

Term Information

Effective Term Spring 2024
Previous Value Autumn 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose that the course be included in the Sustainability theme of the GE program.

What is the rationale for the proposed change(s)?

The course studies the evolution of demographic rates such as fertility, mortality, and migration, given the finite resources of the world. It features the interactions between human population and the environment, paying particular attention to technological change. Population dynamics is important to the understanding of human sustainability. We believe the course meets all the expected learning outcomes and is a great fit for the theme.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Economics
Fiscal Unit/Academic Org	Economics - D0722
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4553
Course Title	Economics of Population
Transcript Abbreviation	Population Econ
Course Description	Using economic principles to analyze population growth, fertility, mortality, mating, dating, marriage, teen pregnancy, divorce, and migration.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: 2001.01, 2001.02, or 2001.03H, or 2002.01, 2002.02, or 2002.03H.

Previous Value

Prereq: 2001.01, 2001.02 (200), or 2001.03H (200H), or 2002.01, 2002.02 (201), or 2002.03H (201H).

Exclusions

Previous Value

Not open to students with credit for 553.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.0603

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Through reading and research, students will be able to answer the important questions related to population, including in particular:
 - 1. What has economic growth done to the way that families form and function, and is there a role for public policy in light of these changes in the family?
 - 2. Why are people today having fewer children than in the past? Why are more people having children outside of marriage?
 - 3. Why are there more divorces now than in the past?
 - 4. As more women work outside of the home, what does that do to power dynamics in families?
 - 5. Is teen motherhood causally related to poor outcomes for mother and/or child?
 - 6. Who should you ask out on a date, and why should you turn down anybody who asks you out?
 - 7. How long will our grandchildren live?

Previous Value

Content Topic List

- Population Growth
- Fertility
- Mortality
- Mating
- Dating and Marriage
- Teen Pregnancy
- Divorce
- Migration

Sought Concurrence

No

Previous Value

Attachments

- Economics-4553-GE-Cover-Letter.pdf: Cover Letter
(Cover Letter. Owner: Lam, Pok-Sang)
- Syllabus-Economics-4553.pdf: Syllabus-Economics-4553
(Syllabus. Owner: Lam, Pok-Sang)
- submission-Form-Sustainability-Economics-4553.pdf: Submission-Form-Economics-4553
(Other Supporting Documentation. Owner: Lam, Pok-Sang)

Comments

- I am attaching (a) a cover letter; (b) the syllabus; and (c) the submission form. Thank you very much for your consideration, and I look forward to your comments. *(by Lam, Pok-Sang on 04/23/2023 09:36 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lam, Pok-Sang	04/23/2023 09:53 PM	Submitted for Approval
Approved	Peck, James D	04/24/2023 09:01 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/11/2023 01:21 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/11/2023 01:21 PM	ASCCAO Approval



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April 23, 2023

Re: Submitting Economics 4553 to the Sustainability theme

Dear Colleagues:

On behalf of the Economics department, I am submitting Economics 4553 (*Economics of Population*) for inclusion in the *Sustainability* theme of the new GE program. The course studies the evolution of demographic rates such as fertility, mortality, and migration, given the finite resources of the world. It features the interactions between human population and the environment, paying particular attention to technological change. Population dynamics is important to the understanding of human sustainability. We believe the course meets all the expected learning outcomes and is a great fit for the theme.

The course requires either Economics 2001 or Economics 2002. They are, respectively, *Principles of Microeconomics* and *Principles of Macroeconomics*. They are the most basic introductory courses in economics, and almost every course in Economics requires them. They are part of the Foundations — Social & Behavioral Sciences in the GE program. They are popular courses, and increasingly students are taking the courses in high school. With this prerequisite, the course requires only a basic understanding of the idea of demand and supply.

I am attaching the worksheet and a syllabus. Thank you very much for your consideration, and I look forward to hearing from you.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'P. Lam'.

