Course Title: Economics of the family
CRN 11174

Winter session: 2023 09– Term one

UVic Land Acknowledgement

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor Name: Dr Linda Welling
E-Mail: lwelling@uvic.ca
Office Hours: TBA

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. Available online through the UVic Library: https://www.jstor.org/stable/j.ctvvh853j

I may also draw material from the following:
SC Doepke, Matthias and Fabrizio Zilibotti (2019) Love, Money & Parenting: how economics explains the way we raise our kids. (A video related to this book at https://www.youtube.com/watch?v=0qtxaA42J8w will be required viewing for this class.)
DZ Marcal, 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**

There are two grading schemes available; if you prefer scheme B (an essay) you need to notify me of this by October 10th.

**Grading Scheme A:**
- Assignment 1 (micro review) 5%
- Other assignments and quizzes 15%
- Discussion 1 (topics of interest) 5%
- Other discussions: 15%
- Midterm Exam: 25%
- Final Exam: 35%

*Note in Scheme A: the midterm and the final are together worth 60% of your mark. If your percentage grade on the final is higher than your percentage grade on the midterm, your final will be worth 40% and the midterm worth 20%.

**Grading Scheme B:**
- Assignment 1 (micro review) 5%
- Discussion 1 (topics of interest) 5%
- 2 other assignments or discussions 10%
- Individual paper 30%
- Midterm Exam: 25%
- Final Exam: 25%

*Note in Scheme B: the midterm and the final are together worth 50% of your mark. If your percentage grade on the final is higher than your percentage grade on the midterm, your final will be worth 30% and the midterm worth 20%.

In both scheme A and scheme B you must pass the final exam to pass the course. Failure to do so will result in a grade of “N” regardless of your cumulative percentage mark on the course. N is a failing grade and factors into GPA as a value of 0.

Discussions will be a mix of in-class and online; more information will be available on Brightspace.

Assignments: there will be 3-4 assignments: Asgn 1 is a review of basic economic concepts and is worth 5 marks. The remaining 3 assignments are will check your understanding of the models developed in the class and will be worth 5 marks each. Assignments will be posted on Brightspace and can be submitted through Brightspace or in hard copy. Assignment dates are approximate.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>90-100</th>
<th>85-89</th>
<th>80-84</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>65-69</th>
<th>60-64</th>
<th>50-59</th>
<th>0-49</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D</td>
<td>F or N</td>
<td></td>
</tr>
</tbody>
</table>

Students should review the University's more detailed summary of grading.

**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….), include full sentences and it must conclude with a signature that includes your full name and V#. Text message lingo should not be used.
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

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 participate as specified in this outline during the first 7 calendar days 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.

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 What is Plagiarism for the definition of plagiarism. The University reserves the right to use a plagiarism software to detect violations of academic integrity (including unauthorized use of ChatGPT and other Artificial Intelligence).

Student Code of Conduct

The Humanities, Science, and Social Sciences Faculties have adopted this Student code of conduct. Please, review.

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

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's International Centre for Students is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the UVic Global Community Initiative, including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Economics Department are also encouraged to meet with the Economics Undergraduate Advisor (Prof. Kenneth Stewart, ecadvice@uvic.ca) as well as an academic advisor in the Academic Advising Centre early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the Centre for Academic Communication and the Math and Stats Assistance Centre. The International Student Liaison in the Economics Department is Prof. Paul Schure who can help you connect with other international and domestic students in the Department. His email address is schure@uvic.ca. Please, reach out if you are interested.

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.

Support Connect - a 24/7 mental health support service for students
- Toll-free (calls from North America): 1-844-773-1427
- International collect calls: 1-250-999-7621

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 the course. All students are expected to be fully functional with the system.
- The lecture notes will be posted in Brightspace. Please note that the lecture notes online are only outlines of the actual lectures.
- All announcements and assignments will be posted in Brightspace. Students are advised to check it frequently.

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter</th>
<th>Week</th>
<th>Due Dates and Exam Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The future of the traditional family unit?</td>
<td>E1, E2</td>
<td>2</td>
<td>Assign 1 due September 15</td>
</tr>
<tr>
<td>Economics background and key concepts</td>
<td></td>
<td>3-5</td>
<td>Discussion # 1 to determine topics of interest.</td>
</tr>
<tr>
<td>Some basic models of household decision-making including the household head, co-operative and non-cooperative bargaining and work in household models.</td>
<td>E3, E7</td>
<td>6-9</td>
<td>Midterm October 18, in class</td>
</tr>
<tr>
<td>Topics TBA: depending on interest (mine and the students). Will include child-care policies and impact of COVID-19 on allocation of family time.</td>
<td></td>
<td>10-11</td>
<td>Assign 3 due November 10</td>
</tr>
<tr>
<td>Multi-generational households</td>
<td></td>
<td>12</td>
<td>Assign 4 due November 29</td>
</tr>
<tr>
<td>Summary of course</td>
<td></td>
<td>13</td>
<td>Last class: December 1</td>
</tr>
</tbody>
</table>

### Learning Outcomes

- 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 practice:
Using simple economic models to examine policy issues;
Summarizing non-technical research

Electronic devices
In order to minimize distractions for me and the other students, please turn off or silence your phone during in-person classes and all examinations. If this is a serious inconvenience for you—family or business needs, for example—please let me know.

Sexualized Violence Prevention & Response
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. 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 and Human Rights (EQHR). Contact svpcoordinator@uvic.ca.