

Economics 156/Women's and Gender Studies 185
Economics of Gender
(Women in the U.S. Economy)
Fall 2014

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Office Hours: walk-in on Tues. and Thurs, 7:15 -8:15 a.m. and 1-2 p.m.; also by appointment

Description: In the past 50 years, the roles of women and men in the U.S. economy have changed in important ways in both the labor market and the household. We'll start with economic models of gender, household work and market work – in other words, “work and family”, or the gender division of labor. Why do women usually do most of the work in the home and men do more of the work in the labor market? Starting from this background on work and family, the course will explore feminist and neoclassical theories to explain trends in childbearing, household labor, labor force participation, the pay gap, occupational segregation, and poverty. It will also examine in some detail one policy that affects women far more than men, welfare (formally known as “Temporary Aid to Needy Families”). We will also examine these trends and issues in other countries from time to time.

Goals of the course: By the end of this course, you should understand the basic economic theories of the gender division of labor in the home and at the workplace, and theories of gender differences in compensation and workforce segregation. You should know the basic empirical facts of women in the U.S. labor force, and some comparison information from other economies. You should be able to express the theoretical and empirical content of this course effectively, and you should be able to use it to make arguments regarding the policy issues we will discuss. Finally, you should have some insight into the economic forces that will shape your life as a man, woman or transgender person, and some insight into the gendered choices you will have to make about your economic role.

Generalizations: Often it is convenient to talk about the average or median characteristics of certain groups of people in general terms – for example, “men are less risk-averse” or “women are less competitive”. It rarely means that men or women are this way by nature. It also does not ever imply that what's true on average for the entire group is true for each individual in the group. In fact we will discuss one important theory of discrimination based on the possibly inaccurate application of generalizations to individuals.

Readings: Hoffman and Averett, *Women and the Economy: Family, Work, and Pay* (2nd ed.), available at bookstore. I'll also put a copy of the textbook on reserve at Bailey-Howe Library. Other readings will be available on line via Blackboard, or (in the case of journal articles) through the library's website.

How to find readings on line: If I haven't indicated that they are on Blackboard (**Bb**), you will need to go to the library's web page. This applies to most/all of the journal articles. Click on “articles and more”; navigate your way to a database called “Econlit”, and do a combined author/title search for the reading. If you are connecting from off campus, you will be prompted for your standard UVM username and password. You can usually link directly to a PDF version of the selection from Econlit. (If it's not obvious, try clicking on “find it at UVM”.)

Statistical reference source for the U.S.: *Women in the Labor Force: A Databook*, Report 1049, U.S. Bureau of Labor Statistics, May 2014. <http://www.bls.gov/cps/wlf-databook-2013.pdf>

If you need a minimum grade...

...to graduate, to keep your financial aid, to avoid academic probation, or for any other reason – tell me at the beginning of the semester, not the end. I will work with you to raise your grade. I can't guarantee anything, except that if you don't talk to me early and you don't accomplish what I expect, you won't get the grade you need.

Requirements and Grades:

1. One midterm exam and the final exam. They are scheduled for **October 9 in class, and December 9 at 10:30. (The date and time for the final exam have been designated by the registrar.)** The final isn't explicitly cumulative, although you will need to be able to retain and use information from the earlier sections of the course in the later exams, and I may retest in any important areas that the class has trouble with. The only consistently acceptable reasons for missing exams are personal illness, family emergencies, or religious observation. Do not plan to leave town before the final. (Each exam is worth 30% of your grade.)
2. Homework, assigned as needed; pop quizzes as needed – **10% of your grade.** I'll give your homework one grade – 0 (unacceptable), or full credit (acceptable), for the entire thing – based on effort shown. You have to make a *bona fide* effort to solve all the problems to get an OK. Homework is due at the **beginning** of class. I absolutely will not accept late homework, and "late" means 8:31 a.m.. I'll also have pop quizzes if it's apparent that a significant number of students aren't keeping up with the reading or attending class.
3. Two short essays over the course of the semester, about four or five pages, typed, responding to a question that I pose regarding the readings. These will be assigned randomly out of five possible questions (on the reading list, in the text boxes), to different subsets of the class. I'll make the assignments right after the add-drop date. Each paper will have required sources – i.e., you have to make explicit use of the material and you have to cite it where you use it. Grades (the usual A through F) depend on the sophistication and originality of your response, thoroughness, correctness, and insightfulness of your use of the relevant economic theory and evidence, as well as mechanics (citations, spelling, grammar, punctuation). If you turn your paper in late without a legitimate reason, your grade goes down immediately, and continues to go down until you turn the paper in. As with homework, "late" means 8:31 a.m. I'll distribute further guidelines when I make the assignments. **(each essay is 15% of your grade)**