Pok-sang Lam
Associate Professor
Email: Lam.1@osu.edu

Economics 4553
Economics of Population
Spring Semester 2022

Spring 2022
TR: 12:45PM –2:05PM
300 Journalism Building
OH: Tuesdays 3:00PM-4:00PM

Professor: Trevon D. Logan
E-mail: logan.155@osu.edu
Office: 439 Arps Hall
Phone: 614-292-0762

Course Website: <http://carmen.osu.edu>

Course Description and Objectives: This course will provide a way of economically thinking about and understanding the economic consequences of demographic processes like fertility, mortality, marriage, and immigration. The majority of this class is concerned with non-market behavior, but that does not mean these subjects are beyond the reach of economic analysis. As we will see in this course, economics is a powerful tool for analyzing demographic behavior, even though marriage, divorce, mating, dating, fertility, and mortality are not “goods” produced by “firms” and then placed on the market at a “price” for “consumers.”

This course will consider a number of topics and research agendas, some controversial and hotly contested, that economists have studied as they have analyzed demographic behavior. This course will both introduce students to research in the area and expose them to questions in the field. For example, we will consider the following questions in this course: What has economic growth done to the way that families form and function, and is there a role for public policy in light of these changes in the family? Why are people today having fewer children than in the past? Why are more people having children outside of marriage? Why are there more divorces now than in the past? As more women work outside of the home, what does that do to power dynamics in families? Is teen motherhood causally related to poor outcomes for mother and/or child? Who should you ask out on a date, and why should you turn down anybody who asks you out? How long will our grandchildren live? As you will discover, the answers and debates around many of these questions will surprise you.

Course Logistics: The prerequisite for this course is Econ 2001.01 (200), 2002.02, or 2002.03H (200H), or 2002.01 (201), 2002.02, or 2002.03H (201H). If you have any concerns because you have not met all of the prerequisites, please see me as soon as possible. The course meets in **300 Journalism Building on Tuesdays and Thursdays from 12:45pm to 2:05pm**. My office hours are **3:00PM to 4:00PM in 439 Arps Hall, or by appointment**. I will also be available for brief chats immediately after class on Tuesdays and Thursdays. I can be reached by phone at 614-292-0762, or by email: logan.155@osu.edu. Also, course announcements will be posted on the course website-- I expect every student to consult it regularly throughout the term. There is no textbook for this course. All readings for this course are available on the course website (<http://carmen.osu.edu>).

Attendance is important for doing well on exams and for receiving a passing grade in the course. Material is presented in lecture that is not included in the readings, and you will be responsible for knowing it. My previous experience has shown that course notes and slides are an extremely poor substitute for attendance and participation, particularly to clarify concepts and models. Each class meeting will contain a lecture and interspersed periods of discussion. Each class meeting will present concepts underlying the selected topics and readings for that class meeting and will highlight the substantive facts and models underlying the issues. You should be prepared to share your ideas on both the readings and their subject matter. To that end, it is very important that you do the assigned reading for that class meeting in advance. I expect every student to participate regularly throughout the course of the term. Given my unfamiliarity with Zoom recordings and the inability to record all aspects of in-person instruction, recordings may be incomplete, may fail to record, or otherwise be unavailable. Presentation slides for lecture presentations will be provided on the course website after lecture.

New General Education Information: This course is included in the GE theme Sustainability.

The goals of the course are to achieve the following:

1. Successful students will analyze sustainability at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to sustainability by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.

These goals will be accomplished by examining how human population change is related to environmental sustainability. The study of the economics of population is intimately related to human environmental interaction, endogenous change in the physical and social environment, and predicting the course of future demographic rates such as fertility, mortality, and migration with respect to the finite resources of the world.

The expected learning outcomes are:

1.1 Engage in critical and logical thinking about the topic or idea of sustainability

This course will build skills in critical and logical thinking about sustainability and human/environment interaction through (1) reaction papers which require the students to opine and evaluate classic theories on the relationship between population and the environment, and (2) engagement in class-based discussion and debates on the role of human population growth on both technology and the standard of living. Students will also be examined on the analytical model of human/environment interaction.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability.

Engagement occurs via readings and reaction paper assignments on the demographic transition, Malthusian population theory, Beckerian models of fertility, and the theory of technophysio evolution.

