

**The Ohio State University  
General Education Curriculum (GEC)  
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

Economics

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

ECON 485

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

Category 6. Diversity Experiences, Section A. Social Diversity in the United States

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date Spring 2006

6. If your unit has faculty members on any of the regional campuses, have they been consulted? Yes

7. Select the appropriate descriptor for this GEC request:

Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).

9. Approval Signatures

Richard H. Steckel [Signature] Jan 24 2006  
Academic Unit Date

College Office/College Curriculum Committee Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction Date

Office of Academic Affairs Date

## Course GEC Statement

**Economics 485 is a GEC course in Arts and Sciences, Social Diversity in the United States Category.** Economics 485 has been designed with the general learning objectives of this categories in mind. The readings, class discussions, written assignments, and examinations will further students' abilities:

- To understand the pluralistic nature of institutions in the United States.
- To describe the role of gender, race, religion and ethnicity in labor and other markets.
- To recognize the role of social diversity in shaping their own attitudes and values.

**Economics 485** fits directly into this category by addressing these main learning objectives. Economics 485 uses economic methodology, reflecting the discipline it represents, to quantify the impact of inequality, especially in labor markets. The models presented will assist students in:

- Examining differences in human capital accumulation due to socialization and discrimination.
- Applying econometric models to quantify 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** draws on economics principles and applied research to investigate separately the impact of race, gender, ethnicity, and religion in labor markets. Examples of issues that will be investigated include:

- The impact of women's traditional roles of family caretakers on their labor market performances, and how these roles have evolved over time.
- The impact of changes in family structure on women's labor force attachment and career mobility.
- The impact of differences in educational attainment and access on the wages and occupational status of African Americans.
- The impact of the Civil Rights Act and Affirmative Action orders on the labor market outcomes of African Americans.
- Differential labor market outcomes of immigrants and their children versus native-born workers.
- Is there a link between religious instruction and academic and/or labor market success?

## GEC Course Assessment

This survey is intended to provide feedback to your instructor about the extent to which this course achieves the goals of its GEC category. Please fill out this short survey and return it.

### Legend:

Strongly Disagree	1
Somewhat Disagree	2
Neutral—Neither Agree nor Disagree	3
Somewhat Agree	4
Strongly Agree	5

This course helped me in understand the impact of race, gender, ethnicity, and religion in labor markets.

1                      2                      3                      4                      5

This course gave me a deeper appreciation of how differences in labor market outcomes lead to difference in human capital investments.

1                      2                      3                      4                      5

This course caused me reconsider my opinions about efforts to increase labor force diversity and/or affirmative action.

1                      2                      3                      4                      5

Has this course has changed the way you believe your race, gender, ethnicity, or religion may impact your career path?

Do you think you learned anything that may be helpful as potential employer or manager?

# Economics 485: Diversity Economics

Quarter  
Days & Time  
Classroom

Lecturer: Dr. Molly Malloy Cooper  
E-mail: cooper.338@osu.edu  
Office: Arps Hall  
Phone:  
Office Hours: TBD

## 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. This course fulfills the Social Diversity in the United States General Education Requirement.

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- Differential labor market outcomes of immigrants and their children versus native-born workers.
- Is there a link between religious instruction and academic and/or labor market success?

## 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, the Pregnancy Discrimination Act, etc.

## Grading

Your final grade will be calculated using the following weights:

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

The OSU standard grading scheme will apply to this course.

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.

## Course Materials

### *Required Textbook:*

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

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

## Course Outline:

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](http://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](http://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](http://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](http://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](http://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 7.**

- 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](http://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](http://www.emeraldinsight.com))

Week 10: Course Wrap Up

**Final held according to university exam schedule.**

## **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](http://oaa.osu.edu/coam/home.html))

*Ten Suggestions for Preserving Academic Integrity*  
([oaa.osu.edu/coam/ten-suggestions.html](http://oaa.osu.edu/coam/ten-suggestions.html))

*Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

***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.***