

ECO 3600: Economics of Race and Gender
Fall 2019
Syllabus

Rey Hernández-Julián
Office: AD 510F
Telephone: 303 615 0649
Email: rherna42@msudenver.edu

Please contact me by e-mail, not by phone, if you want me to answer your questions promptly.

Office Hours

My office hours are Tuesdays and Thursdays 1:55-3:25pm, and Fridays 9:00am-11:00am. You can also schedule an appointment or stop by and see if I am available.

Course Description

This course applies the tool of economic analysis to issues that relate to race and gender. The course analyzes labor markets and how occupational choices and earnings vary systematically by race and gender. The course also examines in detail the intended and unintended consequences of several policies that address this situation. Finally, economic tools are applied to non-labor market behavior and are used to examine other outcomes that vary by race and gender.

Textbook

Women and the Economy 3rd edition.

by Susan Averett and Saul Hoffman. (Palgrave).

Students will also be required to complete reading assignments from academic journal articles as described in the outline.

Email

You are **REQUIRED** to activate and use your MSU Denver email account. Not reading your MSU Denver email account is done at **YOUR OWN PERIL**.

Grading

Grades will be based on your performance on
two midterm exams (15% each, 30% total),
a final exam (30%),
pop-quizzes on the readings (20%)
and a news evaluation (20%).

90% or better	= at least an A-
80% to 89%	= at least a B-
70% to 79%	= at least a C-
60% to 69%	= at least a D-
Below 60%	= F

Policy on Missed Quizzes, Exams and Late Homework Assignments: A grade of 0 will be assigned and no make-ups will be given.

Midterms

During weeks 5 and 12, you will have exams. These midterms will consist of multiple-choice questions, short answer questions, essays, mathematical problems, or some combination of these. The exam will cover the content of the chapters we have studied as well as journal articles and other material introduced in class.

Final Exam

You will take a final exam during the designated week at the end of the semester. This final exam is **comprehensive** and consists of questions similar to those in the midterms. It will address the full content of the course.

Quizzes

Part of the required readings for this class will be academic journal articles. The due dates for the reading of these articles are listed in the schedule below. As you read these articles, I will not expect you to understand all the complicated econometric techniques or the subtleties of the identification strategies. However, I will expect you to be able to answer the following five questions. Occasionally, on the days on which these readings are due, I will ask you to answer some or all of these questions, or a variation of some or all of these questions, as a quiz. Even on days where no quiz is taken, students should be ready to share their answers to all these questions, as I will use them as a starting point for class discussion.

1. What hypothesis is the author trying to test/advance?
2. What data does the author use?
3. Give an intuitive description of the author's test or model.
4. What does the author conclude?
5. Are you convinced that the author's results (if any) come from a causal relationship? Why or why not?

News Evaluation

First draft/outline due: October 17, 2019

Final draft due: November 19, 2019

Find a popular press piece that examines a difference in outcomes by race and/or gender. Then evaluate the piece's analysis in the using the tools and knowledge that you have gained in this course. Because you are evaluating an article's analytical approach, the assignment will be much easier if you use a longer article. (For example, an article that reports a change in the unemployment rate by gender, and does nothing else, would probably be a poor choice. If, however, the piece attempts to explain the difference, it would be much better.)

The paper should be between 4 and 6 double-spaced pages and should cite either the textbook, an article that you read for class, or an article cited in the textbook. If you are having a hard time finding a text to cite and to use as a standard for evaluation the article, please contact me.

I would suggest using a news aggregator (like www.slate.com) to find a list of articles that might be good fits for this assignment. Some on racial issues might be found here: <http://www.theroot.com/>. Some on gender issues might be here: <http://www.slate.com/human-interest>. Also check pieces in *The New Yorker*, *The Atlantic*, and *The New York Times Magazine*.

Withdrawal (W) Policy

You may withdraw from this class with W by the official drop date, Nov. 1, 2019. It is your responsibility to follow the procedures set by the Registrar's Office.

Accommodations

Any student eligible for and needing academic adjustments or accommodations because of a disability is required to go to the Access. You can contact them by phone (303) 556-8387, TTY: (303) 556-8484, fax (303) 556-2074, or email: sullivag@msudenver.edu. Please contact them before the end of the first week of class so that such accommodations may be arranged. Questions regarding these accommodations should be directed to the Access Center.

Religious Holidays

If you need to be absent from class due to a religious holiday observance, please notify the instructor in writing during the first two weeks of the semester. I will accommodate the due dates of assignments to suit your needs if there is any conflict with your religious practices.

Student Grade Appeal Procedure

If students have reason to question the validity of a grade received in a course, they must make their request for a change before the end of the second week of the semester following the completion of the course (the following fall semester in the case of the spring semester). The Grade Appeal Guidelines can be obtained from the students' respective deans. It is the responsibility of the student to initiate a grade appeal within the time limit, and to follow the procedures specified for grade appeals in the current Student Handbook. The handbook may be obtained from the Office of Student Services. The associate vice president for academic affairs will review all decisions of the Grade Appeal Committee (<https://www.msudenver.edu/handbook/>).