2.1 Identify, describe and synthesize approaches or experiences as they apply to sustainability.

The course brings together the demographic transition, the theory of population and the environment (Malthusian theory), the economic theory of fertility, and descriptive analysis of physiological and mortality changes. Students identify each change in a model of human demographics and the standard of living, which combines features of all aforementioned topics.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

Course discussions, reaction paper assignments, and exam questions combine critical thinking on the changes in human demographic rates to the environment, physiological change, and the level of natural resources. Additional readings extend this to incorporate the role of technology and industrialization on both changes in the human environment and family and social form, changes in gender relations and the resulting changes in rates of family formation, urbanization, fertility, and mortality. Finally, the role of intergenerational relations and politics is highlighted as generations at different stages in the life-course face different returns and benefits to policies which would extend and restrict natural resource extraction.

3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.

The material in this course connects the analytical model of Malthusian theory relating human population size, fertility, and mortality to the standard of living. This framework is used to describe the promises and limits of technological change, changes in human fertility and mortality, and their impact on the standard of living. The course includes analyses of long-term sustainable policy solutions to raise the standard of living, along with analyses of how technological change is modeled, and how the sustainability of population outcomes depend on technological change. Students are required to read original scholarly works on economic demography, theories of population, the formation and dynamics of families, fertility, segregation, and the long term implications of the evolution of these economic and demographic factors. Classroom discussions of these assigned readings will lead students to examine formal models of fertility, highlighting the cost of children to parents and the role of public policy in curtailing and encouraging fertility.

3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present and future.

The assigned readings provide descriptions of trends in human demographics, including distinctions between period and cohort measures of demographic trends. Classroom discussions will emphasize the processes and assumptions behind calculating period and cohort trends. Assigned readings and classroom discussions will provide a formal introduction to the theory of demographic transition and its resulting impact on the level and sustainability of world

populations. Readings and course discussion will also analyze trends in living standards over time and their implication for resource extraction and limits, and the predicted flows of human population across space as climate events restrict habitable areas. This will include an emphasis on the role that physiological change among human beings has for food resource needs and population levels as life expectancy expands, as well as the increased risk for epidemics given the high mobility of the human population, the exposure to prehistoric diseases which could in permafrost, and other prospects for the future of human/environment interaction.

3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

Students are required to produce four 3-4 page reaction papers on the major topics and assigned readings in the course. Reaction papers require students to read original, scholarly texts, formulate and justify an opinion on whether they agree or disagree with the author, and explain why. For example, reaction papers may require students to assess an assumption that the author makes, or whether they think that the author is leaving out some relevant issue or conflating two issues. Reaction papers can also assess whether statistical analyses are appropriately designed to support conclusions reached by the author. Students are also required to explain whether the paper made (or didn't make) them change their minds on a particular topic and why. As an example, one reaction paper requires students to reflect on Malthus' moral worldview in addition to the analytical frame that he uses to describe the human condition. Students also participate in class discussion to describe how modern demographic trends in fertility and mortality can be interpreted in a sustainability framework. Finally, students see how the interaction of technology has changed human morbidity and mortality, extended human life, and the implications of these demographic shifts for the sustainability of population dynamics.

Course Conduct: Learning requires attention and focus. The University defines disruptive behavior as “behavior which interferes with other students, faculty or staff and their access to an appropriate educational or work environment.” Although silent, the use of alternative technologies for extracurricular purposes during class is highly disruptive to the instructor and distracts from course discussions. It interferes with access to an appropriate educational environment. Similarly, numerous experimental studies have shown that personal technological devices are causally related to poor performance in courses, in addition to significant negative externalities. As such, ***this course actively discourages the use of personal technology during lecture.*** This includes cell phones, laptop computers, and tablets (iPads, etc.). The instructor of this course actively monitors the Buckeye Alert System and will immediately notify students of alerts as they pertain to student safety and other matters of significant import during class meeting times. Failure to abide by this policy may result in permanent dismissal and/or disenrollment from the course for disruptive behavior as described below. In addition, during all examinations instructions must be strictly followed or you will risk receiving a zero on the exam or part thereof.

Exemption Policy: Any student may petition for an exemption to use technology by emailing the instructor by the end of the second week of the term (January 21, 2022). To minimize negative externalities due to the use of technology, students with exemptions will be expected to use technology as inconspicuously as possible.

