



**ECON 339 A01**

**Course Title: Economics of the family**

**CRN 11135**

**Winter Session: Second term 203101**

**Instructor Name: Dr. L. Welling**

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**Office: BEC 346**

**Classroom: DSB C118 MTh 11:30 – 12:50**

**Office Hours: TBA; by appointment is always an option**

**Preliminary course outline version** (will be updated as we progress through the term)

**Course Content**

The calendar entry for *Economics of the family* says this course is “An introduction to the theoretical and empirical literature on the allocation of labour and resources within households, and its relation to labour force outcomes. Topics may include: human capital decisions; gender roles; household production; labour force participation; the economics of marriage and divorce; the valuation of unpaid work in national income accounting; child care; gender and development.”

The first part of the course reviews and expands upon some of the concepts from your introductory microeconomics course (ECON 103 at UVic); this provides the basic tools for our analysis.

**Textbook (required)**

Eswaran, Mukesh (2014) *Why Gender Matters in Economics*, Princeton University Press (ME)

(available in hardcover, paperback or ebook; has been used in previous years)

All references to chapters from this book will be identified as E#; I use the 2014 hardcover version.

I will also draw material from the following:

Coontz, Stephanie (2006) *Marriage, a history: how love conquered marriage*. SC

Doepke, Matthias and Fabrizio Zilibotti (2019) *Love, Money & Parenting: how economics explains the way we raise our kids*. DZ

Marcial, Katrine (2015\*) *Who cooked Adam Smith’s Dinner*, Portobello Books (\*English translation; original in Swedish 2012) This book is a great read; I will be using quotations from this.

Seabright, Paul (2013) *The War of the Sexes: How Conflict and Cooperation Have Shaped Men and Women from Prehistory to the Present*, Princeton University Press PS

This book is online; the hyperlink will be on course reserve.

Additional reports, papers and published articles will be assigned as the course proceeds.

## **Grading**

Your final grade will be determined by one of the following:

### *Grading Scheme A:*

Assignment 1 (micro review)	5%
Other assignments and quizzes	20%
Discussion 1 (topics of interest)	5%
Other discussions	15%
Midterm Exam:	25%
Final Exam:	30%

### *Grading Scheme B:*

Assignment 1 (micro review)	5%
Discussion 1 (topics of interest)	5%
2 other assignments or discussions	10%
Individual paper or group presentation	30%
Midterm Exam:	25%
Final Exam:	25%

In both schemes the first assignment and participation in the first discussion are required and together worth 10% of your final mark. The midterm and the final are together worth 55% in Scheme A and 50% in scheme B. In both schemes the midterm will be worth 20% if your mark on the final exceeds your mark on the midterm; the extra 5% will be allocated to the final exam.

### Assignments and quizzes:

There will be at least one assignment or quiz every 2 weeks. Assignments can be completed individually or submitted as a group. Quizzes must be completed individually. The first assignment is worth 5% of your final mark and is required.

### Discussions:

Questions will be issued approximately every two weeks, except for the week of the midterm (so there will be at least 5). The first discussion is worth 5% of your final mark and is required. For full marks on the discussions you must participate in at least 2 of the other discussions. Marks will depend on the clarity of your comments and the relation of your comments to the topic(s) under discussion.

Midterm: Thursday February 16, in class

Final exam: To be determined by the registrar's office.

## **Essential components:**

You must complete the first assignment and the first discussion to write the final exam. You must pass the final exam to pass the course.

**Grading Scale:**

A+	A	A-	B+	B	B-	C+	C	D	F or N
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

Students should review the University's more detailed [undergraduate grading policy](#).

**Course Policies**

This course adheres to the [Undergraduate Course Policies](#) of the Department of Economics that deal with the following issues:

- Academic concessions
- Academic integrity (plagiarism and cheating)
- Attendance
- Grading
- Inclusivity and diversity
- Late adds
- Late assignments
- Repeating courses
- Review of an assigned grade
- Sexualized violence prevention and response
- Students with a disability
- Term assignments and debarment from examinations
- Travel plans
- Waitlists

The following policies are explicitly included because of their importance.

**Examinations**

Attendance at all scheduled examinations is mandatory. Consideration for missed examinations will be given only on the basis of documented illness, accident or family affliction, and for no other reasons. In the event of a missed final examination, students are advised to follow the procedures outlined in the [University Calendar](#).

Students are advised not to make work or travel plans until after the examination timetable has been finalized. Students who wish to finalize their travel plans at an earlier date should book flights that depart after the end of the examination period. There will be no special accommodation if travel plans conflict with the examination.