PROVISIONAL COURSE SCHEDULE

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◆◆◆◆◆◆◆◆ “Bb” means it’s on Blackboard. ◆◆◆◆◆◆◆◆

◆◆◆◆ if neither of the above, and no link is provided, you should download the article from the library’s website ◆◆◆◆

I. Introduction; Review of Supply and Demand (week 1)

Women in the Labor Force: A Databook (Report 1049), U.S. Bureau of Labor Statistics, May 2014. <http://www.bls.gov/cps/wlf-databook-2013.pdf> (just skim it; find something you’re interested in – for example, the percentage of women who are doctors, or the percentage of families where the parents work fulltime)

H&A, pp. 32-36.

Video: *Life and Times of Rosie the Riveter*

II. Household Work, Marriage, and the Gender Division of Labor (week 2)

Julie Nelson, “Gender and Caring,” ch. 5 (pp. 62-76) in *Handbook of Research on Gender and Economic Life*. This is an e-book available through Bailey-Howe. U.S. Department of Agriculture, *Expenditures on Children by Families*, <http://www.cnpp.usda.gov/expendituresonchildrenbyfamilies.htm>. Look at the tables and figures in the **2012** report. Don’t try to read the whole thing.

H&A, ch. 3 and ch. 4.

Suzanne Bianchi, John P. Robinson, and Melissa A. Milkie, *Changing Rhythms of American Family Life*, ch. 4.

Optional: Bianchi, Robinson, and Milkie, ch. 5.

Joann S. Lublin, “The Corner Office, and a Family,” *Wall Street Journal*, October 17, 2010

Sonya Rhodes, “The Upside of ‘Marrying Down,’” *Wall Street Journal*, April 18, 2014

Sam Roberts, “51% of Women Are Now Living Without a Spouse,” *New York Times*, Jan. 16, 2007.

Gary Becker, *A Treatise on the Family*, pp. 21-32. (**Bb**)

Judith Lorber, “‘Night to His Day’: The Social Construction of Gender,” ch. 1 in *Paradoxes of Gender* (pp. 1-36). (**Bb**)

“data on black earnings, criminalization, and marital status” (**Bb**)

Optional: Ann Chadeau, “What is Households’ Non-Market Production Worth?” *OECD Economic Studies*, Spring 1992.

Optional: Betsey Stevenson and Justin Wolfers, “Marriage and Divorce: Changes and Their Driving Forces,” *Journal of Economic Perspectives* 21(2), spring 2007: pp. 27-32; Figure 5; pp. 40-50.

III. Altruism and Bargaining Within the Household (week 3)

McCrate, lecture notes on the Rotten Kid Theorem (distributed in class and on **Bb**)

Avinash Dixit, Susan Skeath, and David Reiley, *Games of Strategy*, selection from pp. 692-703 (**Bb**)

Amartya Sen, “Gender and Cooperative Conflicts”, ch. 8 in Irene Tinker, ed., *Persistent Inequalities*. (1990) (**Bb**)

Bina Agarwal, “‘Bargaining’ and Gender Relations: Within and Beyond the Household,” *Feminist Economics* 3(1), 1997, pp. 1-51.

Ashok Sircar and Diana Fletschner, "The Right to Inherit Isn't Working for Indian Women, Says UN Study," *Wall Street Journal*, March 2, 2014 **(Bb)**

Amartya Sen, "India's Women: The Mixed Truth," *New York Review of Books*, Oct. 10, 2013, <http://www.nybooks.com/articles/archives/2013/oct/10/indias-women-mixed-truth/>

Optional: Cecile Jackson, "Cooperative Conflicts and Gender Relations: Experimental Evidence from Southeast Uganda," in *Feminist Economics Research Notes*, v. 19 no. 4, 2013.

http://www.feministeconomics.org/media/cms_page_media/257/Jackson.pdf

Optional: Marianne Bertrand, Jessica Pan, and Emir Kamenica, "Gender Identity and Relative Income Within Households," NBER Working Paper 19023, May 2013.

