Course Description

How are the most personal choices—when and whom to marry, and how many children to have—made? How are they influenced by such changes as women's increased control over their own fertility, rising inequality, and the emergence of internet dating? Economic methods are increasingly being applied to settings outside the traditional confines of the discipline. This online seminar will explore how the tools of economics can be applied in order to gain insight into these decisions. We will begin by evaluating what is meant by the “economic approach” before turning to topics such as why and whom people marry, how families make labor supply and fertility decisions, and the causes and consequences of divorce. Throughout the course we will focus on how we might extend or apply the ideas from the current literature and what implications they might have for public policy.
Course Goals
The goal of this course is to develop your skills as an economist and social science scholar through the examination of family formation and dissolution decisions. In addition, this course shares three common learning objectives with all Discovery Seminars. These are:

1. Engaging you in inquiry-based learning to begin to ask more meaningful questions, question and examine evidence more rigorously, and use evidence in argument more effectively.
2. Expanding your communication skills.
3. Developing your information literacy through engagement with the library and other appropriate resources.

Course Requirements
More detailed information for each of the course requirements can be found on the Expectations and Grading page on our course Canvas site.

Texts
There are no required textbooks for this class. The majority of readings can be found through the library’s online resources; those that are not available online will be posted to the Canvas course site (denoted on the schedule with a [*]).

Engagement
Engagement is a catch-all term for active participation including your in-class contributions, reading prior to our synchronous meetings, and all other assignments (not counted elsewhere) that will be collected either on Canvas or in class. While engagement is not attendance, it will be hard to sustain engagement without regular attendance at our synchronous class sessions.

Reading Responses
We will be reading both popular press and scholarly articles in this class. Each of these readings is the basis for our in-class discussions and activities. Throughout the semester you will submit a reading response via Canvas by 10pm Eastern on the evening before class. There will be specific prompts to help you engage with the material and prepare you for the following day’s work. As such, late reading responses will not be accepted. However to provide some flexibility, I will drop your lowest reading response grade.
Homework
Homework will take two different forms. I will drop your lowest homework score.

1. Problem sets containing both theory-based application problems and open ended questions. You are invited to talk with your classmates about the concepts on the homework, but it should be completed independently.

2. Credo Information Literacy modules will be assigned throughout the semester to build your information literacy skills. The quiz grades in Credo will be combined across the entire semester to count as one homework score.

Research Proposal Presentation
For this project you will be asked to research a topic of your choosing related to the general content of our course. Over the course of the semester, you will submit: a topic statement and research question(s), an annotated bibliography, and a 10-12 minute research presentation which you will present to the class at the end of the semester. You will receive more information about this assignment in early October.

Exams
There will be two non-cumulative exams over the course of the semester. Each exam will be administered in two parts, one closed notes/closed book part in class, and another open notes/open book part out of class.

You will be given a 24 hour window to complete the take-home portion of the exams. Should extraordinary circumstances arise, namely a medical or family emergency, a make-up test be administered. In those instances, please make me aware of the situation as soon as possible and present written evidence of your illness or family emergency so we can make suitable accommodations.

Grades
Final grades for the course are earned based on your performance. No rounding will occur after the semester. For additional details on the graded components, please visit Expectations and Grading.
Course Policies

Attendance
For your own academic success and the success of your classmates, attendance in our synchronous sessions is essential and expected. Class attendance is particularly important for this course because of the emphasis on in-class work and discussion. However, I understand that circumstances may arise which will necessitate absence from class. You will be expected to understand and apply all the course material, whether you are present in our synchronous class sessions or not. If you need to miss a synchronous class, recordings of each meeting will be posted to Canvas. If something prevents you from fully participating in class for an extended period of time, please communicate with me promptly so we can make an appropriate plan of action to support your academic progress.

Communication Policy
Due to the unusual nature of the semester, communication is important. I will communicate any and all changes to the course schedule, including changes in due dates, via Canvas announcements. All course assignments, discussions, and materials (including synchronous class recordings) are organized by date and are available on our Canvas site home page. Each Friday, I will also post an announcement for what is due for the upcoming week here on Canvas. You are expected to check both your Emory email and the Canvas course site regularly. I will respond to emails within 24 hours on weekdays, 48 hours on weekends. If you read this far, send me a joke!

Likewise, if your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization first and then me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. This does not mean I can successfully respond to every request for consideration, but I emphasize that my goal is to treat you all equitably and do what I can to help you succeed in this course.

Religious Holidays & School-Sponsored Events
If you will miss class due to a religious holiday or a school-sponsored event, please let me know within the first two weeks of the semester; waiting longer may compromise my ability to extend satisfactory arrangements. If you need guidance negotiating your needs related to a religious holiday, the College Chaplain, Rev. Lyn Pace, ppace@emory.edu, is willing and available to help. Please be aware that Rev. Pace is not tasked with excusing students from classes or writing excuses for students to take to their professors. Emory’s official list of religious holidays may be found at http://www.religiouslife.emory.edu/faith_traditions/holidays.html
Honor Code

“The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher’s instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.”

For more Honor Code information: http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html

Code of Conduct

Emory University expects that all students act honorably, demonstrating a keen sense of ethical conduct. The university expects that its students behave respectfully, providing particular consideration for other people and for property. As members of a community, Emory University expects that students act responsibly, being accountable for the safety and well being of themselves and others. University students are expected to be trustworthy, demonstrating honest character upon which others may rely with confidence. http://conduct.emory.edu/

Accessibility

The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations, are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Students must renew their accommodation letter every semester they attend classes.

