

Principles of Macroeconomics (ECON201)

Professor Hoa Nguyen

Signature Assignment

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 designed for students to take advantage of the Smithsonian Learning Lab, an open access initiative by the Smithsonian Institution. You get to learn about a new country, demonstrate your understanding of gender issues and labor markets in different economic structures, and share the legacies of women who inspire you. Your stories become a collection of the Lab. They are aligned with the Institution's Because of Her Story Initiative that empowers women and promotes gender equality.

For the assignment, you are asked to check out the Learning Lab: <https://learninglab.si.edu/>

From the Lab:

- **Step 1:** Use the assigned collection (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.

- **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:

- Describe the gender issues in Senegal nowadays.
- 3 theoretical sources of gender inequality in Senegal
- From the See - Think - Wonder practice on the website: How do you feel when you see pictures of and read about Senegalese signares? Where do you think they stood in Senegal's gender gaps?
- Analyze 3 gender-targeted policies proposed by the IMF, and their potential impact on Senegal's labor market and GDP.

- **Step 4:** Use your own personal item or pick any item from the Smithsonian digital collection to illustrate gender equality and empower women. For example, you can share a picture and

stories of a female figure in your life or that you know of, who overcomes discrimination to survive and thrive. Note: your stories will be published on the Smithsonian Learning Lab.

- The paper has three pages. Times New Roman, font 12, single-spaced.
- You need to have a **References section** to cite all the sources from which you extract information (This section is not counted into the 3-page requirement). Use APA citation format: <http://www.cws.illinois.edu/workshop/writers/citation/apa/intextcitation/>
- Submit it as a **pdf document on Blackboard** (not email). To submit, **attach the file through the Submission section**. Do not write the assignment in the comments section. Do not share your Google docs. If your file is not a pdf, I might not be able to open it to grade, and you will get a zero for your assignment.
- 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.

INTEGRATIVE LEARNING VALUE RUBRIC

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	3	Milestones 2	Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	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 <i>Sees (makes) connections across disciplines, perspectives</i>	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 <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	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 <i>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)</i>	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.