Classroom Behavior Policy: Students are expected to adhere to university policy regarding course conduct, including protocols implemented for COVID-19 mitigation and masking indoors in all campus facilities, regardless of their vaccination status. For example, with the university masking policy in place, students are not allowed to eat or drink in class as long as we are under a state of emergency. Upon the first offense, students will be issued a verbal warning in class. Upon the second offense, the student will be dismissed from class for that day and may be issued a formal warning via email. Upon the third offense the student will be disenrolled from the course for repeated disruptive behavior. This is in keeping with University Rule 3335-8-33, which states (in part): *“The instructor... may disenroll a student from a course if... after warning, continues to engage in disruptive conduct...which results in impairment of teaching or learning processes.”* (<http://trustees.osu.edu/rules/university-rules/rules8/ru8-33.html>) This policy will be strictly enforced; please govern yourselves accordingly.

Evaluation and Grading: There will be **two midterm examinations**, tentatively scheduled for Thursday, February 10 and Thursday, March 10. Also, there will be a (weakly) **cumulative final examination** on Thursday, April 28, 2:00pm to 3:45pm. In addition, every student must write **four reaction papers** as described below. All exams will include both short answer and essay questions. I will hold extra office hours and/or review sessions before the Midterms and Final exam. Grades for the course will be based on the midterm exam (20% each for a total of 40%), the final exam (30%), your reaction papers (4 papers worth 20% of the total grade) and course participation in discussions (10%)—there is no extra credit. If you miss a midterm exam with a valid excuse the final exam will count as 50% of your grade. Note: all excuses must be accompanied by proper documentation which sufficiently substantiates the reasons for a missed exam (airline tickets and notes from parents are generally not acceptable documentation in most circumstances) and I make the final decision about whether an excuse for a missed midterm is indeed valid. An excuse that you have used for a previous course has **absolutely no guarantee** of being acceptable in this course. If your excuse is ruled invalid you will receive a zero for that exam. All students must take the final exam. Not taking the final exam will result in automatic failure in the course.

Reaction Paper Assignment: Every student in the course will complete four short reaction papers (anywhere from 3 to 4 typewritten double spaced pages in length, with a maximum font of 11 and 1-inch margins on all sides) that give your reasoned reaction to one of the readings in the course. These papers must be a reaction papers -- you cannot simply review the paper and then issue an assessment. You will have to think hard about the paper and then justify why you agree or disagree with the author and why. For example, you may take issue with an assumption that the author makes, you may think that the author is leaving out some relevant issue, you may think that the author is conflating two issues, you may not agree with the statistical analysis, etc. Be sure to include what issues this paper made you think about and why, and also note if this paper made (or didn't make) you change your mind on a particular topic and why. Your reaction should stress the economic aspects of your reaction. If you are not sure that what you are doing constitutes a reaction paper, please ask. Reaction papers are graded both on the quality of the writing and their ability to form a coherent argument about the economic issues addressed.

In the reading list, you will note that certain papers have a “##” next to them. These papers are the readings eligible for a reaction paper. As you will see, there are many choices. Reaction

papers for a particular article are due one week after the article is assigned for class lecture and discussion and will be submitted to the course website. For example, if an eligible article will be discussed on Tuesday, then the reaction paper to that article can be turned in no later than the following Tuesday. Once the one-week window is closed, you may not write a reaction paper on that reading. *In other words, you have one week from the date a reading is discussed in class to write a reaction paper on that reading.* Although you have a choice of articles, you only need to write four reaction papers for this course, and only four reaction papers per student will be accepted.

ACADEMIC MISCONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students 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 (COAM). 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.

Students with disabilities that have been certified by the Office for Disabilities Services should inform me as soon as possible of their needs so that they may be accommodated in a timely manner. Similarly, if you need access to this syllabus or other course materials in a different format inform me as soon as possible.

Reading List

I. What is Economic Demography? An Introduction (1 week)

Joseph A. McFalls, Jr. (2007) "Population: A Lively Introduction" *Population Bulletin* 62: 1-36.

Ronald Lee (2003) "The Demographic Transition: Three Centuries of Fundamental Change,"
Journal of Economic Perspectives 17: 167-190.

Application: Christopher Carpenter and Carlos Dobkin (2011) "The Minimum Legal Drinking Age and Public Health" *Journal of Economic Perspectives* 25: 133-156.

