

THE COURSE “GENDER ECONOMICS”(SYLLABUS)

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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:

No.	Title of section and topic	Number of hours (academic hours) by type of lesson			Assessment
		Classroom work		Individual work	
		Total (lectures and seminars)	Individual (contact hours)		
1	Subject and methods of gender economics. Gender statistics. System of gender inequality factors	2	2	4	Discussion of concepts, search for sources of information on the internet
2.	Economic growth and gender equality. Globalisation of the world economy and gender status. Feminisation of poverty. Women's contribution to GDP.	2	2	4	Reports, problem-solving in computerised classroom
3.	Gender inequality in the labour market	4		4	Reports and essays
4.	Gender factor in household economics. Distribution of resources and decision-making mechanisms in households	4		14	Discussion and essays on videos
5.	Demographic changes and gender status. Gender factor of demographic development. Gender shift and demographic development	4	4	8	Problem-solving in a computerised classroom
6.	Gender policy: national, regional and global level. Gender inequality indicators	4	4	8	Problem-solving in a computerised classroom, essays on videos
7.	Gender budgets. Gender review	4		10	Preparation of case study or review of a programme
	Final examination	4	4	12	Discussion of an individual review project or budgeting case study
	Total:	28	16	64	

Contents of the discipline (classroom and individual work):

Module 1. Subject and methods of gender economics. Gender statistics. System of gender inequality factors

The subject of gender economics. Institutionalisation of gender economic studies. Methods of gender economics. Inter-disciplinary approach in gender studies. Macro- and micro-level of studies.

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

Module 2. Economic growth and gender equality. Globalisation of the world economy and gender status. Feminisation of poverty. Women's contribution to GDP

Impact of economic growth on gender (in-)equality. Impact of gender equality on economic growth and socio-economic development.

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

Concept of the "feminisation of poverty". Basic causes of the feminisation of poverty. Problems of measuring the feminisation of poverty. Macro-level and micro-level measurement of the feminisation of poverty. Life cycle and gender differences in incomes.

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

Tasks for individual work: studying topic materials, preparation to solve 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 economics: theoretical concepts and gender critique. Gender critique of the neo-Marxist approach. Gender critique of neo-classic household theory. The gender contract, negotiation models within families.

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.

Model of investment in human capital. Function of production of human capital. Investments in human capital at household level and the sex factor. Accumulation of human capital over a life cycle.

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 shift and demographic development

Global demographic changes: impact on gender status.

Gender interpretation of the causes of the demographic shift in birth rates: micro- and macro-level. Child sex preferences and secondary sex ratio. Reproductive behaviour and the gender factor.

Gender differences in mortality: concept and factors. Biological factors. The environment development factor and discrimination factors. Behavioural (lifestyle) factors. Age characteristics of mortality and the factor of sex. Socio-economic differences in mortality. Problems of measuring gender supermortality. Complex probabilities in the estimation of gender supermortality.

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.

International organisations and their role in gender studies and gender policy implementation. World fora and conferences on gender issues (CEDAW, Beijing). Incorporation of gender issues into socio-economic development programmes and indices. Gender issues in the Millennium Development Goals.

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

Gender budgets and gender budgeting. Methodology of gender budget preparation. Approaches and principles of gender budgeting. Experiences of different countries in gender budgeting. The children's budget as a type of social budget: Russian experience.

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:

№	Author	Title of book/article	Editor	Place of	Publisher	Year	Journal	Volume	Number
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	r		(for collections of articles)	publication			(collection of articles)	(issue)	
1	Калабихина И.Е.	Гендерная экономика		Москва	ТЕИС	2008			
2	Калабихина И.Е.	Гендерный фактор в экономическом развитии России		Москва	МАКС Пресс	2009			
3	Калабихина И.Е.	Экономико-демографическое развитие. Гендерный переход. Теория, индексы, прогнозы, политика		Saarbrucken	LAP LAMBERT Academic Publishing	2012			

