



**ECON 339 A01**  
**ECONOMICS OF THE FAMILY**

**Winter Session:** 202409; **CRN:** 11112. Units: 1.5.

**Lectures:** Monday and Thursday 10:00 a.m. – 11:20 a.m. **Cornett Building**, room: **B112**.

**UVic Land Acknowledgement**

*We acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.*

**Instructor Name:** Dr. Paola Beneras P.

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**Office Hours:** Tuesdays 10:00 a.m. – 12:00 p.m. on Zoom: [link](#) and via appointment (please email).

**Teaching Assistant:** Zhoumo Zhang

**E-Mail:** [pipilapilamora@uvic.ca](mailto:pipilapilamora@uvic.ca)

**Course Content**

Families, as economic entities and the behavior of these households or of the individuals within the households have been core study subjects in Economics. 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 include families, marriage, divorce, household decisions, intra-family allocations, gender roles, fertility, well-being, human capital decisions, labour force participation, labour markets, child care, household work, earnings, child labour, cultural norms, gender-based violence. We will apply economic models of decision making, consumer choice, comparative advantage, human capital, supply and demand to create the theoretical framework that will allow us to explore historical trends and empirical findings.

**Learning Outcomes**

- Students will develop a strong understanding and use of the tools required to establish a strong theoretical and empirical foundation for economics of the family.
- Students will be able to critically assess and analyze the scholarly articles through weekly readings while fostering a strong foundational understanding of the methodologies used in the literature.
- Students will be able to apply the concepts and methodologies learned in class to their own lives and decision making.

**Course Prerequisites** can be found [here](#).

**Brightspace:** *Brightspace* is used extensively for the course. Materials for the course (including lecture notes, assignments, additional reading materials, practice questions, solutions, announcements and grades) will be posted on *Brightspace*. All students are expected to be fully functional with the system. All announcements will be posted in *Brightspace*. Students are advised to check it frequently.

**Lectures:** Lecture notes will be available on Brightspace as PDFs. These class notes that will be posted online are outlines of the actual lectures. In addition to the class notes, students are expected to work from their own notes and are strongly encouraged to attend all lectures to take their own notes during class.

**Textbook:** *the course will not use a textbook, but we will rely on a reading list that includes as references:*

- Lundberg, S., & Voena, A. (Eds.). (2023). *Handbook of the economics of the family. Vol. 1.* North Holland. (LV)
- Blau, F. D., Ferber, M. A., & Winkler, A. E. (2014). *The economics of women, men, and work (5th ed.)*. Pearson/Prentice Hall. (BFW)
  - o **Course Reserve:** There is a copy of Blau et al. (2006) on reserve at the library which you can check out for *two hours*.

Similarly, these books may be of interest to you:

- Goldin, C. D. (2021). *Career and family: women's century-long journey toward equity*. Princeton University Press. <https://doi.org/10.1515/9780691226736>
- Eswaran, M. (2020). *Why Gender Matters in Economics*. Princeton University Press. <https://doi.org/10.1515/9781400852376>

**Reading List:** all materials will be provided in a reading list that can be accessed [here](#).

We will thoroughly study the news and journal articles listed under each topic of the reading list. The articles listed under 'Additional Readings' for each topic are not mandatory, rather supplementary to the discussion.

**Grading and Assessments:** the course grade is determined as follows:

	<u>Percent of Final Grade</u>	<u>Due Dates</u>
Midterm Exam #1	30%	Thursday Oct. 10, 2024
Midterm Exam #2	30%	Thursday Nov. 21, 2024
Term Paper	25%	Thursday Dec. 4, 2024
Quizzes and Participation	15%	Weekly

**Term Paper: 25%** There will be one assignment worth 25% of the final grade. Students will have one month to complete the assignment. The main objective of this assignment is for students to apply the concepts learned in class to their daily life or daily occurrences in life. For a month, students are to keep a journal/diary in which they analyse papers, news, events, or life circumstances using perspectives and tools learned throughout the course. Students will be provided a list of questions or ideas for entries they can do, a portion of which will be mandatory. All entries should be submitted together as a portfolio.

**Late Assignments:** Out of respect for those students who do submit assignments on time, **late assignments will be marked down by 20 percent per day** unless prior arrangement (at least 48h prior to the deadline) has been made with the instructor or if due to medical reasons or exceptional circumstances, and documentation is provided. Please use [this](#) form to ask for an in-course academic concession.

