This course will consider economic issues that occur at each age as one moves through one’s life. For example, we will look at economic factors affecting economics of education, career choice, employment, poverty and wealth, marriage (and divorce), fertility, child care, health care, elder care, and retirement. For each stage of the lifecycle we will sample from the economic models relevant to that age, the empirical work that informs our understanding and especially the policy questions. Difference in one’s experience based on race, gender, sexuality, income level and national origin will be an important component of our exploration. The course is focused mainly on “Western” economies.

**Prerequisite:** A “C-” or higher in Economics 101. The course will make use of indifference curve analysis as well as supply and demand models. The course will also require interpretation of statistics and regression models. No prior statistics course is assumed.

**Note:** This course is not open to students who have taken Economics 301.

**Class meeting times:** This course meets Tuesday and Thursday from 11:30-12:55

**Office hours:** Monday 2-4 and Thursday 2:30-4 
and by appointment

My office is 111 Hubbard Hall, phone 725-3790.

Email is a very efficient way to reach me. My email address is connelly@bowdoin.edu. I usually check it often during the day, but irregularly in the evening and on the weekend.

**Reading Assignments:**

**Required books:**


**Required reserve reading:**

Much of the course is based on readings from articles and book chapters. These are available electronically on our class Blackboard site. Readings for the next class will be announced and should be completed prior to class.

**Note:** this class will involve substantial in class discussion so required readings must be read before class.
On Line Discussion Postings: Each student is expected to make at least one post to the discussion board on each article on the syllabus except for the textbook reading. Posts can be made anytime up to an hour before class. You can write a substitutive question, comment on the methodology, comment of the policy implications, or make a connection to another reading. I will try to look at the posts before class and choose among them for the basis of our in class discussion. Three times during the semester you will be asked to post a more substantive short (1 page) summary of the main points of the reading. If feasible, this should include a couple starting points for discussion. Note that a substantial portion of your grade is determined by your level of participation in the discussion threads.

Exams: There will be two exams. The first is on Oct 16th, the second will be at the appointed time slot during finals week. (Dec 13th at 9:00 AM.). They are equally weighted and the second will cover material from the second half of the course only. The tests will emphasis the theoretical aspects of our analysis, testing both problem solving and your knowledge of the readings. Please note the exam time on your calendar now. It is your responsibility to be able to make these exam times.

Service Project: Each member of the class will participate in one of three service learning projects. The projects will allow us to experience economic policy related to lifecycle events personally. The projects will involve time working on a project for a local non-profit organization and a writing assignment to connect our readings with your experience. More detail on the projects to come.

Course Requirements and Grading: Course work will receive the following weights in calculating your final grade:

- Discussion Board Postings/Class Participation 25%
- Exam 1 25%
- Exam 2 25%
- Service Project 25%
Subject Outline

I  Introduction—An Economic Perspective to the Study of the Lifecycle

II  Adolescence and Young Adults (Ages 16-29)
   A  Education
      1.  Why Stay in School?
      2.  Who Stays in School?
      3.  Policy Interventions
   B  Employment
      1.  Labor/Leisure Model
      2.  Occupational Segregation
      3.  The Gender Wage Gap
      4.  Inequality/ Poverty/ Welfare
   C  Marriage (and Divorce)
      1.  Economic Theory of Marriage and Divorce
      2.  Poverty, Race and Family Structure
      3.  Policy Issues
   D  Fertility
      1.  Economic Theory of Fertility
      2.  Issues of Teenage Fertility
      3.  Interaction of Fertility and Employment

III  Adults Aged 30-49
   A  Caring for Children
      1.  Family Leave Policy
      2.  Child Care Policy
      3.  Concerns for Children’s Well Being
   B  Work/Family Issues

IV  Adults Aged 50-64
   A  Caring for Elderly Parents
   B  Saving Decisions

V  Older Adults 65+
   A  Health Care
   B  Retirement
Subject Outline with Reading Assignments and Dates
(Dates for topic coverage are approximate. Test dates are fixed.)

Aug 30

I Introduction

Hoffman and Averett (H and A), Chap. 2.

II Adolescence and Young Adults (Ages 16-29)

Sept 4, 6 Victor Fuchs, How We Live, Chap. 4

A Education

1. Why Stay in School?

2. Who Stays in School?
H and A, 320-324.


Sept 13 NO CLASS- ROSH HASHANAH

Sept 11 3. Policy Interventions

Mitchell Institute Report, “From High School to College: Removing Barriers for Maine Students”
**Sept 18, 20, 25, 27**

**B Employment**

1. **Labor/Leisure Model**

   H and A, 251-273.

2. **Occupational Segregation**


   Evelyn Fox Keller, “An Anomaly of a Woman in Physics,” *Working It Out*, Sara Ruddick and Pamela Daniels, editors,

3. **The Gender Wage Gap**


4. **Inequality/ Poverty/ Welfare**

Hoffman and Averett, Chap. 12.


Oct 2, 4, 11

C **Marriage (and Divorce)**

1. **Economic Theory of Marriage and Divorce**

   H and A, Chap. 3 and Chap 4: 123-135.


2. **Poverty, Race and Family Structure**

   H and A, Chap. 4, pp. 101-117.

3. **Policy Issues**


First Test: Oct 16th
No class Oct 18th

**D Fertility**

1. **Economic Models of Fertility**

   H and A, Chap. 5.

2. **Issues of Teenage Fertility**

   H and A, Chap. 6.


3. **Interaction between Fertility and Employment**


III Adults Aged 30-49

A Caring for Children

Nov 1

1. Family Leave Policy

H and A, Chap. 14, 531-558.


Nov 6

2. Child Care Policy

H and A, Chap. 14:539-582.

The Economic Rationale For Investing in Children: A Focus On Child Care: Conference Summary.


Barbara R. Bergmann, “Thinking about Child Care Policy,” in The Economics of Work and Family, pp.43-70.


Nov 13

3. Concerns for Children’s Well Being

H and A, Chap. 15.


Nov 15  

**B  Work/Family Issues: Keeping It All Together**

H and A, Chap. 13.


**IV  Adults Aged 50-64**


Nov 20  

**A  Caring for Aging Parents**


Nov 27

**B Saving Decisions**


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Nov 29

**V Older Adults 65+**

**A Health Care**


Dec 4, 6

**B Retirement**


