**Principles of Macroeconomics (ECON201)**

Dr. Hoa Nguyen

**Signature Assignment**

Fall 2020

**Gender Equality and Labor Markets**

This assignment is part of Montgomery College's open pedagogy and a renewable practice that promotes the United Nations Sustainable Development Goals. The assignment is also designed to introduce students to the Smithsonian Digital Learning Lab, which is an open access initiative by the Smithsonian Institution. You are encouraged to check out the Lab for more free data and information beyond the scope of this assignment.

You get to learn about a new country (Senegal), demonstrate your understanding of gender issues and labor markets, and share the legacies of the women who inspire you. Your stories could become part of the Smithsonian Institution's Because of Her Story Initiative that empowers women and promotes gender equality.

For the assignment, you are asked to check out the Smithsonian Learning Lab (link below).

**From the Lab:**

- **Step 1**: Use the readings in the Senegal Collection 2020 to discover the roles of signares in Senegal's history and the gender gaps in modern Senegal. Here is the link for the collection:

https://learninglab.si.edu/collections/senegal-collection-2020/wJANakF4tbuWbPg3#r

- **Step 2**: Read the International Monetary Fund (IMF)'s Country Report with a focus on Senegal's gender issues. This report is posted in the Senegal Collection above.

- **Step 3**: Based on Steps 1 and 2, write an essay about the gender issues in Senegal, how they affect the labor market, and what recommended policies to cope with those issues. Particularly, your essays should include the following points:

    - Describe the gender issues in Senegal.

    - Explain 3 theoretical sources of gender inequality in Senegal.

    - Why do you think Senegalese signares might or might not be affected by gender discrimination like an average woman in Senegal?

- Explain 3 gender-targeted policies proposed by the IMF, and their potential impact on Senegal's labor market and GDP.

- Extra Credit:  In about one page, share your own personal story or a story of a female figure that you know (e.g. your mothers, sisters, aunts, friends, idols, etc.) to promote women's empowerment. For example, you can share the stories of how they overcome difficulties or discrimination to be where they are today. Your stories might be published on the Smithsonian Learning Lab. **Note: To get the credit, please include a picture of the person**.

- The paper has about two to three pages (not counting the Reference section or the extra credit part). Times New Roman, font 12, single-spaced.

- You need to have a **References section** to cite all the sources from which you extract information, if any. Use APA citation format: http://www.cws.illinois.edu/workshop/writers/citation/apa/intextcitation/. Note: **Do not use direct quotes from other articles**. You should be able to rephrase and express what you have learnt using your own words.

- Submit it as a **Word or pdf** document on **Blackboard** (inside the **Signature Assignment** folder at the bottom of the **Course Content** page)**.** To submit, attach the file through the Submission feature. Do not write the essay in the Comments section or email it to your professor. Do not share your Google docs because the professor might not be able to open it to grade, and you would get a zero.

- Your work will be submitted through SafeAssign. SafeAssign checks your work against work available on the Internet as well as a database of student papers. This is plagiarism-detection tool. Violations of more than 20% will result in a zero grade for the assignment.

- You cannot submit your paper in another class without revision because SafeAssign will flag you for plagiarism.

- The AACU rubric in the next page is used to grade your writing. A good essay should at least achieve the Milestone level 3 in all the categories. Source: Rhodes, T. (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics.* Washington, DC: Association of American Colleges and Universities.

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**Definition:** Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

| | Capstone 4 | Milestones 3 | Milestones 2 | Benchmark 1 |
|---|---|---|---|---|
| **Connections to Experience** *Connects relevant experience and academic knowledge* | Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view. | Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study. | **Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own. | **Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests. |
| **Connections to Discipline** *Sees (makes) connections across disciplines, perspectives* | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective. | Independently connects examples, facts, or theories from more than one field of study or perspective. | When prompted, connects examples, facts, or theories from more than one field of study or perspective. | When prompted, presents examples, facts, or theories from more than one field of study or perspective. |
| **Transfer** *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations* | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.** | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.** | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.** |
| **Integrated Communication** | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression. | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience. | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form). | Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**. |
| **Reflection and Self-Assessment** *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)* | Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts). | Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks). | Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness). | Describes own performances with general descriptors of success and failure. |