Optional: Sanjukta Chaudhuri and Catherine Emmanuelle, "Women's Labor Force Participation and Marital Violence in India" (working paper)

Optional: Anna Aizer, "The Gender Wage Gap and Domestic Violence," *American Economic Review* v. 100 no. 4, 2010, pp. 1847-59.

Optional: Robert A. Pollak, "A Transaction Cost Approach to Families and Households," *Journal of Economic Literature* 23(2), June 1985: 581-608.

Short paper #1: Why are so few people getting married today in affluent countries? Summarize how Becker's trade theory and how the bargaining power model might explain this. Minimally required sources: H&A ch.3, ch. 4; Becker; Lorber; Roberts; Dixit, Skeath and Reiley. You must explicitly use and cite these.

IV. The Economics of Childbearing (Fertility) (weeks 4-5)

H&A, ch. 5.

Nancy Folbre, "Eliminating Economic Penalties on Caregivers," pp. 348-359 only, in Jody Heymann and Christopher Beem, eds., *Unfinished Work: Building Equality and Democracy in an Era of Working Families*.

Manuela Mesco, "More Italian Women Are Choosing to Have No Children," *Wall Street Journal*, April 22, 2014. **(Bb)**

Eleanor Warlock, "Graying Japan Passes a Milestone," *Wall Street Journal*, April 15, 2014 **(Bb)**

Betsy Hartmann, *Reproductive Rights and Wrongs: The Global Politics of Population Control*, pp. xv-xxi and 3-56. **(Bb)**

Short paper #2: Why are people in many affluent countries having so few children? Why do people in poorer countries still have relatively large families? What are the costs and benefits of children, and to whom? Explain the relevant theories. Minimally required sources: All of the required selections in section IV. You must explicitly use and cite these.

Women's Paid Labor Supply Decisions (weeks 6-7)

H&A, ch. 7.

Lourdes Benería, "The Crisis of Care, International Migration, and Public Policy," *Feminist Economics*, v. 14 no. 3 (July 2008).

Janet C. Gornick and Marcia K. Meyers, "Institutions that Support Gender Equality in Parenthood and Employment," ch. 1 in Gornick and Meyers, eds., *Gender Equality: Transforming Family Divisions of Labor*. **(Bb)**

Barbara R. Bergmann, "Long Leaves, Child Well-Being, and Gender Equality," ch. 2 in *Gender Equality: Transforming Family Divisions of Labor* (ed. By Erik Olin Wright, 2009)

Yoko Sudo, "Japan Weighs Tax Change to Push Housewives Into Job Market," *Wall Street Journal*, June 17, 2014

Optional: Nancy Folbre and Julie Nelson, “For Love or Money – Or Both?” in *Journal of Economic Perspectives*, v. 14 no. 4 (fall 2000).

Optional: Rebecca Ray, Janet Gornick, and John Schmitt, *Parental Leave Policies in 21 Countries: Assessing Generosity and Gender Equality*, http://www.cepr.net/documents/publications/parental_2008_09.pdf

Optional: Francine Blau and Lawrence Kahn, “Female Labor Supply: Why is the U.S. Falling Behind?” NBER working paper 18702 January 2013. **(Bb)**

Optional: Jerry Jacobs and Kathleen Gerson, “Understanding Changes in American Working Time: A Synthesis”, ch. 2 in Epstein and Kalleberg, eds., *Fighting for Time: Shifting Boundaries of Work and Social Life*. **(Bb)**

Short paper #3: Is there inevitably a conflict between family welfare and gender equality? Give me both sides of the argument. Tell me which side you find more persuasive, and why. (You might also find that you agree with some of the “yes” arguments and some of the “no” arguments. That’s fine. Just explain your reasoning.) **Minimally required sources:** H&A, ch. 3, ch. 4, ch. 7; Gornick and Meyers; Bergmann. You must explicitly use and cite these.

V. Poverty and Welfare: A First Look (week 8)

H&A, ch. 12.

Jonathan Gruber, *Public Finance and Public Policy*, pp. 485-488; 37-43; 49-57 (in that order).