Student Conduct Code

Metropolitan State College of Denver has a Student Conduct Code and every student is encourage to consult the Student Conduct Code particularly regarding the School policy on cheating, plagiarism, and other forms of academic dishonesty.

Academic dishonesty is a serious offense at the College because it diminishes the quality of scholarship and the learning experience for everyone on campus. An act of academic dishonesty may lead to such penalties as reduction of grade, probation, suspension or expulsion. Examples of academic dishonesty include:

Cheating: The tem "cheating" includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests or examinations; 2) dependence upon the aid or sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty, staff or other students.

Fabrication: Intentional and unauthorized falsification or invention of any information, data, or citation in an academic exercise.

Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act or academic dishonesty.

Plagiarism: The term "plagiarism" includes, but I not limited to, the use by paraphrase or direct quotations, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency that may or may not be engaged in the selling of term papers or other academic materials.

Academic dishonesty may result in institutional sanction. Institutional sanctions, however, do not limit the individual faculty member's academic freedom and the right to maintain academic integrity in the learning environment by assigning a grade or grade notation for an assignment, exercise, test, and for the course.

In all cases of academic dishonesty, the instructor shall make a initial academic judgment about the student's grade on that work in that course and shall report such incidents within fifteen (15) working days to the student and to the judicial officer responsible for the administration of The College judicial system. The judicial officer has the discretion to consult with the faculty member and the Office of Academic Affairs to determine whether or not institutional sanctions should be invoked. In addition to institutional sanctions listed in the College judicial policies, a failing course grade assigned as a result of academic dishonesty is considered a permanent "F".

College judicial policies pertaining to academic dishonesty are part of the Student Conduct Code. Members of the faculty have the right and responsibility, when they report acts of academic dishonesty to the College judicial officer, to file charges against such student(s), and to ask that institutional sanctions be applied. The judicial officer may recommend and impose sanctions in any reported case of academic misconduct against a student.

Should institutional sanctions be recommended in cases of academic dishonesty, the judicial officer shall check with the Office of Academic Affairs to determine if the student has any record of prior offenses involving academic misconduct. Students accused of academic dishonesty have the right, under the judicial policies of the Student Conduct Code, to request a hearing to consider the charges made against them. The more comprehensive version of the Student Code of Conduct can be consulted at: <http://www.msudenver.edu/handbook/index.shtml>

ADA Statement

The Metropolitan State University of Denver is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this class and are requesting accommodations, then you must first register with the Access Center, located in the Plaza Building, Suite 122, 303-556-8387.

The Access Center is the designated department responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to my receipt of your ADA Accommodation Notification Letter from the Access Center. Please note that accommodations are never provided retroactively (i.e., prior to the receipt of your ADA Accommodation Notification Letter.) Once I am in receipt of your official Access Center ADA Accommodation Notification Letter, I would be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Access Center website www.msudenver.edu/access.

Week	Month	Day	Chapters Covered	Additional Reading Assignments
1	Aug	20	Syllabus, Preview	
	Aug	22	Chapter 1	Dawkins, Richard. <i>The Selfish Gene</i> , at least Chapters 1, 2, and 9; Larry Summers Lecture. Hernández-Julián, Rey, Hani Mansour, and Christina Peters. 2014. "The Effects of Intrauterine Malnutrition on Birth and Fertility Outcomes: Evidence from the 1974 Bangladesh Famine." <i>Demography</i> 51(5), 1775-1796.
2	Aug	27	Chapter 2	<i>Race: The Power of an Illusion</i> , episode 1. Video produced by the California Newsreel—in class. Watch episode 2 and episode 3 at home. AAPA Statement on Race and Racism
	Aug	29	Chapter 2, cont.	"The Biology of Race and Gender", Todd Yokley, Assoc. Prof. of Anthropology, MSU Denver
3	Sep	3	Chapter 3	Stevenson, Betsey and Justin Wolfers. 2006. "Bargaining in the Shadow of the Law." <i>The Quarterly Journal of Economics</i> , 121(1): 267-288
	Sep	5	Chapter 4	Farré, Lúdia and Libertad González. 2018. "Does Paternity Leave Reduce Fertility?" Universitat Pompeu Fabra Working Paper.
4	Sep	10	Chapter 5	Goldin, Claudia and Lawrence F. Katz. 2002, "The Power of the Pill: Oral Contraceptives and Women's Career and Marriage Decisions." <i>Journal of Political Economy</i> 110(4): 730-770. Askoy, Cevat G., Christopher S. Carpenter, and Jeff Frank. 2017. "Sexual Orientation and Earnings: New Evidence from the UK." <i>Industrial and Labor Relations Review</i> 71(1): 242-272.
	Sep	12		Ahmed, Ali M., Lina Andersson, and Mats Hammarstedt. 2013. "Are Gay Men and Lesbians Discriminated Against in the Hiring Process." <i>Southern Economic Journal</i> 79(3): 565-585. Antman, F. and Brian Duncan. 2015. "Incentives to Identify: Racial Identity in the Age of Affirmative Action." <i>Review of Economics and Statistics</i> 97(3): 710-713. Duncan, B. and Stephen J. Trejo. 2011. "Tracking Intergenerational Progress for Immigrant Groups: The Problem of Ethnic Attrition." <i>American Economic Review</i> 101(3): 603-608.
5	Sep	17		Test 1
	Sep	19		NO CLASS
6	Sep	24	Chapter 6	Goldin, Claudia and Cecilia Rouse. 2000. "Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians." <i>The American Economic Review</i> 90(4): 715-741.
	Sep	26	Chapter 7	Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? Evidence on Racial Discrimination in the Labor Market from a Large Randomized Experiment." <i>The American Economic Review</i> 94(4): 991-1013.
7				Audit Study Video—in class
	Oct	1	Chapter 8	Persico, Nicola and Petra E. Todd. 2008. "The Hit Rates Test for Racial Bias in Motor-Vehicle Searches." <i>Justice Quarterly</i> 25(1) 37-53.

