THE COURSE “GENDER ECONOMICS” (SYLLABUS)
I.E. Kalabikhina, Dr. Sc. (Economics), Professor

Aims and objectives of the discipline

a. Aim: to work out jointly with students a systematic perception of how the gender factor can impact on economic and demographic development. This course is pioneering: it is the first time that such a course has been introduced into the curriculum of a Russian higher educational institution with a focus on economics.

b. Objectives:
   — evaluate sources of socio-economic and demographic information for analysing the impact of the gender factor on demographic processes and economic development;
   — become familiar with theoretical concepts in the area of gender economics;
   — become familiar with the methodology of gender analysis in economic sciences and research gender analysis indicators;
   — acquire the skills to conduct gender review of socio-economic and demographic development policies, programmes and strategies.

The discipline within the structure of the Basic Educational Programme:

a. Information on the educational standard and syllabus:
   — Type of educational standard and syllabus: Moscow State University Master’s (MM);
   — Area of study: 080100 “Economics”;
   — Name of syllabus: “MM - Economics”;
   — Master’s Programme: “Economics of the social sphere, labour and population”.

b. Information on the discipline in the educational standard and syllabus:
   — variable part;
   — optional course;
   — second year;
   — fourth trimester.

c. List of disciplines that the student must master before starting the given discipline:
   macroeconomics -3, micro-economics -3, econometrics -3, basics of demography.

d. Total hours: 108 academic hours; 3 credits

e. Mid-course assessment: score.

Forms of conduct:

— learning activities (total hours by each type):
   - classroom learning, total 28 hours;
   - classroom individual learning (contact hours), 16 hours;
   - individual work, 64 hours.

— continual assessment:
   - written work (preparation and discussion of individual project);
   - problem-solving in a computerised classroom with internet access;
   - preparation of case studies;
   - participation in discussions at seminars and round tables.

Distribution of hours by sections and topics, and by type of lesson, indicating continual and mid-course assessments:
<table>
<thead>
<tr>
<th>No.</th>
<th>Title of section and topic</th>
<th>Number of hours (academic hours) by type of lesson</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Classroom work</td>
<td>Individual work</td>
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<td>Total (lectures and seminars)</td>
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<td>Subject and methods of gender economics. Gender statistics. System of gender inequality factors</td>
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<td>2</td>
<td>Economic growth and gender equality. Globalisation of the world economy and gender status. Feminisation of poverty. Women’s contribution to GDP.</td>
<td>2</td>
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<td>3</td>
<td>Gender inequality in the labour market</td>
<td>4</td>
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<tr>
<td>4</td>
<td>Gender factor in household economics. Distribution of resources and decision-making mechanisms in households</td>
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<td>14</td>
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<tr>
<td>5</td>
<td>Demographic changes and gender status. Gender factor of demographic development. Gender shift and demographic development</td>
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<td>Gender policy: national, regional and global level. Gender inequality indicators</td>
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<td>7</td>
<td>Gender budgets. Gender review</td>
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<td>10</td>
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<tr>
<td></td>
<td>Final examination</td>
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</table>

Contents of the discipline (classroom and individual work):


Gender statistics and system of sources of data on the population. General principles of and requirements for data collection in the framework of an integrated system of gender state statistics.

System of gender inequality factors: the development factor, discrimination and behavioural factors. Gender order. Gender gap in access to resources and control over economic resources. Gender risk groups.

Tasks for individual work: studying topic materials, preparation for a task involving the review of sources of information on the gender factor


Social and economic characteristics of globalisation, positive and negative impact of globalisation on gender status.


Women’s contribution to GDP. Estimation of women’s unpaid work (GDP satellite accounts).

Tasks for individual work: studying topic materials, preparation for a task

Module 3. Gender inequality in the labour market

Inequality in the labour market: entry into and exit from the labour market, careers, wages, skills training. Inequality and discrimination. Types of segregation. Measurement of segregation. Models of gender inequality and gender discrimination in the labour market.

Factors in wage disparities.

The gender factor in youth employment and employment of older people.

Tasks for individual work: studying topic materials, preparation of essays and reports

Module 4. The gender factor in household economics. Distribution of resources and decision-making mechanisms within the household


Household time budgets: structure, and problem of measurement. Distribution of time: work in the labour market, work in the household, leisure time. Demographic factors in time budget differences. Model of time distribution over a life cycle.

Distribution of incomes (expenditures) in the household: inter-generational and gender aspect.


Household factors (reproductive, productive, structural, income-based, power-related) and employment of household members. Marital and age-dependent models of female and male employment.

