. 7, pp. 208-228</p> <p>Leonhardt, "Rethinking Affirmative Action," New York Times, October 13, 2012</p>	
10.2	W Mar 15	Social Life, Friends, Partners, and Children	<p><u>Required:</u></p> <p>O'Flaherty Ch. 8</p>	
11.1	M Mar 20	The Feminization of Poverty	<p><u>Required:</u></p> <p>Barker et al. Ch. 5</p>	<i>Briefing Paper Outline Due</i>
11.2	W Mar 22	Changing Family Structure & the New Economics of Fertility	<p><u>Required:</u></p> <p>Blau Ch. 13</p> <p>The Economist. "Richer societies mean fewer babies. Right?" September</p>	

			<p>2022. https://www.economist.com/finance-and-economics/2022/09/15/richer-societies-mean-fewer-babies-right</p> <p><u>Optional:</u></p> <p>Blau Ch. 14</p>	
	M Mar 27 – W Mar 29	Spring Break No class meeting		
12.1	M Apr 3	Taxing & Redistributing I	<p><u>Required:</u></p> <p>O’Flaherty Ch. 12</p> <p>Chuck Collins. “Opinion: We should be skeptical of billionaires who pledge their wealth.” CNN, November 2022. https://edition.cnn.com/2022/11/28/opinions/billionaires-pledge-share-wealth-collins/index.html</p> <p><u>Optional:</u></p> <p>Ross Baird. <i>The Innovation Blind Spot: Why We Back the Wrong Ideas and What to Do About It</i>, Ch. 1-3. 2017.</p>	
12.2	W Apr 5	Taxing and Redistributing II	<p><u>Required:</u></p> <p>Eduardo Porter, “The False Hope of Limited Government, Built on Tax Breaks,” New York Times, March 31, 2015</p>	

			Ray Madoff, "How the Government Gives," New York Times, December 6, 2013.	
13.1	M Apr 10	Raising Wages by Increasing the Demand for Work: Macroeconomic Policy	<u>Required:</u> O'Flaherty Ch. 10 <u>Optional:</u> Jared Bernstein, "It's Full Employment, Stupid," The American Prospect, November 2002	<i>Draft of Briefing Paper Due</i>
13.2	W Apr 12	Raising Incomes through Government Fiat and Social Insurance: The Minimum Wage, Unemployment Insurance, Health Insurance, Food Stamps, and the EITC	<u>Required:</u> Skim: Sherman and Trisi, "Safety Net More Effective Against Poverty than Previously Thought," Center for Budget and Policy Priorities, May 6, 2015 Mankiw, "We Can't Ignore the Law of Supply and Demand," The Boston Globe, June 24, 2001 <u>Optional:</u> Blau Ch. 15, pp. 428-443 and pp. 447-452 Buettgens, Blavin & Pan. <i>The Affordable Care Act Reduced Income Inequality in the US</i> , "Abstract". Health Affairs, Vol. 40, No. 1, January 2021. Kimberly Morgan, "America's	

			<p>Misguided Approach to Social Welfare: How the Country Could Get More for Less”, Jan/Feb 2013.</p> <p>Barro, “The Folly of Subsidizing Unemployment,” The Wall Street Journal, August 30, 2010</p> <p>Anu Partanen, “What Americans Don’t Get About Nordic Countries,” The Atlantic, March 16, 2016</p>	
14.1	M Apr 17	Family-Friendly Policies, at Work and at Home	<p><u>Required:</u></p> <p>Blau Ch. 16</p>	<i>Faith Reflection Due</i>
14.2	W Apr 19	Economic Development, Globalization, & Women’s Status	<p><u>Required:</u></p> <p>Barker Ch. 6</p> <p><u>Optional:</u></p> <p>Blau Ch. 17</p>	
15.1	M Apr 24	Presentations & Class Review for Final		<p><i>In-class Presentations</i></p> <p><i>*Bring your confusion to class!*</i></p>
15.2	W Apr 26	Presentations & The Future: Where do you (and I) go from here?	<p><u>Required:</u></p> <p>Barker et al. Ch. 10</p> <p><u>Optional:</u></p> <p>Guillén, Mauro F. (2020). <i>2030: How Today’s Biggest Trends Will Collide and Reshape the Future of Everything</i>, pp. vii “Some Facts and Figures” & Ch. 4</p>	<i>In-class Presentations</i>

			"Second Sex No More?"	
16	<i>M May 1, 7:30—10 am</i>	<i>Final Exam</i>		
	<i>W May 3, 11:59 pm</i>	<i>Briefing Paper and Peer Evaluations Due</i>		