**Waitlist Policies**

- Instructors have no discretion to admit waitlisted students or raise the cap on the course.
- Students on the waitlist should discuss with the instructor how to ensure they are not behind with coursework in the event they are admitted.
- Registered students who do not show up in the first seven calendar days from the start of the course may be dropped from the course.
- Registered students who decide not to take the course are responsible for dropping the course, and are urged to do so promptly out of courtesy toward waitlisted students.
- Waitlist offers cease after the last date for adding courses irrespective of published waitlists.
- Any students who are still waitlisted in a course **after** the course add deadline should stop attending/completing coursework. Students are responsible for being aware of this deadline and will not be eligible for credit in the course despite continuing to complete coursework..

**Academic Integrity**

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. A student who is found to have engaged in unethical academic behaviour, including the practices

described in the [Policy on Academic Integrity](#) in the University Calendar, is subject to penalty by the University.

Review <https://www.uvic.ca/library/help/citation/plagiarism/index.php> for the definition of plagiarism. Note: Submitted work may be checked using plagiarism detection software.

### **University Policy on Human Rights, Equity and Fairness**

The University is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

See [General University Policies](#)

### **Accessibility & Health Resources**

#### **Centre for Accessible Learning**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, you are free to approach me; however, you must register with the [Centre for Accessible Learning](#) (CAL) for formal arrangements to be made. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

[Health Services](#) - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

[Counselling Services](#) - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

[Elders' Voices](#) - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

### **Brightspace**

- Brightspace is used extensively for this course. All students are expected to be fully functional with the system.
- The lecture slides will be posted in Brightspace. Please note that the lecture slides online are primarily in point form and provide only outlines of the actual lectures.
- All announcements will be posted in Brightspace. Students are advised to check it frequently.
- I will post assignments on Brightspace and you will submit your answers there.
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### **Course Experience Survey (CES)**

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future.

When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to the [CES log-in](#). You will use your UVic NetLink ID to access the survey, which can be completed on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

- What strengths did your **instructor** demonstrate that helped you learn in this course?
- Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
- Please provide specific suggestions as to how this **course** could be improved.

**Course Schedule (preliminary)**

Topic	Chapter	Week	Due Dates and Exam Information
Introduction <a href="#">The future of the traditional family unit?</a>		1	
Economics background and key concepts		2	Assign 1 due on Monday January 23
Some basic models of household decision-making including the household head, co-operative and non-cooperative bargaining and work in household models.	E3, E7	3-5	Discussion # 1 to determine topics of interest. Midterm February 16, in class
Topics TBA: depending on interest (mine and the students). Will include child-care policies and impact of COVID-19 on allocation of family time.		6- 9	
		10-11	
Multi-generational households		12	
Summary of course		13	Last class: Thursday April 6

**Learning Outcomes**

By completing the course students can expect to have learned how to:

- Explain the ways economists model family decision-making;
- Apply basic economic concepts such as opportunity cost, supply and demand, to the allocation of time and goods within a household;
- Explain the influence of economic reasoning on government family policies.

Skills you will get practice in:

- Using simple economic models to examine policy issues;
- Summarizing non-technical research papers.

**E-mail correspondence**

Emails should be limited to critical matters, such as inability to attend class, an exam, or prolonged illness, and should include the **course name and number in the subject line**. Questions on course material should be asked during office hours or in class. The standard format for writing a letter must be used. This means it should begin with a salutation (e.g. Dear.... or Hello ....), include full sentences and it must conclude with a signature that includes your **fullname and V#**. Text message lingo should not be used.

**Electronic devices**

In order to minimize distractions for me and the other students, please turn off or silence your phone during class. If this is a serious inconvenience for you– family or business needs, for example – please let me know.

**Sexualized Violence Prevention & Response**

*[You may want to include this important information on your course outline.]*

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. Students are encouraged to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity

**Important Dates: 202301**

Classes start: Monday January 9

(Chinese New Year: Sunday January 22)

Reading break: Tuesday February 21 – Friday February 24

(Daylight Savings Time begins: Sunday, March 12)

(Ramadan begins: Wednesday March 22)

Last class: Thursday April 6

Exams begin: Tuesday April 11

**Statutory holidays (University closed)**

Family Day: Monday February 20

Easter is early this year (the first full moon after the Spring Equinox is April 6); university is closed April 7 and 10.

**Important resources**

UVic Learn Anywhere <https://onlineacademiccommunity.uvic.ca/LearnAnywhere/>

UVic Covid updates: <https://www.uvic.ca/return-to-campus/health-safety/index.php>