

Econ 320
Economics of Gender
Hood College

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Class: Mondays and Wednesdays, 10:50 am to 12:05 pm, Rosenstock 215

Office Hours: Thursdays 3:00 pm to 6:00 pm and by appointment. I am also available via email.

Required Texts:

The Economics of Women, Men, and Work, seventh edition. Francine Blau, Marianne Ferber, and Anne Winkler.

Global Woman: Nannies, Maids, and Sex Workers in the New Economy. Barbara Ehrenreich and Arlie Russell Hochschild. Holt Paperbacks, 2003.

Lean In: Women, Work, and the Will to Lead. Sheryl Sandberg. New York: Random House 2013.

The Power to Choose: Bangladeshi Garment Workers in London and Dhaka. Naila Kabeer. London: Verso Press 2003.

Readings: Required readings are in the texts and listed in the syllabus (many with links). The readings which do not have links can be found through the library's databases.

COURSE DESCRIPTION AND OBJECTIVES

"Somewhere out in this audience may even be someone who will one day follow in my footsteps, and preside over the White House as the President's spouse. I wish him well!" – Barbara Bush

"We've begun to raise daughters more like sons... but few have the courage to raise our sons more like our daughters." — Gloria Steinem

"If Lehman Brothers had been "Lehman Sisters", [the] economic crisis clearly would look quite different." – Christine Lagarde (Managing Director of the IMF)

Welcome to econ 320! Sitting in the 21st century, it is often hard to imagine that women received the right to vote in the United States less than 100 years ago. Yet there remain major disparities in the economic lives of women and men. The goal of this course is to explore these differences in economic outcomes observed among women and men, measured by such things as earnings, income, hours of work, poverty, and the allocation of resources within the household. It will evaluate women's perspectives and experiences in the United States and around the world, emphasizing feminist economics.

By the end of the semester, a student taking this course should be able to:

- Use economic theory to explain why men specialize in market work while women have traditionally specialized in homemaking.
- Explain why some jobs are primarily female while others are primarily male.
- Understand why men, on average, have higher wages than women.
- Explain the barriers to female leadership in the business world.
- Analyze how control of income affects the distribution of that income within the household.
- Critically evaluate how trade liberalization impacts women and men differently, and how these differences vary among countries.
- Describe how government policies can exacerbate and/or ameliorate these differences.
- Explain how a financial crisis might impact women and men differently.
- Learn how to read and interpret the results of statistical analyses, including regression output.
- Demonstrate competency in both oral and written communication skills. (**Learning Goal #4, Outcome 1**)
- Illustrate the ability to express quantitatively through graphs, figures, and tables. (**Learning Goal #2, Outcome 2**)
- Demonstrate analytical, critical-thinking, problem-solving, and decision-making skills. (**Learning Goal #4, Outcome 3**)
- Demonstrate an understanding of descriptive and inferential statistics and apply this understanding to economic and business phenomenon. (**Learning Goal #2, outcome 3**)

Prerequisites: Econ 205 or Econ 206 or permission of the instructor.

COURSE POLICIES

Expectations:

Students who get the most from this course complete the readings prior to class, take notes, bring their questions to class or my office hours, and participate in class discussions. If you need help with a particular topic, please see me as soon as possible.

Office hours:

I encourage all students to take advantage of office hours. If you need to see me outside of office hours, please email me to set up an appointment to ensure that I will be available. You are welcome to raise any issues related to the course or your studies, however, as a policy I do not reiterate lecture material from classes that you have missed. It is best to check with your fellow classmates and to review the course materials in the instance you are absent.

Course format:

The class will consist of discussion, and problem solving. Students may be asked to present solutions to problems in class. It is essential that students do the required reading **before** coming to class.

Academic Honor Code:

All Hood undergraduates affirm on each class assignment that they “have neither given nor received any unauthorized aid.” Cheating or plagiarism—any unacknowledged use of another person’s language or ideas—is thus both an affront to the general standards of conduct on which an intellectual community depends and a specific violation of the Honor Code. As such, these offenses are treated seriously and may lead to severe disciplinary action, including dismissal from the College. For a full description of the policies and procedures of the Honor Code, contact the dean of students.