Contact the Office of Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu.
Course Set-Up

Netiquette

Netiquette is the etiquette of cyberspace—a set of rules for proper behavior and courteous online interaction. Please review these Netiquette Guidelines (Source: Rasmussen College). These are general rules that apply to this course.

Synchronous Meetings

We will have two weekly synchronous lectures via Zoom on Tuesdays and Thursdays from 2:40-3:55pm Eastern Time. These are active sessions. I recommend you bookmark the link.

Meeting ID: 910 3367 3736
Password: Economics

Synchronous sessions will be recorded. Additional information pertaining to class recordings can be found here. For each session:

1. Log in five minutes early to the synchronous session so that we can start right away.
2. Mute your microphone when you are not speaking to avoid audio feedback.
3. Keep your camera on for the duration of the session.
4. Questions and comments are welcome! Please use the hand-raise feature in Zoom and I will call on you so we can avoid interruptions.
5. When meeting online, wear appropriate clothing and remove anything inappropriate or offensive that would be captured on camera.

Self Care

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Career Services is here to help: call 770-784-8394 and visit their website at https://oxford.emory.edu/life/campus_life/counseling_career.htm. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.
Course Schedule

The dates in the course calendar correspond to the dates of our exams and our class meetings. The exams and assignments in the course calendar includes the readings, response papers, exams, research proposal, and homework. Any assignments that count as part of your engagement grade will be posted in Canvas announcements and on the associated class page. Readings that are not available online will be posted to the Canvas course site (denoted on the schedule with a [*]).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings, Exams &amp; Assignments</th>
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<tbody>
<tr>
<td>Week 0</td>
<td>Before Aug. 20</td>
<td>Getting Started</td>
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<tr>
<td>Week 1</td>
<td>Aug. 20</td>
<td>Introduction: Why Marry?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading Response #1 due (10pm 8/19)</td>
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<tr>
<td>Aug. 26</td>
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<td>End of add/dropswap (withdraw without a &quot;W&quot;)</td>
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| Week 3| Sep. 1     | Information Literacy Day 1: Searching for Information; The Milestone & Digication | • **Credo Modules due**
<p>|       |            |                                            | • <strong>Milestone Module due</strong> |
|       |            |                                            | • <strong>Reading Response #2 due</strong> (10pm 9/2) |
| Week 4| Sep. 8     | Correlation vs. Causation and Selection    | • Readings TBA                |</p>
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| Sep. 10 | The Neoclassical Theory of Marriage | • [*]Blau, Francine D., Marianne A. Ferber, and Anne E. Winkler. 1998. The Economics of Women, Men and Work. Upper Saddle River, NJ: Prentice Hall. Chapter 1 (up to and including Individuals, Families and Households) & 3 (through Case 2)  
• Problem Set 1 due (soft deadline) |
• Problem Set 2 due (soft deadline) |
| Sep. 17 | Information Literacy Day 2: How to read an academic article  
Regression basics: reading tables | • Credo Modules due |
• Reading Response #3 due (10pm 9/21)  
• Problem Set 3 due (soft deadline) |
• Reading Response #4 due- Group 1 (10pm 9/23) |
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• Reading Response #4 due- Group 2 (10pm 9/28) |
• Reading Response #5 due (10pm 9/30) |
| Week 8 | Oct. 6  | Exam #1: Marriage                          | • Problem Sets 1-3 due (hard deadline: 11:59pm 10/5) |
• Credo Modules due |
|       | Oct. 9  |                                            | Normal drop deadline |
• Reading Response #6 due (10pm on 10/12) |
• Reading Response #7 due- Group 1 (10pm on 10/19) |
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</table>
• **Reading Response #7 due- Group 2 (10pm on 10/21)** |
• **Problem Set 4 due** (soft deadline) |
• **Topic Statement and Research Question(s) due**** |
| Week 12 | Nov. 2  | **Beginning of registration for spring semester** |                                                                                             |
| Nov. 3 |         | **Election Day**                                |                                                                                             |
• **Reading Response #8 due** (10pm on 11/2)  
• **Problem Set 5 due** (soft deadline) |
| Nov. 5 |         | One-on-one meetings about your research proposals (W-F) |                                                                                             |
| Nov. 6 |         | **One-time first-year student drop deadline**   |                                                                                             |
| Week 13 | Nov. 10 | Exam #2: Fertility/Divorce                      | • **Problem Sets 4 & 5 due** (hard deadline: 11:59pm 11/9)                                  |
**Be sure to meet with a reference librarian at least once before the annotated bibliography is due.**

The course schedule is tentative and the instructor reserves the right to make any changes during the course as deemed necessary. All changes will be announced on Canvas.

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<tr>
<td></td>
<td>Nov. 12</td>
<td>Presentation on presentations</td>
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<td>Week 14</td>
<td>Nov. 17 Family Structure and Child Outcomes</td>
<td>Reading TBA</td>
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<td>Nov. 19</td>
<td>Peer review of presentations</td>
<td>Rough draft of research proposal presentations due</td>
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<tr>
<td>Week 15</td>
<td>Nov. 24</td>
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<td>Research proposal presentations</td>
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<tr>
<td>Finals Period</td>
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<td>Research proposal presentations</td>
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