**Quizzes and Class Participation: 15%** Each quiz is worth 1.5% of the final grade. Students are expected to attend every lecture, complete the readings in advance of the lecture, and participate in classroom discussion. Starting on the second week of class, each week, students will be given an unannounced quiz on the readings covered previously. There will be 13 quizzes and the *lowest three quizzes will be dropped*. Quizzes will be 10-15 minutes long. Given that only the best 10 quizzes will count towards the final grade, if a student misses a quiz, it will be automatically dropped. No make-ups will be given for quizzes.

**Midterm Exams: 60%** There will be two 90-minute midterm on Oct. 10, 2024 and Nov. 21, 2024. Make-up exams for midterms will not be given and midterms cannot be deferred (i.e., made up after the course has ended). In the event that a student misses *one* midterm due to illness or family affliction, the weight of the missed exam will be shifted to the other midterm exam. In the event that a student misses a *second* exam due to illness or family affliction, please consult the [Academic Concessions](#) portion of the Registrar's website to determine whether a late drop or a withdrawal under extenuating circumstances is appropriate. If a student misses a midterm and a final exam, only the final exam can be deferred by filling a [request for a deferral](#).

**Final Exam:** there is no final exam for this course.

**Essential Course Components:** All midterm exams are essential course requirements, meaning, they must be attempted in order to pass the course. The term paper is an essential course component, meaning, it must be attempted in order to pass the course. Students who have completed **at least five of thirteen quizzes will be considered to have completed the course**. Failure to complete the term paper will result in a grade of 'N' regardless of the cumulative percentage on the course. N is a failing grade and factors into GPA as a value of 0.

**Appealing Grades:** Students who have questions or concerns regarding a grade for any of the assessments should notify the instructor as soon as possible. All concerns should be addressed during office hours (please see email policy), with specific questions and formal arguments (i.e., no "why did I get this grade?" rather: "I believe there is an error in the grading because after further investigation I have found that XYZ...") Any concerns must be dealt with *within one week* after the grade was returned, otherwise, the grade is final.

**Ensuring Progress and Learning:** We will start this course by exploring interesting facts about Economics of the Family. For each topic, we will start by doing a review of its theoretical framework. An important aspect of this course will be familiarizing students with empirical research, providing the intuition behind core methodologies. In order to do this, I *strongly* encourage that students practice and review the theoretical underpinnings as well as describing in a step-by-step fashion the methodology behind the papers after being covered in class. I encourage students to try to identify in plain English what the authors are aiming to answer in each of the papers. I will provide examples of this during class.

Regularly keeping up with the readings will be **essential** to do well in the course.

Similarly, please know that I will always be happy to provide additional support during office hours. I strongly encourage students to come to office hours to seek additional help, especially if struggling with a particular subject. While I will not provide the solutions directly, I will help students understand the concepts so that they can arrive at the answers or understanding independently.

**Missing Assessments:** to reiterate, assessment components during the term have built in flexibility for all students. Students can miss three quizzes without losing any weight on course components rendering the need for in-course concessions via special arrangements unnecessary.

Should students encounter a situation where they miss a midterm or cannot submit the term paper at its due date, they may qualify for an academic concession (as outlined above). Students are required to indicate the specific grounds on which they are requesting an academic concession and to provide a justification outlining the impact of the circumstances on their ability to complete course requirements. Please use [this](#) form to ask for an in-course academic concessions. In case you miss the final exam, fill in a [request for a deferral](#). Please note that students do not qualify for an academic concession if travel plans conflict with the examination.

**Grading Scale:** all course components above will be assessed following a numerical score. Each component of the course will be then assigned the appropriate weight resulting in a total final score out of 100. The following grading scale will be used:

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 [summary of grading](#).

**E-mail Correspondence:** I will do my best to respond to e-mails within 24 hours on a weekday, 48 hours on a weekend, according to the following policy:

- a. E-mails 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. I will respond to emails posing questions that can be answered in a sentence or two. For detailed questions, please see me during office hours.
- b. Questions on course material should be asked during office hours or in class.
- c. The standard format for writing a letter must be used. Include full sentences include a signature that includes your **full name and V#**. Text message lingo must be avoided. Please use your UVic email so that your emails are not flagged.
- d. Students are **strongly** advised to use their @uvic.ca e-mail address to avoid being flagged as spam.
- e. I will not reply to e-mails that request information that can be found on Brightspace or the syllabus, please check those places first. For administrative questions, please go to the Discussion Board.
- f. I will not reply to e-mails regarding the results of graded material – for that, please see me during office hours (see: **Appealing Grades** heading).