Tasks for individual work: studying topic materials, preparation for discussion
Module 5. Demographic changes and gender status. The gender factor in demographic development. The gender factor in demographic development

Global demographic changes: impact on gender status.


Gender measurement of migration.

The concept of the gender shift: substance, stages, indicators. Demographic interpretations in the concept of the gender shift.

Tasks for individual work: studying topic materials, preparing to solve tasks

Module 6. Gender policy: national, regional and global level. Gender inequality indicators

Objectives and methods of gender policy. Experiences of gender policy implementation or incorporation of gender policy elements into socio-demographic policies in various countries. Main gender issues in socio-economic development in developed countries, developing countries and CIS countries. Regional particularities of gender policy.


Indicators of gender differences in socio-economic development. Incorporation of the gender factor into the Human Development Index.

Gender equality indices. Socio-economic and demographic forecasts that take account of the gender factor.

Manifestation of gender differences in Russia’s present-day economy, possible means of reducing gender differences in the socio-economic development of Russia, and inclusion of the gender factor in the stabilisation of the Russian economy and development of the population.

Tasks for individual work: studying topic materials, preparing to solve tasks and write an essay

Module 7. Gender budgets. Gender review


Main principles of gender review of socio-economic and demographic development of countries and regions.

Tasks for individual work: studying topic materials, selecting case studies, conducting a review of a policy

List of competencies acquired in the course of studying the discipline:

a) General scientific competencies (GSC)
• the ability to analyse and assess interlinkages between socio-economic and demographic processes and gender equality development over the course of history, and their common and specific trends (M-GSC-1);
• the ability to intelligently and objectively examine the current gender problems of Russia and the world community (M-GSC-2);
• the ability to apply scientific methodology in research into the impact of the gender factor on socio-economic and demographic development (M-GSC-3).

b) Skills competencies (SC)
• knowledge of a foreign language sufficient to be able to read and analyse bibliographic sources on a specific problem that the student has selected for him/herself from the suggested bibliography (M-SC-1);
• knowledge of modern research methods and tools for investigation into the areas and extent of the impact of the gender factor on development (M-SC-2);
• capacity to clearly formulate and justify hypotheses made prior to analysis, and explain the results of calculations performed and their practical relevance (M-SC-3);
• capacity to document and present results of research performed in the form of a report (project) using interactive formats or a summary for discussion at the “Odemos” Young Researchers Club or an article for the Club’s publication (M-SC-4);

c) Universal competencies (UC)
• capacity to assess the gender statistics system and to formulate new independent hypotheses when selecting and justifying the impact of gender equality indicators on socio-economic and demographic indicators (M-UC-1);
• capacity to systemise and assess modern research (literature) on interlinkages between gender development and socio-economic and demographic development, including the abilities to find, critically analyse, synthesise and systematise research publications relating to the topic of a report, essay, case study or project, as well as to formulate research goals and select optimal ways and models for achieving these (M-UC-2);
• ability to solve and explain new scientific problems relating to the interlinkages between gender development and socio-economic and demographic development in non-standard professional situations on which a consensus does not yet exist (M-UC-3);
• ability to perform a comparative analysis of the processes of gender equality development and the impact of the gender factor on socio-economic and demographic development in the country and worldwide (M-UC-4);
• ability to track institutional changes, changes in gender development indicators, and the extent of their impact on economic and demographic development (M-UC-5);

d) Professional competencies (PC)
• capacity to analyse and critically evaluate the results obtained by domestic and foreign researchers, to synthesise and systematise the available literature, to identify promising areas and elaborate own programme of research (M-PC-1);
• capacity to justify the relevance and theoretical and practical value of the selected method of measuring gender equality processes and their impact on the economy and demography (M-PC-2);
• ability to perform independent calculations in line with the programme elaborated, carry out a professional self-assessment of the correctness of the selected methodology and an
interpretation of results obtained, and make prompt methodology adjustments, if necessary (M-PC-3);

- ability to prepare analytical materials to evaluate measures in the area of gender policy (M-PC-7);
- knowledge of strengths, weaknesses, and opportunities presented by the existing sources of information on gender equality and its mutual impact on economic and demographic development, ability to analyse and use them in course-related research activities and formulation of proposals for their improvement (M-PC-8);
- capacity to formulate hypothetical forecasts of possible changes in economic and demographic development under the influence of the gender factor (M-PC-9);
- capacity to develop methods of gender review of socio-economic programmes, projects and decisions (M-PC-10);
- readiness to effectively collaborate with colleagues (team work) in the preparation of a round table discussion; ability to lead the group when preparing for round table and other discussions (M-PC-11);
- capacity to apply theoretical knowledge to solve practical problems of rational and efficient use of resources in the implementation of gender policies and gender budgets (M-PC-14).

e) Special competencies (SPC)

- familiarity with modern quantitative and qualitative methods of collection and processing of socio-economic and socio-demographic data, capacity to use statistical software for data analysis (M-SPC-1);
- capacity to analyse topical challenges and propose ways to address them in the area of population economics and demography (M-SPC-4);
- capacity to formulate aims and objectives and evaluate potential consequences of various types of social policy, including gender policy (M-SPC-5).