Center for Academic Achievement and Retention (CAAR):

The CAAR office is located on the third floor of Rosenstock Hall and provides a wide range of academic supports for all students. Services range from math and writing tutoring to individualized one-on-one meetings to discuss any barriers that might prevent you from reaching your full academic potential. If you ever need help, stop by.

This is an ideal time to take advantage of the services that CAAR has to offer. I encourage everyone to take their papers to CAAR for editorial advice. I also encourage anyone struggling with the quantitative aspects of this course to inquire into CAAR’s math tutoring.

ADA Statement:

Hood College complies with the Americans with Disabilities Act of 1992. Students who are in need of special assistance/accommodation should contact the instructor by the end of the first week of classes. Appropriate reasonable assistance/accommodation will be provided for such students.

Disability Services (part of CAAR):

The Disability Services office provides academic support for students with disabilities. Examples of disabilities include, but are not limited to, mobility impairments, blindness/low vision, psychiatric conditions, recurring medical conditions, ADHD, Autism Spectrum Disorders, and others. The following are examples of academic accommodations: Extended time on exams, Note-taking support, Textbooks in alternative formats (electronic, audio, etc.), and ASL interpreting services.

If you have a documented disability and are interested in finding out more about academic accommodations, please contact Lauren Reis, the Disability Services Coordinator, by e-mail at reis@hood.edu, by phone at (301) 696-3421, or by visiting CAAR.

Grades:

Grades for this course will be based on the following:

Final exam	25%
Book reviews (2 total)	20%
Class participation and attendance	25%
Group projects	15%
Assignments and pair presentations	15%

Grades will be assigned according to the following grading scale:

	B+ = 87-89	C+ = 77-79	D+ = 67-69	
A = 94-100	B = 84-86	C = 74-76	D = 64-66	F = 0-59
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63	

Attendance and participation

This is a discussion based course and attendance is critical. I will take attendance periodically throughout the semester. Everyone will receive two free absences (this includes both excused and unexcused absences). Each additional absence will result in a 2% reduction of your final grade.

You are expected to come to class prepared to discuss the readings. The expectation is not necessarily to read each article in detail, but rather to grasp the central argument and contribution to the literature of each one: what key idea is being advanced, what methods are being used to favor it over competing views, what are the strengths and weaknesses in its logic or methodology.

I encourage active, courteous listening and constructive contributions. Our classroom will be a respectful environment, where anyone can say "I am confused about X," or "I don't completely understand Y" without embarrassment.

Article presentations

Students will pair with another student (one group will be a trio) to present one article to the class. The pair will lead a 10 to 15 minute discussion of the article. The presentation should cover the main points of the article, a critique of the article, and a discussion of the policy implications garnered from the article. As appropriate, provide an intuitive explanation for regression results. Students are welcome to use a powerpoint, or to present from their iPads using Dr. George's Apple TV. More information will be discussed the first day of class.

GROUP PROJECT

This is a group assignment consisting of research and a PowerPoint presentation at the end of the semester. You will be divided into groups of four or five students. Each group will select a clothing brand (e.g. Eddie Bauer, Calvin Klein, Levi Strauss and Company, Nike, etc.) and conduct research on

employment and working conditions across the production and value chain. I encourage each team to be representative of the class, so that each group has a mixture of women and men, and Americans and foreign students (or students from Maryland and students from other states/countries).

In your team, decide on the brand. Each person should select a different product group in the brand (e.g. men's jeans, women's jeans, sportswear, shoes, etc.). You are to locate six items made in five different countries so that each person has at least 20 items (this means that you will have at least 80 to 100 items as a team).

For each item, note the type of product (e.g. clothing style), country of origin, price, and quality. For example, if your brand is Eddie Bauer, you might list one item as women's sweatshirt, China, \$59, well-made (lined and seams are double or triple stitched). As a team, you will have to determine how to define your measure of quality.