**Office Hours:** The default format for this term is holding office hours online via Zoom, for the link click [here](#). If there is a scheduling conflict with the time allocated for regular office hours, please email in advance (at least 48h) to make an appointment. If office hours are available in-person, an announcement will be made in-class and via *Brightspace*. For questions regarding the course material, please come prepared and review the lecture notes and book chapters beforehand.

**Electronic devices:** use of mobile phones is prohibited during lectures. Students can take notes with laptops and tablets. Please be mindful of your use of electronics and avoid distracting yourself and others.

### **Course Structure:**

- I. Introduction and Overview
- II. Families, Household Decisions and Gender Roles
- III. Fertility, Children and Well-Being
- IV. Education, Labour Markets, Occupations and Earnings
- V. Other Topics: Child Labour; Violence (Time-Permitting)

## Course Schedule:

<u>Week</u>	<u>Dates</u>	<u>Monday</u>	<u>Thursday</u>
1	Sept. 2 - 6	<b>University Closed</b>	Review & Introduction and Overview
2	Sept. 9 - 13	Introduction and Overview	Introduction and Overview
3	Sept. 16 - 20	Introduction and Overview	Families, Household Decisions and Gender Roles (*)
4	Sept. 23 - 27	Families, Household Decisions and Gender Roles	Families, Household Decisions and Gender Roles
5	Sept. 30 - Oct. 4	<b>University Closed</b>	Families, Household Decisions and Gender Roles
6	Oct. 7 - 11	Families, Household Decisions and Gender Roles	<b>Midterm</b>
7	Oct. 14 - 18	<b>University Closed</b>	Fertility Children and Well-Being (*)
8	Oct. 21 - Oct. 25	Fertility Children and Well-Being	Fertility Children and Well-Being
9	Oct. 28 - Nov. 1	Fertility Children and Well-Being	Education, Labour Markets, Occupations and Earnings
10	Nov. 4 - 8	Education, Labour Markets, Occupations and Earnings	Education, Labour Markets, Occupations and Earnings
11	Nov. 11 - 15	<b>University Closed</b>	Education, Labour Markets, Occupations and Earnings
12	Nov. 18 - 22	Education, Labour Markets, Occupations and Earnings	<b>Midterm</b>
13	Nov. 25 - 29	Education, Labour Markets, Occupations and Earnings	Education, Labour Markets, Occupations and Earnings
14	Dec. 2 - Dec. 6	Other Topics: Child Labour; Violence (Time-Permitting)	Other Topics: Child Labour; Violence ( <b>Term Paper Due</b> )

(\*) Denotes classes that will be recorded and posted on *Brightspace* rather than being in-person.

**Please note: the schedule is subject to minor changes depending on the pace of the course.**

**Reading List:** recall that all materials can be accessed [here](#).

### **I. Introduction and Overview:**

- **LV:** Preface and Chapter 1.
- **BFW:** Chapter 1 and 2.
- Goldin, C. D. (2020). Journey across a century of women. *NBER Reporter*, (3), 1-7.
  - o Video presentation available [here](#).
- Statistics Canada. (2015). *Women in Canada: A gender-based statistical report. Families and Living Arrangements* (Catalogue No. 89-503-X). <https://www150.statcan.gc.ca/n1/en/pub/89-503-x/2015001/article/14235-eng.pdf?st=IIZT2-Xb>
- Statistics Canada. (2016). *Women in Canada: A gender-based statistical report. First Nations, Métis and Inuit Women* (Catalogue No. 89-503-X). <https://www150.statcan.gc.ca/n1/en/pub/89-503-x/2015001/article/14235-eng.pdf?st=IIZT2-Xb>
- Statistics Canada. (2012). *Overview of Families in Canada – Selected Tables from 2011 GSS* (Catalogue No. 89-650-X – No. 001). <https://www150.statcan.gc.ca/n1/en/pub/89-650-x/89-650-x2012001-eng.pdf?st=A7D3hYuG>

- Goldin, C. (2006). The Quiet Revolution That Transformed Women’s Employment, Education, and Family. *The American Economic Review*, 96(2), 1–21. <https://doi.org/10.1257/000282806777212350>
- Sen, A. (2007). More than 100 million women are missing. *New York Review of Books*, 4, 36.
- Pew Research Center. (2023, September 14). *The modern American family*. <https://www.pewresearch.org/social-trends/2023/09/14/the-modern-american-family/>

*Additional Readings:*

- Goldin, C. (2023). *Why Women Won* (No. w31762). National Bureau of Economic Research.
- Qian, Nancy. 2008. “Missing Women and the Price of Tea in China: The Effect of Sex-specific Income on Sex Imbalance.” *Quarterly Journal of Economics*, 123(3): 1251-1285.

