

The Ohio State University
Colleges of the Arts and Sciences New Course Request

Economics

Academic Unit

ECON

Book 3 Listing (e.g., Portuguese)

485 Diversity Economics

Number

Title

Diversity Econ

U

05

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring X

Year

2006

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): Examines race, gender, and ethnicity in labor markets; impact of labor market discrimination and differences in human capital acquisition on labor market outcomes.

Quarter offered: SP06 Distribution of class time/contact hours: 2 -2 Hr Classes

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Economics 200

Exclusion or limiting clause:

Repeatable to a maximum of 0 credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What is course is last in the series? _____

Honors Statement:

Yes No

GEC: Yes No

Admission Condition

Off-Campus:

Yes No

EM: Yes No

Course: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 450601

Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course: The Department wants to apply its strength in labor economics to the important issue of differential labor market outcomes by race, gender, and ethnicity.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s)

A choice on major(s)/minors(s)

An elective within major(s)/minor(s)

A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

N/A

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

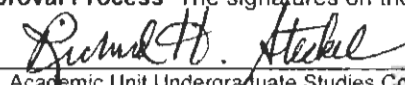

6. Expected section size: 50 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
Not Applicable
Sociology

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

 1. Academic Unit Undergraduate Studies Committee Chair	RICHARD H. STECKEL Printed Name	12-30-05 Date
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
 3. ACADEMIC UNIT CHAIR/DIRECTOR	MASAMI HASHIMOTO Printed Name	12-30-05 Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

Economics 485: Diversity Economics

Instructor: Dr. Molly Malloy Cooper

E-mail: cooper.338@osu.edu

Office: 421 Arps Hall

Phone: 292-0413

Office Hours: T, Th. 12:30-1:30

Wed. 2:30-4:30

Course Objectives

The course will examine race, gender, ethnicity, and religious affiliation in labor markets. We will study the consequences of labor market discrimination and the effects of human capital on wages, salaries, promotions, and other labor market outcomes. This class also will evaluate the impact of civil rights legislation and immigration laws on labor markets.

Course Requirements

You are required to participate in class discussions, to take the midterm and final exams and to write a position paper.

Exams: After we complete the Gender in Labor Markets section of the course, you will take a midterm exam in Week 5. The final will be held as scheduled by the university common exam schedule. The format of these exams will be short answer and essay.

Position Paper: After we complete the Race in Labor Markets section of the course, you will write a position paper arguing for or against government laws regarding race or gender in the labor or other markets, including affirmative action, the Civil Rights Act of 1964, etc.

Grading

Your final grade will be calculated using the following weights:

Class participation	10%
Midterm	30%
Position Paper	20%
Final Exam	40%

If you cannot meet one of your deadlines, please let me know **before** the due date whenever possible. If warranted, we can arrange a new schedule for you. Of course there are occasionally

unavoidable and unforeseen circumstances. I am a reasonable person and am willing to make accommodations in case of a true emergency. However, it would be unfair to your classmates if I were to accept late assignments with out a **valid** reason.

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. It is expected that all students at The Ohio State University have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)

Ten Suggestions for Preserving Academic Integrity
(oaa.osu.edu/coam/ten-suggestions.html)

Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Course Material

Required Textbook:

Francine D. Blau, Marianne A. Faber, and Anne E. Winkler, The Economics of Women, Men, and Work, 4th ed., (Prentice Hall, 2002)

Other reading for this class will be available in a packet from Grade A Notes, 22 E. 17th Ave. Other articles will be handed out or are available online through the university libraries' on-line journal services.

Tentative Course Outline: Note that this outline is tentative and subject to change at my discretion with ample advance warning, of course.

Week 1: Administrative—Going through the syllabus and discussion of course format. Review of writing techniques and background for Affirmative Action Position Paper.

Introduction to Gender in Labor Markets—the History of Women's Labor Force Participation.

- Textbook Chapter 4: "The Allocation of Time between the Household and the Labor Market"
- Blau, Francine. "Trends in the Well-Being of American Women, 1970-1995." The Journal of Economic Literature, Vol. 36, No. 1 (March 1998): 112-65. (available online @ www.jstor.org)
- Goldin, Claudia. Understanding the Gender Gap: An Economic History of America. New York: Oxford University Press, 1990. Chapters 1 & 2. (Course Packet)

Week 2: Gender Differences in Earnings and Occupations

- Textbook. Chapter 5: "Differences in Occupations and Earnings: Overview."
- "The Gender Gap in Earnings and Occupations." Chapter 3 in Understanding the Gender Gap: An Economic History of America. New York: Oxford University Press, 1990. (Coursepacket)
- Blau, Francine D. and Lawrence M. Kahn. "Gender Differences in Pay." Journal of Economic Perspectives, Vol. 14, No. 4 (Autumn 2000): 75-99.