II. The Classical Economic Theory of Population (1 week)

Thomas Malthus (1798) *An Essay on the Principle of Population*, Chapters 1-2.

Ronald Lee (1980) "A Historical Perspective on Economic Aspects of the Population Explosion" in Richard Easterlin, ed., *Population and Economic Change in Developing Countries*, pages 517-520, 541-546

III. Long Run Perspectives on Economic Change and the Family and the Role of Public Policy (1.5 weeks)

Gary Becker, (1991) "The Evolution of the Family," Chapter 11 of Gary Becker, *A Treatise on The Family* (Harvard University Press) pages 342-361.

Gary Becker and Kevin M. Murphy (1988) "The Family and the State" *Journal of Law and Economics* 31: 1-12.

Edward Miguel (2005). "Poverty and Witch Killing." *Review of Economic Studies*, 72: 1153-1172.

IV. The Economics of Dating, Mating, and Marriage (4 weeks)

A. An Economic Model of Dating and "Hookups"

Raymond Fisman, Sheena Iyengar, Emir Kamenica and Itamar Simonson (2008). "Gender Differences in Mate Selection: Evidence from a Speed Dating Experiment." *Quarterly Journal of Economics* 673-697.

Elizabeth Armstrong, Paula England and Alison Fogarty (2012) "Accounting for Women's Orgasm and Sexual Enjoyment in College Hookups and Relationships." *American Sociological Review* 77: 435-462.

Spencer Olmstead, Kay Pasley and Frank Fincham (2013) "Hooking Up and Penetrative Hookups: Correlates that Differentiate College Men." *Archives of Sexual Behavior* 42: 573-583.

##Kate Julian (2018) "Why are Young People Having So Little Sex?" *The Atlantic*

Application: Alex Williams (2013) "The End of Courtship?" *New York Times*, January 11

B. The Changing Marriage Market and Female Labor Force Participation

Claudia Goldin and Lawrence Katz (2000) "Career and Marriage in the Age of the Pill." *American Economic Review Papers and Proceedings* 110: 461-465.

Martha J. Bailey, Brad Hershbein and Amalia Miller (2012) "The Opt-In Revolution? Contraception and the Gender Gap in Wages" *American Economic Journal: Applied Economics* 4:225-254.

C. Changes in Household Dynamics, Gains to Marriage

- ##Leonardo Bursztyn, Thomas Fujiwara, and Amanda Pallais (2017) “‘Acting Wife’: Marriage Market Incentives and Labor Market Investments.” *American Economic Review* 107: 3288-3319.
- ##Natasha Quadlin (2018) “The Mark of a Woman’s Record: Gender and Academic Performance in Hiring.” *American Sociological Review* 83: 331-360.
- Claudia Goldin (2006) “The Quiet Revolution that Transformed Women’s Employment, Education, and Family.” *American Economic Review* 96: 1-21.
- ## Claudia Goldin and Maria Shim (2004) “Making a Name: Women’s Surnames at Marriage and Beyond.” *Journal of Economic Perspectives* 18: 143-160.
- Application: Titan Alon, Matthias Doepke, Jane Olmstead-Rumsey, Michèle Tertilt (2020) “The shecession (she-recession) of 2020: Causes and consequences.” *VoxEU*, September 22
- Application: John Bluedorn, Francesca Caselli, Niels-Jakob Hansen, Ippei Shibata, Marina M. Tavares (2021) “Gender and employment in the COVID-19 recession: Cross-country evidence on ‘she-cessions’” *VoxEU*, April 30.

V. The Economics of Fertility (2 weeks)

A. The Demand for Children, a General Framework

- T. Paul Schultz (1981) *Economics of Population* (Addison-Wesley), selections on the demand for children: pages 62-69, 77-78, 159-162.

