



## Gender Relations and Economics

PI 5300, Summer Semester 2015

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This is a draft of the course syllabus. Details can change at any time; the newest version will be the one posted on Learn@WU.

### **Course Description:**

This course introduces students to the relevance of gender relations in economics as a discipline and in economic processes and outcomes. The course covers three main components of gender in economics and the economy: (1) the gendered nature of the construction and reproduction of economic theory and thought; (2) the relevance and role of gender in economic decision-making; and (3) differences in economic outcomes based on gender. We will touch on the relevance of gender and gender relations in at least all of the following topics: economic theory; the history of economic thought; human capital accumulation; labor market discrimination; macroeconomic policy, including gender budgeting; household economics; basic econometrics; and economic crises.

The class will meet once per week for eleven sessions. Students are required to attend class. Class meetings will consist of lectures by the instructor, short readings, videos, class discussion, and group work. Participation is required.

Along with information based on the main content of the class, students will be encouraged to develop their general academic skills. On the first day of class, the instructor will review the most important aspects of academic writing. A central goal of the course is for students to develop their critical thinking and writing skills, and their ability to present their (written and verbal) academic work in a clear, convincing, and appropriate fashion. These goals will be highlighted throughout the course, and students will be graded in part on their improvement in this regard. The response papers are the best means for students to practice honing their academic thinking and writing skills; these skills should be displayed in the final course paper and presentation.

### **Goals of the course:**

This course provides a thorough overview of the state of research and central issues in gender economics. The students will develop an understanding of the basic relationships between economics and gender relations, and the (re)production of these relationships. Students are encouraged to think independently about how gender works and matters in economic processes and outcomes.

### **Required Texts:**

Students do not to purchase any textbooks. Readings are either available online or will be provided by the instructor, posted on Learn@WU.

## Requirements:

- **Attendance**

- Attendance and participation are mandatory.
- Students are permitted one unexcused absence without penalty. Further unexcused absences will result in a reduction of 3 points.
- Students are responsible for all course material, even if they have missed a class.

- **Grades**

- Grades for response papers will be posted on Learn@WU. Students are responsible for making sure that the grades they receive in written feedback match the grade posted online.
- The reading for each class should be completed *before* the class meets. A response paper on a particular reading is due on the day that we discuss the reading in class (the day it is listed below).
- Response papers *must* be submitted in class. No late assignments will be accepted for any reason. If your essays run longer than one piece of paper (which they shouldn't), *please* make the world a better place by stapling your pages together. ☺
- Grading system for response papers: response papers should
  - \* 4: correctly and clearly describe what the text is about. This is a **3-4 sentence summary** of the main questions, goals, methods, and conclusions of the text.
  - \* 3: Succinctly and clearly discuss the single **most interesting idea or concept** introduced in the text, and explains why exactly it is so compelling.
  - \* 3: Thoroughly discuss **what is missing** from the text, or how it **could be improved**. In the first case, the student explains exactly why this missing piece is important and how it would change the analysis; in the second case, the student provides his/her own suggestions for improvement.
  - \* 2: Include concepts and ideas discussed in the course and/or from previous readings.
  - \* 2: Correctly cite the text under discussion.
  - \* 1: Meet the formal requirements for correct spelling, punctuation, and length.

## Point system:

Response papers (3)	15 each
Group paper	20
Group presentation	20
Class participation	15

## Grading scale:

$\geq 90$	1
80-89	2
65-79	3
55-64	4
$\leq 54$	5

## Topics and reading assignments:

Date	Topic; Reading
March 12	<ul style="list-style-type: none"> <li>• Introduction and overview of the course</li> <li>• Course structure; expectations and requirements; goals</li> <li>• Foundations of academic work</li> </ul>
March 19	<ul style="list-style-type: none"> <li>• Classical Feminist Economics</li> <li>• <b>Reading:</b> Nelson, Julie A. (1995). “Feminism and Economics.” <i>Journal of Economic Perspectives</i> 9(2): 131-148.</li> </ul>
March 26	<ul style="list-style-type: none"> <li>• Gender in the Labor Market I</li> <li>• <b>Reading:</b> Fortin, Nicole M. (2005). “Gender Role Attitudes and the Labour-Market Outcomes of Women Across OECD Countries.” <i>Oxford Review of Economic Policy</i> 21(3): 416-438.</li> </ul>
April 16	<ul style="list-style-type: none"> <li>• Gender in the Labor Market II</li> <li>• <b>Reading:</b> Polachek, Solomon W. (1995). “Human Capital and the Gender Earnings Gap: A Response to Feminist Critiques.” In Edith Kuiper and Jolande Sap (Eds.), <i>Out of the Margin: Feminist Perspectives on Economics</i> (pp. 61-79). London and New York: Routledge.</li> </ul>
April 30	<ul style="list-style-type: none"> <li>• Gender in the Household: Housework, care work, and decision making</li> <li>• <b>Reading:</b> Ironmonger, Duncan (1996). “Counting Outputs, Capital Inputs, and Caring Labor: Estimating Gross Household Product.” <i>Feminist Economics</i> 2(3): 37-64.</li> </ul>
May 7	<ul style="list-style-type: none"> <li>• Macroeconomics: gender and development; gender budgeting</li> <li>• <b>Reading:</b> Mammen, Kristin and Christina Paxson (2000). “Women’s Work and Economic Development.” <i>Journal of Economic Perspectives</i> 14(4): 141-164.</li> </ul>
May 21	<ul style="list-style-type: none"> <li>• Identity and economics</li> <li>• <b>Reading:</b> Akerlof, George A. and Rachel E. Kranton (2000). “Economics and Identity.” <i>Quarterly Journal of Economics</i> 115(3): 715-753.</li> </ul>
May 28	<ul style="list-style-type: none"> <li>• Gender and comparative economic systems; economic crises</li> <li>• <b>Reading:</b> Fawcett, 2014. “The changing labor market 2: women, low pay and gender equality in the emerging recovery.” London.</li> </ul>
June 11	<ul style="list-style-type: none"> <li>• Student Presentations</li> <li>• <b>Reading:</b> Rubery, Jill (2005). “Reflections on Gender Mainstreaming: An Example of Feminist Economics in Action?” <i>Feminist Economics</i> 11(3): 1-26.</li> </ul>
June 18	<ul style="list-style-type: none"> <li>• Student Presentations</li> <li>• <b>Reading:</b> Niederle, Muriel and Lise Vesterlund. (2010). “Explaining the Gender Gap in Math Test Scores: The Role of Competition.” <i>Journal of Economic Perspectives</i> 24(2): 129-44.</li> </ul>
June 25	<ul style="list-style-type: none"> <li>• Student Presentations</li> <li>• <b>Reading:</b> Figart, Deborah. 1997. “Gender as More Than a Dummy Variable: Feminist Approaches to Discrimination.” <i>Review of Social Economy</i> 55(1): 1-32.</li> </ul>