For your class presentation (in PowerPoint or similar):

- Make a table by country of the type of clothing/style, the price, and the quality
- Prepare a global map with dots where the items in your sample were produced
- Estimate what share of the items you found from the different regions of the world and any differentiating characteristics
- Include information on the global reach of the firm/company that carries/makes the brand you choose for your sample. Where else do they have manufacturing plants or contract from?
- Include information on the brand's workforce, including a table on the distribution of male/female employees in headquarters, in factories, and in sub-contracted companies. Additionally, if you can find this information, present a table of the male/female distribution of managers and production workers.
- Include information on the company's management team. What is the gender and ethnic distribution of the senior management? Of the board of directors? Present this information in a table.
- For the top five producing countries supplying these imports,
 - Graph the average price and quality by country and type of clothing
 - What is the overall working situation like in each country?
 - Compile information on the legal minimum wage of that country
 - Determine the share of workers who are female (if possible for that company, if not, then look for that industry in that country)
 - Determine the gender wage gap for that industry in the country
 - Find the share of workers in the informal sector in that country
 - Hint: The ILO (International Labour Organization) is a great source
- On the day of your class presentation, you will need to turn in a bibliography, using Chicago or APA style in-text format to cite your sources. The team will also turn in a 7-10 page paper reporting their findings, and a one page paper per team on how you defined your measure of quality, how you divided your sample, and who on the team did what research.
- You will also complete a peer evaluation form for each member of your team.
- Hint: If you are struggling with finding research, talk to one of the research librarians!

Final exam

The final exam will be comprehensive, based on the homework assignments, class discussion, and readings. I will provide more information on the final exam in class.

Book Reviews

Each student is required to write an evaluation of 2 books. Students are required to read all 3 books, but only need to write 2 book reviews. One of these will be in *Lean In*, and the other will be on either *The Power to Choose* **or** *Global Woman*

- 1) *Lean In: Women, Work, and the Will to Lead*. Sheryl Sandberg. New York: Random House 2013.

AND

- 2) *The Power to Choose: Bangladeshi Garment Workers in London and Dhaka*. Naila Kabeer. London: Verso Press 2003. Chapters 1, 3-5.

OR

Global Woman: Nannies, Maids, and Sex Workers in the New Economy. Barbara Ehrenreich and Arlie Russell Hochschild. Holt Paperbacks, 2003.

This assignment is designed to help build your skills in interpreting and analyzing materials from a gender-aware perspective and to help develop your ability to communicate your findings in a clear and compelling way. You will be gathering information on the relevant points that are mentioned in the books and then relating them to the concepts and tools discussed in class.

Each book review should be an *informed analysis and commentary*. It should demonstrate your familiarity and comprehension of the book (or assigned book chapters) as well as your ability to apply gender analysis to specific economic issues or gender concerns raised by the author. Pay careful attention to the lived experiences and the case studies provided.

After briefly summarizing the book, identify at least three (3) economic issues or critical gender concerns addressed by the author(s) and then discuss each of them *in your own words*. Cite specific examples and situations given in the book to support your analysis. Make use of the relevant tools/concepts you have learned in class in your analysis. Be *creative* in illustrating your points(s). Avoid the use of any book reviews or commentaries written on them.

In your concluding section, critically explore the policy implications or provide some recommendations to address these issues or concerns (which may be similar or different from that of the author's). Be sure to mention either the critical factors that may influence the policy or the expected outcome (using economic reasoning) of your policy recommendations(s).

The paper should be typewritten, double-spaced, and have a maximum length of 5 pages in 12 point font. Please make note of the due dates in the syllabus! Late papers will be penalized substantially.

Please be sure to share your views and comments with others by participating in class discussions!

Each book review will be graded on the following:

- The student's ability to demonstrate her/his command of the book material and to integrate concepts/tools and class reading materials into her/his analysis of the issue(s) (40%)
- The clarity and logic of the analysis of the issues explored in the reaction essay and corresponding recommendation (30%)
- Organization and adherence to the guidelines of the paper (including citation of references) (20%), and
- Writing skill and general appearance of the paper (spelling, proper citation, etc.) (10%).
Where relevant, please make sure that proper citations of references are made, as this will be part of the grading. You may use either APA or Chicago style for your references. See the library's website for more information on how to properly cite (<http://hood.libguides.com/citation>).

