I- Objectives

This course is intended to present some of the main ideas underlying the micro aspects of gender economics. The courses will tackle issues as fertility, marriage, women labor force participation, wage gap, gender inequality, violence against women and women empowerment within her household and within the society where she lives. Economic outcomes differ substantially by gender. The course will apply economic theory to explain choices faced and selected by women concerning marriage, fertility and labor market outcomes. After providing an overview of the gender differences in various aspects of welfare and economic life, the course will then use Economic theory and empirical evidence to examine the causes and consequences of gender differences in earnings, labor force participation, occupational choice, and the division of labor within the household alongside government policies targeting those decisions. Empirical research will be presented that describes the changing demographic profile of families, poverty and the labor force. Students in this course will gain experience evaluating how economic theory and practice fits into the larger social sciences goal of describing human behavior by focusing on women and the family.

II- Intended Learning Outcomes

By the end of this course, you will be able to:

- Have a solid understanding of different microeconomic issues from a gender perspective.
- Demonstrate competence in analyzing issues and themes concerning gender inequality and women's position in their families and in the economies.
- Apply economic models to explain the choices of women in the household and in their labor market activities.
- Understand, from an economics’ aspects, the status of women in the MENA region and the challenges they faced in the labor market.
- Work with the different data sets tackling women issues to answer your gender research questions.
• Employ gender indicators, including the United Nations Development Programme’s GEM (Gender Empowerment Index) and GDI (Gender-related Development Indicators), along with the World Economic Forum’s GGI (Gender Gap Index), in gathering and analyzing both quantitative and qualitative data on gender gaps across the world.

III- Course Outline

Part I: Woman and the Family

1. Introduction:
   1.1 Why do we care about gender from micro economic perspective?
   1.2 Women in Microeconomics: Economics Tools And Thinking.

References:

2. Marriage and Fertility:

3.1 Marriage:
- Marriage economic institution.
- The marriage market: Supply and Demand.
- Distribution of resources within the family.

3.2 Fertility:
- Measuring fertility
- The economics of fertility

3.3 Marriage and fertility in the Developing countries.

References:


3. Women Empowerment:
   2.1 Definition of empowerment.
   2.2 Measures of empowerment.
   2.3 Determinants of empowerment.
   2.4 Women empowerment and informal institutions.

References:

and the influence of context”, In H. Presser and G. Sen (Eds), Women’s Empowerment and Demographic Processes: Beyond Cairo, New York: Oxford University Press.


Development and Transformation.


4. Violence against women

4.1. Types of Violence.

4.2 Determinants of violence.

References:


Part II: Gender and the Labor market

1. Key Patterns and Trends in Gender Differences in the labor market

1.1. Main Topics:

CONCEPTS AND DEFINITIONS

- Labor Force Participation: extended and market definitions
- Unemployment: standard and broad definitions

KEY PATTERNS

- Labor Force Participation
- Unemployment
- The Changing Composition of Employment
- Changes in the Structure Employment by Industry

1.2 References
2. Labor Force Participation

2.1. Main Topics:

INTRODUCTION

FACTS AND TRENDS

EXPLAINING LFPR: AN ECONOMIC MODEL

• Overview
• Assumptions
• Model Details
• Utility-Maximization and Market Work
  • Woman’s Wage Rates
• Getting More Productive—At Home
• Putting It All Together

EXPLAINING FLFP RATES TRENDS IN EGYPT:
Woman’s Wage Rates
Norms, Limited mobility further inhibit participation
Fewer Connections
Marriage and labor force participation of women
Husband’s Income

2.2. References

3. **Gender segregation in the workplace**

3.1. **Main Topics:**

**WHAT IS GENDER SEGREGATION**

**GENDER SEGREGATION:**

- Evidence from Egypt

**MEASURING OCCUPATIONAL SEGREGATION:**

- The index of dissimilarity

**THEORIES OF OCCUPATIONAL SEGREGATION**

- Gender roles, gender identity, and occupational choice
• Gender differences in personality traits
• The world system perspective
• Human capital and occupational choice

3.2. References


4. Gender wage gap: Trends and explanations

4.1. Main Topics:

INTRODUCTION

THE GENDER GAP IN EARNINGS: the Egyptian case

HOW LABOR MARKETS WORK—AN OVERVIEW

• The Basics—Supply and Demand in Competitive Labor Markets
• Finding the Equilibrium Wage
• Comparative Statics How Changes in Supply and Demand Affect Wages and Employment
• Thinking About Wage Rates

THE GENDER GAP IN EARNINGS: EXPLANATIONS

INTRODUCTION

HUMAN CAPITAL—THE SUPPLY OF SKILLS TO THE LABOR MARKET

• Human Capital Basics
• Evaluating Investments in Human Capital

GENDER AND HUMAN CAPITAL

• Theory—The Economic Basis for Gender Differences in Human Capital
• Evidence—Gender Differences In Human Capital

LABOR MARKET DISCRIMINATION AND WOMEN’S EARNINGS

• Employer Discrimination
• Customer Discrimination
• Employee Discrimination
• Summary of Discrimination Models

ALTERNATIVE EXPLANATIONS

• Statistical Discrimination
• Gender Differences For Competition And Risk
• Theories of Occupational Differences

4.2. References


IV- Class expectations and policies:

1. Students are expected to be punctual in coming to class. Late students may not be allowed to attend the lecture.
2. Missing an exam is serious and will be handled on a case-by-case basis. If you miss an exam, you must inform me in advance, or immediately afterwards, to avoid receiving a failing grade. Written documentation is required but not necessarily sufficient.
3. The material presented in class will complement, not substitute, for the material covered in the assigned readings. Appendices, boxes, and exercises are part of the assigned readings. We also encourage you to make use of the Internet resources.
4. If you enter the classroom after class has started, please take your seat as quickly and quietly as possible. We reserve the right to deny you access to the classroom if we feel it may disturb the class.
5. You are urged to express your views, ask questions freely, and discuss the points you don’t understand or don’t agree.
6. Office hours are an excellent venue for asking questions and assessing your progress. If you fail an exam, pass by and see your instructors as soon as possible so that they can advise you appropriately.
7. We expect every student to maintain a high standard of academic integrity and to be familiar with the policies and principles of student conduct. I have zero-tolerance for violations of academic integrity.
8. Attendance is not compulsory but physical presence is not enough. Phones must be turned off during the class.
V- Assessment

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<tr>
<th>Item</th>
<th>Grade</th>
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<tr>
<td>Presentations</td>
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<tr>
<td>Course Work and Assignments</td>
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<tr>
<td>Term Paper</td>
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<tr>
<td>Final Exam</td>
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Time Table for Term paper:

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<tr>
<td>Literature Review</td>
<td>14 November</td>
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<tr>
<td>Methodology</td>
<td>5 December</td>
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<tr>
<td>Full Paper</td>
<td>20 December</td>
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<tr>
<td>Presentation</td>
<td>26 December</td>
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</tbody>
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VI- Instructors:

- Hanan Nazier: hanan.nazier@feps.edu.eg
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