Educational and research techniques used:

a. Educational techniques: interactive lectures with seminar elements and a preponderance of seminars to develop students’ analytical thinking; computerised and video presentations; multimedia-based communication; tutorials on how to construct a system of indicators of gender inequality in a region’s (country’s) socio-economic and demographic development and preparation and presentation of a project on gender review of a socio-economic and demographic policy/programme in a region (country) or preparation of a gender budgeting case study; individual work involving looking for, collecting and analysing data and solving tasks and exercises; individual work and team work for preparing projects and discussions; active discussion and evaluation of research conducted by students by these same students; training in team work, identification of team leaders (moderators) when undertaking the necessary calculations and discussing materials prepared by students.

b. Scientific research techniques: work with primary sources of information: systematisation and evaluation of literature in foreign languages (including international instruments and programmes) with active use of the School of Economics’ electronic library; gender review of regional demographic programmes in the context of regional socio-economic development (calculations and preparation of essays, reports and presentations). Justification, search, evaluation and use of necessary indicators using the databases of international organisations and Rosstat.
Learning resources available for students’ individual work; means of assessing their progress and conducting a mid-course evaluation:

a. recommended learning resources for the students’ individual work:
- access to the University’s electronic library;
- access to economic and demographic databases;
- access to the School of Economics’ educational portal “on.econ.msu.ru”.

b. sample list of tasks for continual and mid-course evaluation:

1. Example report topics:
   1) Construction of a system of indicators measuring gender inequality in a country’s development (following the Russian example)
   2) The positive impact of gender equality on development: cases of developed and developing countries
   3) Gender analysis of time budgets of the Russian population
   4) Problems in the measurement of the feminisation of poverty and analysis of the feminisation of poverty in Russia
   5) Women’s contribution to GDP: empirical assessment
   6) Approaches to gender budgeting and Russian experiences
   7) Gender differences in mortality in Russia
   8) The gender shift: classification of countries by shift stages
   9) The gender factor in the socio-economic and demographic development of a Russian region
   10) Gender measures in demographic policy
   11) Economic costs of domestic violence
   12) Gender review of a regional programme

b. List of example questions for continual and mid-course assessment:

1. Example essay topics:
   1) Non-transferrable paternal childcare leave
   2) Gender quotas in politics
   3) Gender quotas in corporations for top management positions
   4) Social guarantees for migrants and their families
   5) Value and remuneration of household work
   6) Increasing the pension age of women and men, and its levelling
   7) Penalties for prostitution for clients or sex workers
   8) Extension of the duration of childcare leave until the age of 6
   9) Mechanism of control over early marriages
   10) Does Russia need an alimony fund?

The mid-course assessment is based on points (3 credits = 150 points), students obtain most points from continual and mid-course assessment (120 points):
- work with data sources, 20 points;
- essays, reports and discussions of documentaries, 30 points;
- problem solving, 30 points;
- preparation of a project on the gender review of a socio-economic or demographic policy/programme or preparation of a gender budgeting case study, 40 points.
- final examination (discussion of individual project), 30 points.

Teaching and information resources for the discipline:

A. Principal bibliography:
<table>
<thead>
<tr>
<th>№</th>
<th>Автор</th>
<th>Название книги/статьи</th>
<th>Редакция (для сборников статей)</th>
<th>Место публикации</th>
<th>Год</th>
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<tbody>
<tr>
<td>1</td>
<td>Калабихина И. Е.</td>
<td>Гендерная экономика</td>
<td>TEIC</td>
<td>Москва</td>
<td>2008</td>
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<td>2</td>
<td>Калабихина И. Е.</td>
<td>Гендерный фактор в экономическом развитии России</td>
<td>MAKС Пресс</td>
<td>Москва</td>
<td>2009</td>
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<td>3</td>
<td>Калабихина И. Е.</td>
<td>Экономико-демографическое развитие. Гендерный переход. Теория, индексы, прогнозы, политика</td>
<td>Saarbrücken LAMBERT Academic Publishing</td>
<td></td>
<td>2012</td>
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B. Additional bibliography:

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<th>№</th>
<th>Автор</th>
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<tr>
<td>1</td>
<td></td>
<td>Гендер и экономика: мировой опыт и экспертна российской практики</td>
<td></td>
<td>М.</td>
<td>2002</td>
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<tr>
<td>2</td>
<td></td>
<td>Гендерное равенство в современном мире. Роль национальных механизмов</td>
<td>О.А.Воронина</td>
<td>М.</td>
<td>2008</td>
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<tr>
<td>3</td>
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<td>Гендерное равенство и расширение прав и возможностей женщин в России в контексте целей развития тысячелетия. Доклад ЮНФПА</td>
<td></td>
<td>М.</td>
<td>2005</td>
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<td>4</td>
<td></td>
<td>Гендерные бюджеты в структуре социальной политики</td>
<td></td>
<td>М.</td>
<td>2006</td>
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<td>5</td>
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<td>Гендерные проблемы и развитие. Стимулирование развития через Gender равенство в правах, в доступности ресурсов и возможности выражать свои интересы. Доклад Всемирного банка.</td>
<td></td>
<td>М.</td>
<td>2002</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Женщины, мужчины, семья</td>
<td></td>
<td></td>
<td>1994</td>
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<td>7</td>
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<td>Гендерные вопросы в России в конце XX века: фокус-групповое исследование в городской и сельской местности</td>
<td></td>
<td>М.</td>
<td>2004</td>
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<td>Некоторые аспекты теоретического анализа домохозяйства</td>
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<td>1995</td>
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<td>Гендерное неравенство и человеческое развитие (гл.12)</td>
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<td>М.</td>
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<td>Гендерная сегрегация и трудовая мобильность на</td>
<td></td>
<td>М.</td>
<td>2006</td>
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<td>С.Ю.</td>
<td>Ощепков А.Ю.</td>
<td>Гендерные различия в оплате труда</td>
<td>В.Е.Гимпельсон и Р.И.Капелюшников</td>
<td>М.</td>
<td>Изд. дом ГУ ВШЭ</td>
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<td>12</td>
<td>Равенство в сфере труда: поиски ответов на вызовы. Международная конференция труда. 96-я сессия</td>
<td>Женева</td>
<td>Международное бюро труда</td>
<td>М.</td>
<td>ИЭРАН</td>
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<tr>
<td>13</td>
<td>Равенство на Л.С. [и др.]</td>
<td>Алименты в России: анализ проблем и стратегия в интересах детей. Проект Института экономики РАН</td>
<td>М.</td>
<td>ИЭРАН</td>
<td>2012</td>
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<td>14</td>
<td>Равенство на Л.С.</td>
<td>Гендерные бюджеты</td>
<td>М.</td>
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<td>2012</td>
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<td>15</td>
<td>Римашевская Н.</td>
<td>Человек и реформы. Секреты выживания</td>
<td>М.</td>
<td>---</td>
<td>2003</td>
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<tr>
<td>16</td>
<td>Руководство по гендерному бюджетированию</td>
<td>И.Е.Калабяхин</td>
<td>Международный центр гендерного бюджетирования и управления. ООН</td>
<td>М.</td>
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<tr>
<td>17</td>
<td>Феминизация бедности. Доклад Мирового банка</td>
<td>М.</td>
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<td>2002</td>
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<td>18</td>
<td>Jacobsen, J.R.</td>
<td>Gender Equality and Development</td>
<td>WDR</td>
<td>2012</td>
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<tr>
<td>22</td>
<td>Olah, L. Sz.</td>
<td>Gendering Family Dynamics: The Case of Sweden and Hungary</td>
<td>MPG</td>
<td>2001</td>
<td>---</td>
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<tr>
<td>23</td>
<td>Watkins, S.C.</td>
<td>If All We Knew About Women Was What We Read in Demography, What Would We Know?</td>
<td>Demography</td>
<td>vol. 30</td>
<td>Issue 4</td>
</tr>
<tr>
<td>24</td>
<td>Гендерный монтаж: фильмы из постсоветских стран</td>
<td>М.</td>
<td>Институт по гендерной политике (Россия), Женская сетевая программа Института &quot;Открытого общества&quot; (США), Международная сеть по гендерной политике (Чешская Республика)</td>
<td>М.</td>
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с. Software and internet resources:
Technical equipment for the discipline:
Facilities: computerised classroom with internet access
Equipment: multi-media projector, video projector, blackboard, printer
Other materials: Microsoft Office software, R, markers, paper