## II. Families, Household Decisions and Gender Roles

- **LV:** Chapter 2 and 3.
- **BFW:** Chapter 3.
- Waite, L. (1995). Does Marriage Matter? *Demography*, 32(4), 483-507. Retrieved from <http://www.jstor.org/stable/2061670>
- Stevenson, B., & Wolfers, J. (2007). Marriage and Divorce: Changes and their Driving Forces. *Journal of Economic Perspectives*, 21(2), 27-52.
- Lundberg, S., & Pollak, R. A. (1996). Bargaining and Distribution in Marriage. *The Journal of Economic Perspectives*, 10(4), 139–158. <https://doi.org/10.1257/jep.10.4.139>
- Anderson, S. (2007). The Economics of Dowry and Brideprice. *Journal of Economic Perspectives*, 21(4), 151-174.
- Fortin, N. M. (2005). Gender Role Attitudes and the Labour-market Outcomes of Women across OECD Countries. *Oxford Review of Economic Policy*, 21(3), 416–438. <https://doi.org/10.1093/oxrep/gri024>
- Alesina, A., Giuliano, P., & Nunn, N. (2013). On the Origins of Gender Roles: Women and the Plough. *Quarterly Journal of Economics*, 128(2), 469.
- Bertrand, M., Kamenica, E., & Pan, J. (2015). Gender Identity and Relative Income within Households. *Quarterly Journal of Economics*, 130(2), 571-614.
- Badgett, M. V. L., Carpenter, C. S., Lee, M. J., & Sansone, D. (2024). A Review of the Economics of Sexual Orientation and Gender Identity. *Journal of Economic Literature*, 62(3), 948–994.

*Additional Readings:*

- Bloome, D., & Ang, S. (2020). Marriage and union formation in the United States: Recent trends across racial groups and economic backgrounds. *Demography*, 57(5), 1753-1786.
- Stevenson, B., & Wolfers, J. (2006). Bargaining in the shadow of the law: Divorce laws and family distress. *The Quarterly Journal of Economics*, 121(1), 267-288.
- Badgett, M. V. L., Carpenter, C. S., Lee, M. J., & Sansone, D. (2024). A review of the effects of legal access to same-sex marriage. *Journal of Policy Analysis and Management*. <https://doi.org/10.1002/pam.22587>
- Bursztyjn, L., Cappelen, A., Tungodden, B., Voena, A., Yanagizawa-Drott, D. (2024) “How are Gender Norms Perceived?.” WP 31049 National Bureau of Economic Research.
- D’Acunto, F., Malmendier, U., & Weber, M. (2020). *Gender roles and the gender expectations gap* (No. w26837). National Bureau of Economic Research.
- Duflo, E. (2003). Grandmothers and Granddaughters: Old Age Pension and Intrahousehold Allocation in South Africa. *World Bank Economic Review* 17: 1-25.
- Valfort, M. (2017), "LGBTI in OECD Countries: A Review", *OECD Social, Employment and Migration Working Papers*, No. 198, OECD Publishing, Paris, <https://doi.org/10.1787/d5d49711-en>.

### III. Fertility, Children and Well-Being:

- **LV:** Chapter 4
- Goldin, C., & Katz, L. F. (2002). The Power of the Pill: Oral Contraceptives and Women's Career and Marriage Decisions. *The Journal of Political Economy*, 110(4), 730–770. <https://doi.org/10.1086/340778>
- Baker, M., Gruber, J., & Milligan, K. (2008). Universal Child Care, Maternal Labor Supply, and Family Well-Being. *Journal of Political Economy*, 116(4), 709-745.
- Ruhm, Christopher J. (2004). Parental Employment and Child Cognitive Development. *Journal of Human Resources*, 39(1), 38-155.
- Black, S. E., Devereux, P. J., & Salvanes, K. G. (2005). Why the apple doesn't fall far: Understanding intergenerational transmission of human capital. *American economic review*, 95(1), 437-449.
- Miller, S., Wherry, L. R., & Foster, D. G. (2023). The economic consequences of being denied an abortion. *American Economic Journal: Economic Policy*, 15(1), 394-437.
- Burton, P., & Phipps, S. (2017). Economic well-being of Canadian children. *Canadian Public Policy*, 43(4), 299-330.
- Frenette, M. (2011). How does the stork delegate work? Childbearing and the gender division of paid and unpaid labour. *Journal of Population Economics*, 24(3), 895–910.
- Stevenson, B., & Wolfers, J. (2009). The Paradox of Declining Female Happiness. *American Economic Journal: Economic Policy*, 1(2), 190-225.
- Currie, J., & Moretti, E. (2003). Mother's education and the intergenerational transmission of human capital: Evidence from college openings. *The Quarterly Journal of Economics*, 118(4), 1495–1532.