B. The Value of Time Model of Fertility (Model in Lecture Only)

- ##Ilyana Kuziemko, Jessica Pan, Jenny Shen, and Ebonya Washington (2018) “The Mommy Effect: Do Women Anticipate the Employment Effects of Motherhood?” NBER Working Paper 24740

C. The Quantity-Quality Model of Fertility (Model in Lecture Only)

- Application: Anna Brown (2021) “Growing share of childless adults in U.S. don’t expect to ever have children.” Pew Research Center, November 19

- Application: Emma Green (2021) “A World Without Children.” *The Atlantic*, September 20

D. Teen Childbearing in the United States

- James Trussell (1988) “Teenage Pregnancy in the United States,” *Family Planning Perspectives* 20: 262-272
- ## Arline Geronimus and Sanders Korenman (1992) “The Socioeconomic Consequences of Teen Childbearing Reconsidered,” *Quarterly Journal of Economics* 107: 1187-1214
- ## Melissa Kearney and Phillip Levine (2012) “Why is the Teen Birth Rate in the United States so High and Why Does it Matter?” *Journal of Economic Perspectives* 26: 141-163.
- ## Melissa Kearney and Phillip Levine (2015) “Media Influences on Social Outcomes: The Impact of MTV’s *16 and Pregnant* on Teen Childbearing” *American Economic Review* 105: 3597-3632.

VI. Research on the Frontier— Economics of Non-Traditional Families (1 week)

- Dan Black, Seth Sanders, and Lowell Taylor (2007) “The Economics of Lesbian and Gay Families.” *Journal of Economic Perspectives* 21: 53-70.
- M.V. Lee Badgett, Christopher S. Carpenter, and Dario Sansone (2021) “LGBTQ Economics” *Journal of Economic Perspectives* 35: 141-170.

##Ali Ahmed, Lina Andersson and Mats Hammarstedt (2013) “Are Gay Men and Lesbians Discriminated Against in the Hiring Process?” *Southern Economic Journal* 79: 565-585.

##Timothy J. Biblarz and Evren Savci (2010) “Lesbian, Gay, Bisexual, and Transgender Families” *Journal of Marriage and Family* 70: 480-497.

VII. Intrahousehold Relationships (1 week)

Robert A. Pollak (2004) “An Intergenerational Model of Domestic Violence” *Journal of Population Economics* 17: 311-329

Scott Carrell and Mark Hoekstra (2010) “Externalities in the Classroom: How Children Exposed to Domestic Violence Affect Everyone’s Kids.” *American Economic Journal: Applied Economics* 2: 211-228.

David Card and Gordon B. Dahl (2011) “Family Violence and Football: The Effect of Unexpected Emotional Cues on Violent Behavior” *Quarterly Journal of Economics* 126: 103-143.

Amalia Miller and Carmit Segal (2019) “Do Female Officers Improve Law Enforcement Quality? Effects on Crime Reporting and Domestic Violence.” *Review of Economic Studies* 86: 2220-2247.

VIII. Segregation (.5 weeks)

Elizabeth Ananat (2011) “The Wrong Side(s) of the Tracks: The Causal Effects of Racial Segregation on Urban Poverty and Inequality.” *American Economic Journal: Applied Economics* 3: 34-66.

Trevon Logan and John Parman (2017) “The National Rise in Historical Segregation” *Journal of Economic History* 77: 127-170.

Rodney Andrews, Marcus Casey, Bradley Hardy, and Trevon Logan (2017) “Location Matters: Historical Racial Segregation and Intergenerational Mobility.” *Economics Letters* 158: 67-72

IX. Prospects for the Future, or Are we Going to Live Forever? (1 week)

Shelly Lundberg and Robert Pollak (2007) “The American Family and Family Economics.” *Journal of Economic Perspectives* 21: 3-26

Martha Bailey and Andrew Goodman-Bacon (2015) “The War on Poverty’s Experiment in Public Medicine: Community Health Centers and the Mortality of Older Americans.” *American Economic Review* 105: 1067-1104.

David Card, Carlos Dobkin, and Nicole Maestas (2009) “Does Medicare Save Lives?” *Quarterly Journal of Economics* 124: 597-636.

Robert Fogel (1994) “Economic Growth, Population Theory, and Physiology: The Bearing of a Long-Term Process on the Making of Economic Policy.” *American Economic Review* 84: 369-395

Note: ##- the paper can be used as the source of material for a reaction paper.

GE Theme course submission worksheet: Sustainability

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Sustainability)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Sustainability

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.	
ELO 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.	
ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	