B. Additional bibliography:

№	Author	Title of book/article	Editor (for collection of articles)	Place of publication	Printing house	Year	Journal (collection of articles)	Volume (issue)	Number
1		Гендер и экономика: мировой опыт и экспертиза российской практики		М.		2002			
2		Гендерное равенство в современном мире. Роль национальных механизмов	О.А.Воронина	М.	МАКС Пресс	2008			
3		Гендерное равенство и расширение прав и возможностей женщин в России в контексте целей развития тысячелетия. Доклад ЮНФПА		М.		2005			
4		Гендерные бюджеты в структуре социальной политики		М.	Региональный офис ЮНИФЕМ для стран СНГ	2006			
5		Гендерные проблемы и развитие. Стимулирование развития через Gender равенство в правах, в доступности ресурсов и возможности выражать свои интересы. Доклад Всемирного банка.		М.		2002			
6		Женщина, мужчина, семья				1994	THESES		№6
7	Калабихина И.Е.	Гендерные вопросы в России в конце XX века: фокус-групповое исследование в городской и сельской местности		М.	Акифлат	2004			
8	Калабихина И.Е.	Некоторые аспекты теоретического анализа домохозяйства				1995	Вестник Моск. ун-та	Сер.6, Экономика	№5
9	Калабихина И.Е.	Гендерное неравенство и человеческое развитие (гл.12)		М.	“ПРАВА ЧЕЛОВЕКА”	2008	Человеческое развитие: новое измерение социально-экономического прогресса. Учебное пособие.		
10	Мальцева И.О., Рошин	Гендерная сегрегация и трудовая мобильность на		М.	Издательский дом ГУ ВШЭ	2006			

	С.Ю.	российском рынке труда.							
11	Ощепков А.Ю.	Гендерные различия в оплате труда	В.Е.Гимпельсон, Р.И.Капелюшников	М.	Изд. дом ГУ ВШЭ	2007	Заработная плата в России: эволюция и дифференциация		
12		Равенство в сфере труда: поиски ответов на вызовы. Международная конференция труда. 96-я сессия		Женева	Международное бюро труда	2007			
13	Ржаницы на Л.С. [и др.]	Алименты в России: анализ проблем и стратегия в интересах детей. Проект Института экономики РАН		М.	ИЭ РАН	2012			
14	Ржаницы на Л.С.	Гендерные бюджеты				2012			
15	Римашевская Н.	Человек и реформы. Секреты выживания		М.		2003			
16		Руководство по гендерному бюджетированию	И.Е.Калабихина		Международный центр гендерного бюджетирования и управления. ООН Женщины	2013			
17		Феминизация бедности Доклад Мирового банка		М.		2002			
18		Gender Equality and Development			WDR	2012			
19	Jacobsen, J.P.	The Economics of Gender			Blackwell Publishing	2007			
20	Marcoux, A.	The Feminization of Poverty: Claims, Facts, and Data Needs				Mar., 1998	Population and Development Review	vol. 24	Issue 1
21	McDonald, P.	Gender equity in theories of fertility transition				2000	Population and Development Review	vol.26	№3
22	Oaxaca, R.	Male-Female Wage Differentials in Urban Labor Markets				1973	International Economic Review	vol. 14	№3
23	Olah, L. Sz.	Gendering Family Dynamics: The Case of Sweden and Hungary			MPG	2001			
24	Watkins, S.C.	If All We Knew About Women Was What We Read in Demography, What Would We Know?				Nov., 1993	Demography	vol. 30	Issue 4
		Гендерный монтаж: фильмы из постсоветских стран		М.	Институт по гендерной политике (Россия), Женская сетевая программа Института "Открытое общество" (США), Международная сеть по гендерной политике (Чешская Республика)	2006			

c. Software and internet resources:

- <http://genderbudgets.ru/> (UN Women's International Center for Gender Budgeting and Management)
- <http://www.owl.ru> (gender terms glossary)
- <http://www.unece.org/stats/gendner/web> (UN gender statistics and development)
- <http://www.worldbank.org/data/databytopic/> (the World Bank)
- <http://www.un.org/popin> (UN)
- <http://unwomen-eeca.org/> (UN Women)
- <http://www.un.org/ru/aboutun/structure/unwomen/> (about UN gender structures)

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