#### *Additional Readings:*

- “Parents now spend twice as much time with their children as 50 years ago”, Economists published on Nov 2017. <https://www.economist.com/blogs/graphicdetail/2017/11/daily-chart-20>
- Clarke, D. (2023). *The Economics of Abortion Policy*. IZA Discussion Paper No. 16395, available at SSRN: <https://ssrn.com/abstract=4547700>
- Myers, C. K. (2017). The Power of Abortion Policy: Reexamining the Effects of Young Women's Access to Reproductive Control. *The Journal of Political Economy*, 125(6), 2178–2224.
- Burton, P., & Phipps, S. (2009). Economic Costs of Caring for Children with Disabilities in Canada. *Canadian Public Policy*, 35(3), 269–290. <https://doi.org/10.1353/cpp.0.0022>
- Connolly, M., Fontaine, M. M., & Haeck, C. (2023). Child Penalties in Canada. *Canadian Public Policy*, 49(4), 399-420
- Andresen, M. E., & Nix, E. (2022). What Causes the Child Penalty? Evidence from Adopting and Same-Sex Couples. *Journal of Labor Economics*, 40(4), 971–1004. <https://doi.org/10.1086/718565>
- Bertrand, Marianne. 2013. “Career, Family, and the Well-Being of College Educated Women.” *American Economic Review*, 103(3): 244-250.

### IV. Education, Labour Markets, Occupations and Earnings

- **BFW:** Chapter 5, 6, 7, 8.
- **LV:** Chapter 5.
- Goldin, C. D. (1991). The role of World War II in the rise of women's employment. *The American Economic Review*, 741-756.
- Blau, F. D., & Kahn, L. M. (2017). The Gender Wage Gap: Extent, trends, and explanations. *Journal of Economic Literature*, 55(3), 789–865. <https://doi.org/10.1257/jel.20160995>

- Benjamin, D.; Gunderson, M.; Lemieux, T and Riddell, C. 2012. *Labour Market Economics. 7th Edition.* Chapter 12 “Economics of Discrimination.” (Handout).
- Goldin, C., Katz, L., & Kuziemko, I. (2006). The Homecoming of American College Women: The Reversal of the College Gender Gap. *Journal of Economic Perspectives*, 20(4), 133-156.
- Waldfogel, J. (1998). Understanding the Family Gap in Pay for Women with Children. *Journal of Economic Perspectives*, 12(1), 137-156.
- Lundborg, P., Plug, E., Würtz, A. (2017). Can Women Have Children and a Career? IV Evidence from IVF Treatments. *American Economic Review*, 107(6): 1611-37.
- Goldin, C., & Rouse, C. (2000). Orchestrating Impartiality: The Impact of “Blind” Auditions on Female Musicians. *American Economic Review*, (4), 715-741.
- Niederle, M., & Vesterlund, L. (2007). Do Women Shy Away from Competition? Do Men Compete Too Much? *Quarterly Journal of Economics*, 122(3), 1067-1101.
- Leibbrandt, A. & List, J. (2015). Do Women Avoid Salary Negotiations? Evidence from a Large-Scale Natural Field Experiment. *Management Science*, 61(9): 2016-2024.
- Fortin, N. M., Oreopoulos, P., & Phipps, S. (2015). Leaving boys behind: Gender disparities in high academic achievement. *Journal of Human Resources*, 50(3), 549-579.
- Lefebvre, P., & Merrigan, P. (2008). Child-care policy and the labor supply of mothers with young children: A natural experiment from Canada. *Journal of Labor Economics*, 26(3), 519–548.
- Lemieux, T., & Milligan, K. (2008). Incentive effects of social assistance: A regression discontinuity approach. *Journal of Econometrics*, 142(2), 807–828. <https://doi.org/10.1016/j.jeconom.2007.05.014>