Randy Albelda, “Low-Wage Mothers on the Edge in the U.S.,” ch. 16 in *Handbook of Research on Gender and Economic Life*, ed. D.M. Figart and T.L. Warnecke (2013). This is an e-book, available through the Bailey-Howe catalog.

VI. Gender Differences in Education, Occupations and Earnings: An Overview (week 9)

H&A, ch. 8.

Tachibanaki Toshiaki, *The New Paradox for Japanese Women: Greater Choice, Greater Inequality*, ch. 1.

Conor Dougherty, “Young Women’s Pay Exceeds Male Peers”, *Wall Street Journal*, Sept. 1, 2010. **(Bb)**

VII. Explanations of Job Segregation and Wage Differences by Sex (weeks 10-12)

A. Human Capital Theory (1 week)

H&A, pp. 288-301; 318-322.

Claudia Goldin, Lawrence Katz, and Ilyana Kuziemko, “The Homecoming of American College Women: The Reversal of the College Gender Gap” (on Bb)

“Data on black earnings, criminalization, and marital status” (on Bb)

Christina Zander, “Even Scandinavia Has a CEO Gender Gap,” *Wall Street Journal*, May 21, 2014

Optional: Luigi Guiso, Ferdinando Monte, Paola Sapienza, and Luigi Zingales, “Culture, Gender, and Math.” *Science* v. 320, May 30 2008, pp. 1164-1165.

Optional: Roland Fryer and Steven Levitt, “An Empirical Analysis of the Gender Gap in Mathematics,” *American Economic Journal: Applied Economics*, v.2, April 2010, pp. 210-240.

Short paper #4: Why are women now more likely to attend and graduate from college than men? What can possibly be done to restore gender equity in college? Minimally required sources: All of the required selections in Section VIIA. You must explicitly use and cite these.

B. Other Supply Side Factors (1 week)

1. Negotiating

Linda Babcock and Sara Laschever, *Women Don't Ask: Negotiation and the Gender Divide*, Introduction, ch. 4 pp. 85-89 only, ch. 7 pp. 148-157 only. **(Bb)**
Institute for Women's Policy Research, “Pay Secrecy and Wage Discrimination,” January 2014
<http://www.iwpr.org/initiatives/iwpr-quick-figures> (scroll down the page for a free download of this short document)

2. Norms, the Marriage Market and Occupational Choices

George A. Akerlof and Rachel E. Kranton, *Identity Economics*, ch's 1-4 and 7 – put this on Bb
Lee Badgett and Nancy Folbre, “Job Gendering: Occupational Choice and the Marriage Market,”
Industrial Relations, v. 42. no. 2.

Optional: Marianne Bertrand, Jessica Pan, and Emir Kamenica, “Gender Identity and Relative Income Within Households,” NBER Working Paper 19023, May 2013.

3. Working Conditions and Compensating Wage Differentials

McConnell and Brue, *Contemporary Labor Economics*, “The Hedonic Theory of Wages,” pp. 240-246.

Claudia Goldin and Lawrence Katz, “The Cost of Workplace Flexibility for High-Powered Professionals,” *Annals of the American Academy of Political and Social Science*, 2011, v. 638, pp. 45-67. <http://ann.sagepub.com/content/638/1/45.full.pdf+html>

Optional: Randall K. Filer, “Occupational Segregation, Compensating Differentials, and Comparable Worth,” pp. 58-65 in Thomas Swartz and Frank Bonello, *Taking Sides: Clashing Views on Controversial Economic Issues*, 7th ed. **(Bb)**

Optional: Jerry Jacobs and Ronnie Steinberg, “Compensating Differentials and the Male-Female Wage Gap: Evidence from the New York State Comparable Worth Study,” pp. 66-77 in Swartz and Bonello, eds., *op. cit.* **(Bb)**

Optional: Karen Messing, *One-Eyed Science: Occupational Health and Women Workers*, pp. 1-40.

Optional: Marianne Bertrand, Claudia Goldin, and Lawrence Katz, “Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors,” *American Economic Journal: Applied Economics*, July 2010, pp. 228-255.

Optional: Claudia Goldin and Lawrence Katz, “The Most Egalitarian of All Professions: Pharmacy and the Evolution of a Family-Friendly Occupation,” NBER working paper 18410, September 2012.