Week 3: Gender inequities in occupations and wages: Differences in Human Capital or Discrimination?

- Textbook Chapter 6: “Differences in Occupations and Earnings: The Human Capital Model”
- Waldfogel, Jane. “Understanding the ‘Family Gap’ in Pay for Women with Children.” Journal of Economic Perspectives, Vol. 12, No. 1 (Winter 1998): 157-70. (available online @ www.jstor.org)
- Textbook Chapter 7: “Differences in Occupations and Earnings: The Role of Labor Market Discrimination”
- “The Emergence of ‘Wage Discrimination’” Chapter 4 in Understanding the Gender Gap: An Economic History of America. New York: Oxford University Press, 1990. (Handout)
- Darity, William A., Jr. and Patrick L. Mason. “Evidence on Discrimination in Employment: Codes of Color, Codes of Gender.” Journal of Economic Perspectives, Vol. 12, No. 2 (Spring 1998): 63-90. (available online @ www.jstor.org)

Week 4: Racial Differences in Wages and Employment

- Smith, James P. and Finis R. Welch. “Black Economic Progress after Myrdal.” Journal of Economic Literature. Vol. 27, Issue 2 (June 1989): 519-64. (www.jstor.org)

Week 5: Review and Midterm Exam

Week 6: Affirmative Action in Labor Markets and College Admissions and the Current State of the Racial Wage Gap.

- Holzer, Harry and David Neumark. “Assessing Affirmative Action.” Journal of Economic Literature, Vol. 38, No. 3 (Sept. 2000): 483-568. (www.jstor.org)
- Welch, Finis R. and Kevin Murphy. “Wage Differentials in the 1990s: Is the Glass Half-Full or Half-Empty?” Chapter 12 in The Causes and Consequences of Increasing Inequality, Finis Welch, ed. Chicago: University of Chicago Press, 2001. (Course Packet)

Week 7 &

Week 8: Ethnicity in the Labor Force. **Position Paper due Week 9.**

- Borjas, George. "The Economic Progress of Immigrants" in Issues in the Economics of Immigration, Borjas, ed. (Course Packet)
- Cooper, Molly. "Japanese, Chinese, and Mexican Americans in California: A Comparison," in Japanese American Wages, 1940-1990, OSU Ph.D. dissertation, 2003. (Handout)
- David Card, John DiNardo, and Eugena Estes. "The More Things Change: Immigrants and the Children of Immigrants in the 1940s, the 1970s, and the 1990s." Issues in the Economics of Immigration, Borjas, ed. (Course Packet)

Week 9: Religion, Human Capital, and Wages

- Chiswick, Barry R. "The Earnings and Human Capital of American Jews." Journal of Human Resources, Vol. 18, No. 3 (Summer 1983). Available (www.jstor.org)
- Steen, Todd. "The Relationship between Religion and Earnings: Recent Evidence from the NLS Youth Cohort." International Journal of Social Economics, Vol. 31: 572-81. (www.emeraldinsight.com)

Week 10: Course Wrap Up

Final held according to university exam schedule.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

COURSE GEC:

Arts and Sciences

Diversity Experiences

Social Diversity in the United States

Economics 485 is a GEC course in the Social Diversity in the United States category; the goal of this GEC category is to foster an understanding of:

- The pluralistic nature of institutions in the United States.
- The impact of gender, race, religion and ethnicity in labor and other markets.

Economics 485 addresses these goals in general by:

- Examining differences in human capital accumulation due to socialization and discrimination.
- Applying econometric models to examine the impact of these differences in average human capital acquisition on labor market outcomes. .
- Evaluating how changes in institutions and the legal environment have translated into changes in the differentials in labor market outcomes over time.

Economics 485 addresses these goals in particular by:

- Providing an environment to help students learn, understand, and demonstrate their knowledge of differential market outcomes due to gender, race, religion, and ethnicity.
- Having students learn essential economic facts, ideas and principles; through reading, studying and then discussing their assignments—subsequently gaining a deeper understanding through conceptualizing of the impact of differences in human capital and discrimination on labor market outcomes.
- Allowing students demonstrate critical thinking through written and verbal expression in the form of course examinations and editorial essays that relate directly to course objectives realized through completion of course assignments.