*Additional Readings:*

- Goldin, C., & Olivetti, C. (2013). Shocking labor supply: A reassessment of the role of World War II on women's labor supply. *American Economic Review*, 103(3), 257-262.
- Albanesi, S., & Olivetti, C. (2009). Home production, market production and the gender wage gap: Incentives and expectations. *Review of Economic dynamics*, 12(1), 80-107
- Cullen, Z., & Perez-Truglia, R. (2023). The Old Boys’ Club: Schmoozing and the Gender Gap. *The American Economic Review*, 113(7), 1703–1740. <https://doi.org/10.1257/aer.20210863>

**V. Other Topics (Time Allowing):**

*Intergenerational Mobility:*

- Corak, M. (2006). Do poor children become poor adults? Lessons from a cross-country comparison of generational earnings mobility. In *Dynamics of inequality and poverty* (pp. 143-188). Emerald Group Publishing Limited.

*Child Labour:*

- Basu, K., & Van, P. H. (1998). The economics of child labor. *American economic review*, 412-427.
- Gimenez-Nadal, J. I., Molina, J. A., & Ortega, R. (2017). Like my parents at home? Gender differences in children’s housework in Germany and Spain. *Empirical Economics*, 52(4), 1143–1179. <https://doi.org/10.1007/s00181-016-1100-x>
- Schady, N. and Edmonds, E. (2008) Poverty Alleviation and Child Labor. *World Bank Policy Research Working Paper No. 4702*, Available at SSRN: <https://ssrn.com/abstract=1259574>
- Zapata, D., Contreras, D., & Kruger, D. (2011). Child Labor and Schooling in Bolivia: Who’s Falling Behind? The Roles of Domestic Work, Gender, and Ethnicity. *World Development*, 39(4), 588–599. <https://doi.org/10.1016/j.worlddev.2010.08.022>

*Domestic and Intimate Partner Violence:*

- Pollak, R. (2004). An Intergenerational Model of Domestic Violence. *Journal of Population Economics*, 17(2), 311-329.



- Tiefenthaler, J. (2012, February). *Economics of Domestic Violence*. Eclectics Talk – Colorado College. Denver.
- World Health Organization (WHO) & Pan American Health Organization (PAHO). (2012). Understanding and addressing violence against women: intimate partner violence. World Health Organization.

### **Additional 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.

### **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 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.

### **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. Note: Submitted work may be checked using plagiarism detection software.

### **Student Code of Conduct**

The Humanities, Science, and Social Sciences Faculties have adopted this [Student code of conduct](#). Please, review.

## **University Policies**

- University Calendar - Section "[Information for all students](#)"
- [Creating a respectful, inclusive and productive learning environment](#)
- [Accommodation of Religious Observance](#)
- [Student Conduct](#)
- [Non-academic Student Misconduct](#)
- [Accessibility](#)
- [Diversity / EDI](#)
- [Equity statement](#)
- Discrimination and Harassment [Policy](#)
- [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.

## **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](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 and Human Rights (EQHR). Contact [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca).

## **Resources for Students**

[UVic Learn Anywhere](#) - UVic Learn Anywhere is the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.

[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.

[Centre for Academic Communication](#) - Offers coaching on [academic integrity](#), including preventing accidental plagiarism. Provides support to students with time management, reading, writing, speaking, understanding academic expectations, and other aspects of academic communication as well as creating academic posters, blogposts, PowerPoint slides, and e-portfolios.

[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.

[Indigenous Student Services](#) - Indigenous UVic students have access to many sources of support on campus. Before, during and after your time at UVic, you are encouraged to explore programs and services available to you,

such as [Indigenous counselling services](#) and the [Elders in Residence](#), as well as non-academic programs that may be of interest to you.

International Student Support - 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 (Brooklynn Comish-Trimble, [ecadvice@uvic.ca](mailto: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 Liasson in the Economics Department is Dr. Paul Schure who can help you connect with other international and domestic students in the Department. His email address is [schure@uvic.ca](mailto:schure@uvic.ca). Please, reach out if you are interested.

### **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.



**Agreement:**

I, \_\_\_\_\_ (student name), have read the entirety of the course outline and fully understand all course requirements for ECON 339. By signing this document, I agree to all the course policies set out in the syllabus, especially those related to Academic Integrity.

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Signature

Once completed, please submit a signed copy of this page only to the Assignments > Syllabus Agreement Dropbox on Brightspace.