C. Discrimination

H&A, pp. 302-316.

McCrate, lecture notes on statistical discrimination

Doris Weichelbaumer, "Discrimination in Gay and Lesbian Lives," ch. 15 in *Handbook of Research on Gender and Economic Life*, D.M. Figart and T.L. Warnecke, eds., 2013. This is an e-book available through the Bailey-Howe catalog.

Optional: selections from Deborah Tannen, *Talking from 9 to 5: How Women's and Men's Conversational Styles Affect Who Gets Heard, Who Gets Credit, and What Gets Done at Work*.

Short paper #5: Explain how gender stereotypes and gender discrimination can turn into a self-perpetuating feedback loop. What evidence is there to support the theory? Do you find it persuasive? Why or why not? Minimally required sources: All of the required material in Section VIII. You must explicitly use and cite these.

VIII. Initiatives by Firms and Public Policy to Rectify Gender Inequality in the Labor Force (week 13)

H&A, ch. 11.

Joan Williams, "The Odd Disconnect: Our Family-Hostile Public Policy," pp. 196-205 and 213-219 in Kathleen Christensen and Barbara Schneider, eds, *Workplace Flexibility: Realigning 20th-Century Jobs for a 21st-Century Workforce*.

David Leonhardt, "A Labor Market Punishing to Mothers" (*New York Times*, August 23, 2010)

Ellen Galinsky *et al*, "Employer-Provided Workplace Flexibility", pp. 131-156 in Kathleen Christensen and Barbara Schneider, eds, *Workplace Flexibility: Realigning 20th-Century Jobs for a 21st-Century Workforce*.

Folbre, "Eliminating Economic Penalties on Caregivers," pp. 360-370 in Jody Heymann and Christopher Beem, eds., *Unfinished Work: Building Equality and Democracy in an Era of Working Families*

Lawrence Summers, "Some Simple Economics of Mandated Benefits," *American Economic Review*, 79 (2): May 1989 pp. 177-183.

IX. Poverty and Welfare: A Second Look (week 14)

David Ellwood, "Reducing Poverty by Replacing Welfare," ch. 5 in Mary Jo Bane and David Ellwood, eds., *Welfare Realities*, pp. 143-162. (**Bb**)

Karen Christopher, "Welfare As We [Don't] Know It," in *Feminist Economics* v. 10 no. 2, July 2004.

Jane Waldfogel, *Tackling Child Poverty and Improving Child Well-Being: Lessons from Britain*.
<http://www.fcd-us.org/sites/default/files/First%20Focus%20-%20Tackling%20Child%20Poverty.pdf>

Optional: Joe Soss, et. al., "The Hard Line and the Color Line: Race, Welfare, and the Roots of Get-Tough Reform," ch. 9 in *Race and the Politics of Welfare Reform*, ed. by Sanford F. Schram, Joe Soss, and Richard C. Fording.

Template for Evaluating Reflection Papers

I will use this template to grade each of your reflection papers. Note that the main point of each paper is not to summarize the readings (although that will be necessary to some extent), but to answer a question and make an argument. The main point of the papers is *not* to make a report.

Each paper should be about 2 pages, double-spaced. Get in the habit of using full citations; you should use full citations here. Also give me a page number if you are quoting something directly, reproducing a table or graph, and/or citing a particular statistic.

criteria (equally weighted in your grade)	grade for criterion (A through F)	comments
Evidence of having done the required reading (familiarity with the material; careful and accurate summaries as needed; accurate use of statistics, quotations, etc., as appropriate)		
Appropriate and accurate use of concepts and theories		
Integration with other material in the course (bringing in related ideas from other things we have covered in class, as appropriate; the more sustained and developed the integration, the better)		
Coherence – does the paper have a flow of logic? Does it make sense?		
Originality and thoughtfulness (have you said something that truly comes from you, not just from the articles or points made by others in the class? The more sustained and developed your ideas are, the better.)		
Effective use of evidence as appropriate (interpreting and applying it correctly, being specific)		
Quality of writing: punctuation, spelling, grammar, organization, citations		
Overall grade = weighted average of the seven criterion grades (not using the readings hurts a lot more than not satisfying the other criteria)		