	Oct	3	Chapter 9	Steele, Claude and Joshua Aronson. 1995. "Stereotype threat and the intellectual test performance of African Americans." <i>Journal of Personality and Social Psychology</i> , 69(5): 797-811.
8	Oct	8	Chapter 9, cont	Carell, Scott, Marianne Page, and James West. 2010. "Sex and Science: How Professor Gender Perpetuates the Gender Gap" <i>The Quarterly Journal of Economics</i> , 125(3): 1101-1144.
	Oct	10		Levitt, Steven and Roland Fryer. 2004. "Understanding the Black-White Test Score Gap in the First Two Years of School." <i>The Review of Economics and Statistics</i> 86(2): 447-464.
				Fryer, Roland. 2006. "Acting White," <i>Education Next</i> 6(1).
9	Oct	15	Chapter 11	Holzer, Harry J. and Keith R. Ihlanfeldt. 2006. "Customer Discrimination and Employment Outcomes for Minority Workers." <i>The Quarterly Journal of Economics</i> , 113(3): 835-867.
	Oct	17	Chapter 11, cont.	Neal, Derek. 2008. "black-white labour market inequality in the United States." <i>The New Palgrave Dictionary of Economics</i> . Second Edition. Eds. Steven N. Durlauf and Lawrence E. Blume. Palgrave Macmillan.
				<i>Paper topic/outline/draft due.</i>
10	Oct	22		Charles, Kerwin, Erik Hurst, and Nick Rousannov. 2009. "Conspicuous Consumption and Race." <i>The Quarterly Journal of Economics</i> 124(2): 425-467.
	Oct	24		Catch up and Review
11	Oct	29		Test 2
	Oct	31	Chapter 12	Parsons, Christopher, Johan Sulaeman, Michael C. Yates and Daniel S. Hamermesh. 2011. "Strike Three: Discrimination, Incentives, and Evaluation." <i>The American Economic Review</i> , 101(4): 1410-1435.
	Nov	1	<i>Last Day to W</i>	
12	Nov	5	Chapter 12, cont.	<i>Optional:</i> Nardinelli, Clark and Curtis Simon. 1990. "Customer Racial Discrimination in the Market for Memorabilia: The Case of Baseball." <i>The Quarterly Journal of Economics</i> 105(3): 575-595.
	Nov	7	Chapter 13	Hamermesh, Daniel. 1994. "Beauty and the Labor Market." <i>American Economic Review</i> 84(5): 1174-1194. Belot, Michele, V. Bhaskar, and Jerone van de Ven. 2012. "Beauty and the Sources of Discrimination." <i>Journal of Human Resources</i> 47(3): 851-872. Hernández-Julián, Rey and Christina Peters. 2016. "Student Appearance and Academic Performance." <i>Journal of Human Capital</i> 11(2): 247-262.
13	Nov	12	Chapter 14	
	Nov	14		Muralitharan, Karthik and Nishith Prakash. 2017. "Cycling to School: Increasing Secondary School Enrollment for Girls in India." <i>American Economic Journal: Applied Economics</i> 9(3): 321-350.
14	Nov	19		Papers due; brief presentation/conversation on papers.
	Nov	21		Papers due; brief presentation/conversation on papers, cont.
15	Nov	26		NO CLASS

	Nov	28	NO CLASS
16	Dec	3	Income/wealth inequality in the US; readings posted on Blackboard.
	Dec	5	Something interesting/fun; readings posted on Blackboard.
TBD			Final Exam
