

Spring 2024

Meeting days: Thursdays	Instructor title and name: Dr. Tyler Womack
Meeting times: 6:00pm-8:45pm	Phone: 832-928-5507
Meeting location: Liberty Station campus	E-mail: twomack@pointloma.edu
Final Exam: (May 5 th /6:00pm)	Office location and hours: email for meetings
Additional info:	Additional info:

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.

COURSE DESCRIPTION

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 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 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 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)

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. John Harvey, *Contending Perspectives in Economics: A Guide to Contemporary Schools of Thought*, 2nd ed. Edward Elgar Publishing, 2021.
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. Matthew Desmond, *Poverty, by America*. Crown, 2023
5. Additional research, educational materials, and news articles posted on Canvas.

ASSESSMENT AND GRADING

<u>Sample</u> assignment distribution by percentage:	<u>Sample</u> grade scale:
<input type="checkbox"/> Mid-term exam 10%	A=93-100 C=73-76
<input type="checkbox"/> 4 Discussion Board Posts 20%	A-=90-92 C-=70-72
<input type="checkbox"/> Class attendance and participation 20%	B+=87-89 D+=67-69
<input type="checkbox"/> Faith reflection 5%	B=83-86 D=63-66
<input type="checkbox"/> Final Exam 25%	B-=80-82 D-=60-62
<input type="checkbox"/> In-Class Presentation 20%	C+=77-79 F=0-59

INCOMPLETES AND LATE ASSIGNMENTS

Late assignments will lose 5 percentage points (e.g., 85% to 80%) for every day, including weekends, that they are late. Incompletes will only be assigned in extremely unusual circumstances. When a student does not attend class, the absence is excused *only if* it was caused by (1) religious observance, (2) participation in University activities at the confirmation of University authorities, (3) debilitating illness, or (4) compelling circumstances beyond the student's control. Students claiming excused absences are responsible for demonstrating to the instructor that their failure to attend was on account of one of these. Must provide documentation within one calendar week. Students will not 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).

ARTIFICIAL INTELLIGENCE (AI) POLICY

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good

writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, 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 accommodations and resources 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, faculty and staff are 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.

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 your professor or the [Office of Spiritual Life and Formation](#).

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.

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.

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 an "F" grade.

Refer to Academic Policies for additional detail.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a

different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

COURSE SCHEDULE AND ASSIGNMENTS

EXAMS

Exams are closed-book and closed-notes and may cover material from lectures, discussion, worksheets, or big ideas from 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.

GROUP PRESENTATION

Your group will do a 20-25 minute in-class presentation. **Presentations will take place on April 11th and 18th.** 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. More information about presentations will be provided in class.

DISCUSSION BOARD POSTS

Discussion board posts will respond to a given prompt in ~250 words. Students will also need to provide a substantial (>75 words) response to at least one of their classmates' original posts.

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. NOTE: Please submit the paper both in Canvas in the form of a Word doc.

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. In some cases I have also 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/DATE	CLASS TOPIC	READING	ASSIGNMENTS
Intro and Syllabus Review	1 1/11	Syllabus Review and Course Introduction	<u>Required:</u> John Harvey, <i>Contending Perspectives</i> , 1-5	
Economic Methods, Models, and Assumptions	2 1/18	Approaches to Economics	<u>Required:</u> John Harvey, <i>Contending Perspectives</i> , 6-10	Discussion Board Post #1
	3 1/25	Economy, markets, and society	<u>Required:</u> Adam Smith, selections from <i>The Wealth of Nations</i> Karl Polanyi, selections from <i>The Great Transformation</i>	
Wealth and Poverty	4 2/1	The Economics and Origins of Poverty	<u>Required:</u> Schiller, <i>The Economics of Poverty and Discrimination</i> , ch. 1 Polanyi, selections from <i>The Great Transformation</i>	Discussion Board Post #2
	5 2/8	Wealth and Poverty in the US Today	<u>Required:</u> Desmond, <i>Poverty</i> , selections	
Money, Society, and Government; Value and Productivity	6 2/15	What is Money? What is Value?	<u>Required:</u> Robert Skidelsky, <i>Money and Government</i> , Intro and chapter 1 Mariana Mazzucato, selections from <i>The Value of Everything</i>	
Economics, Moral Philosophy, and Theology	7 2/22	What Does Economics Have to do with Theology and Ethics?	<u>Required:</u> D. Stephen Long and Ruth Fox, <i>Calculated Futures</i> , selections Rowan Williams, "Theology and Economics: Two Different Worlds?"	Discussion Board Post #3
Gender and Economics	8 2/29	Introduction to Gender and Economics	<u>Required:</u> Barker, et. al., <i>Liberating Economics</i> , ch. 1-2	Mid-term Exam
	9 3/14	Households and Domestic Labor Economics	<u>Required:</u> Barker, et. al., <i>Liberating Economics</i> , ch. 2-3	
	10 3/21	Money, Markets, Economics, and Feminist Economics	<u>Required:</u> Barker, et. al., <i>Liberating Economics</i> , ch. 9 Hutchinson, Mellor, and Olsen, <i>The Politics of Money</i> , selections	Discussion Board Post #4
Race and Economics	11 3/28 (Easter Recess Week- >no class; please complete reading and assignment	Intro to Race and Economics	<u>Required:</u> O'Flaherty, <i>The Economics of Race in the United States</i> , chs. 1, 3 Selections from Mehrsa Baradaran, <i>The Color of Money</i>	Faith Reflection Paper

	between 3/21 and 4/4)			
	12 4/4	Race, Employment, and Earnings	<u>Required:</u> O’Flaherty, chs. 4, 5 Selections from Jonathan Tran, <i>Asian Americans and the Spirit of Racial Capitalism</i>	
	13 4/11	Race, Housing, and Supply-Side vs. Demand-Side Analyses	<u>Required:</u> O’Flaherty, chs. 7, 10 Keeanga-Yamahtta Taylor, “How Real Estate Segregated America,” https://www.dissentmagazine.org/article/how-real-estate-segregated-america-fair-housing-act-race/ Walter E. Hoover, “Race and Economics,” https://www.hoover.org/research/race-and-economics	<i>In-class Presentation</i>
Class and Economics	14 4/18	Introduction to the Concept of “Class”	<u>Required:</u> Gary Day, <i>Class</i> , Introduction Paul Graham, “The case for why widening inequality isn’t a problem,” January 20, 2016. https://paulgraham.com/ineq.html 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 Sam Pizzigati “A New Portrait of the World’s Wealth – and Wealthiest”, https://inequality.org/great-divide/a-new-portrait-of-the-worlds-wealth-and-wealthiest/	<i>In-Class Presentations</i>
	15 4/25	Class and Education; Class, Labor, and Faith in History and Today	<u>Required:</u> Paul Prescod, “UAW President Shawn Fain is Showing How to Build Working-Class Struggle” https://jacobin.com/2023/09/shawn-fain-uaw-strike-leadership-class-struggle David Graeber, <i>Debt: The First 5.000 Years</i> , ch. 1 Fabian Pfeffer and Alexandra Killewald, “Generations of Advantage: Multigenerational Correlations in Family Wealth,” https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6296851/pdf/nihms-998237.pdf	

			Michael Tanner, "Work Not Welfare is Key to Escaping Poverty," https://www.cato.org/blog/work-not-welfare-key-escaping-poverty	
Finals Week	16 5/2			<i>Final Exam</i>