Course Outline**

**Schedule and readings subject to change. Readings marked with an asterisk below indicate those that student pairs will present in class. Readings marked with a ** can be found in a binder in library reserves.

Part I: Introduction to gender economics (JANUARY 21, 26)

Blau chapters 1 and 2

“How to read a regression table” <http://www.colby.edu/economics/faculty/jmlong/ec333/meier-rauch.pdf>.

Nelson, Julie, “Feminism and Economics,” *Journal of Economic Perspectives* 9(2), 1995, pp. 131-148. <http://www.jstor.org/stable/2138170>.

“Promoting Gender Equality and Women’s Empowerment.” *Global Monitoring Report 2007: Confronting the Challenges of Gender Equality and Fragile States*, Washington, DC; World Bank. Online: <https://www.imf.org/external/pubs/ft/gmr/2007/eng/gmr.pdf>. (Note: only chapter 3 is required, the remainder is supplemental).

Recommended:

Barker, Drucilla, “Feminist economics as theory and method,” in *Handbook of Research on Gender and Economic Life* edited by Deborah Figart and Tonia Warnecke. [On reserves at the library].

Schneider, Geoff, and Jean Shackelford, “Ten Feminist Principles of Economics.” Online at: <http://www.facstaff.bucknell.edu/gschnedr/FemPrcls.htm>.

Part II: Gender roles in the family and labor markets in the United States

Household Models in Economics (January 28, February 2)

Blau chapter 3 and Appendix

Bergmann, Barbara (1995). “Becker’s Theory on the Family: Preposterous Conclusions.” *Challenge* 1(1). <http://www.pppe.ufrgs.br/Giacomo/arquivos/econ-crime-old/bergmann-1996.pdf>.

*Black, Dan, Seth Sanders, and Lowell Taylor (2007), “Economics of Lesbian and Gay Families,” *Journal of Economic Perspectives* 21(2): 53-70. <http://www.jstor.org/stable/30033717>.

Recommended:

**Akram-Lodhi, Haroon (1996), “‘You are not Excused from Cooking’: Peasants and the Gender Division of Labour in Pakistan,” *Feminist Economics* 2(2): 87-105.

Alderman, H., Chiappori, P-A, Haddad, L., Hoddinott, J. and Kanbur, R. (2004), “Unitary Versus Collective Models of the Household: Time to Shift the Burden of Proof,” World Bank Policy Research Working Paper Series No. 1217, Washington, D.C.: World Bank. http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/1999/09/17/000178830_98101911470977/Rendered/PDF/multi_page.pdf.

- Agarwal, Bina (1997) "Bargaining and Gender Relations Within and Beyond the Household," *Feminist Economics* 3(1): 1-51.
<http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=7620908&site=ehost-live>.
- Lundberg, S. and Pollak, R. (1993) 'Separate Spheres Bargaining and the Marriage Market', *Journal of Political Economy*, 101(6): 988-1010. <http://www.jstor.org/stable/2138569>.
- Lundberg, Shelly, and Robert Pollack (1996). "Bargaining and distribution in Marriage." *Journal of Economic Perspectives* 10(4): 139-158. <http://www.jstor.org/stable/2138558>.
- **Pollack, Robert (2003). "Gary Becker's Contributions to Family and Household Economics." *Review of Economics of the Household* 1(1-2): 111-141.
- Pollack, R. (1994) 'For Better or Worse, the Roles of Power in Models of Distribution within Marriage', *American Economic Review*, 84(2): 148-52. <http://www.jstor.org/stable/2117819>.

Women's Unpaid Care and Household Work (**February 4**)

Blau chapter 4

- *Badgett, Lee and Nancy Folbre (1999), "Assigning Care: Gender Norms and Economic Outcomes," *International Labour Review* 138(3): 311-326.
<http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=2609162&site=ehost-live>.
- *Robinson, John P. and Melissa A. Milkie. 1998. "Back to Basics: Trends in and Role Determinants of Women's Attitudes Toward Housework," *Journal of Marriage and the Family* 60: 205-18.
<http://www.jstor.org/stable/353452>

Recommended:

- Budlender, Debbie (2008), "The Statistical Evidence on Care and Non-Care Work across Six Countries," *Gender and Development Paper No. 4*, [Online](#).
- Folbre, Nancy (2006), "Measuring care: gender, empowerment, and the care economy," *Journal of Human Development* 7(2): 183-199.
<http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=22018269&site=eds-live>.
- Kalenkoski, C., Ribar, D. and Stratton, L. (2005) 'Parental Child Care in Single Parent, Cohabiting, and Married Couple Families: Time Diary Evidence from the United Kingdom', *American Economic Review Papers and Proceedings*, 95(2): 194-98. <http://www.jstor.org/stable/4132815>.
- van Staveren, Irene (2005) "Modeling Unpaid Labour and Care," *Review of Social Economy*, 63(4): 567-86.
<http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=19235740&site=ehost-live>.
- Warren, Tracy, Gillian Pascall, and Elizabeth Fox, (2010), "Gender Equality in Time: Low-Paid Mother's Paid and Unpaid Work in the UK," *Feminist Economics* 16(2), (July 2010): 193-219.
<http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=53538872&site=eds-live>.

Gender and the Labor Market **(February 9, 11)**

Blau chapters 5, 6

English, Ashley, Heidi Hartmann, and Jeff Hayes (2010), "Are Women Now Half the Labor Force? The Truth About Women and Equal Participation in the Labor Force," IWPR Publication #C374, [Online](#).

*Juhn, Chinhui and Simon Potter (2006), "Changes in Labor Force Participation in the United States," *Journal of Economic Perspectives* 20(3): 27-46. <http://www.jstor.org/stable/30033665>.

Book Discussion #1: Sandberg (February 16) SANDBERG BOOK REVIEW DUE TODAY.

Gender and Marriage **(February 23)**

Guest Speaker

Blau chapter 13

Additional Readings TBA

Gender Differences in Labor Market Outcomes –Supply Side **(February 25, March 2)**

Blau chapters 7, 8, and 9 [read chapter 7, skim chapters 8 and 9]

*Croson, Rachel, and Uri Gneezy (2009), "Gender Differences in Preferences," *Journal of Economic Literature* 47(2): 448-474. <http://www.jstor.org/stable/27739928>.

*Goldin, Claudia, Lawrence Katz, Ilyana Kuziemko (2006), "The Homecoming of American College Women: The Reversal of the College Gender Gap," *Journal of Economic Perspectives* 20(4): 133-156. <http://faculty.smu.edu/millimet/classes/eco7321/papers/goldin%20et%20al.pdf>.

Recommended:

"State of the Women and Girls," Institute for Women's Policy Research. Read the report on women and girls in the United States [here](#), and peruse the website for additional information.

SPRING BREAK – NO CLASS March 9, 11

Gender Differences in Labor Market Outcomes – Demand Side **(March 16, 18)**

Blau chapters 10 and 11

*Darity, William, and Patrick Mason, "Evidence on discrimination in employment: codes of color, codes of gender," *Journal of Economic Perspectives* 12.2 (1998): 63-90. <http://www.jstor.org/stable/2646962>.

*Weichselbaumer, Doris, "Discrimination in gay and lesbian lives," in *Handbook of Research on Gender and Economic Life* edited by Deborah Figart and Tonia Warnecke. [On reserves at the library].

Part III: Gender Issues in Global Context: Financial Crises, the Globalization of Trade, and Labor Market Issues in Developing Countries

Gender Differences around the World **(March 23)**

Blau chapters 17 and 18

Recommended:

Bergeron, Suzanne (2013). "International development institutions, gender and economic life," in *Handbook of Research on Gender and Economic Life* edited by Deborah Figart and Tonia Warnecke. [On reserves at the library].

Klasen, Stephan and Francesca Lamanna (2009). "The Impact of Gender Inequality in Education and Employment on Economic Growth: New Evidence for a Panel of Countries," *Feminist Economics*, 15(3): 91-132.

<http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bu&AN=43387975&site=eds-live>.

Women in the Informal Sector **(March 25)**

*Arizpe, Lourdes (1977), "Women in the Informal Sector: The Case of Mexico," *Signs* 3(1): 25 – 37.

<http://www.jstor.org/stable/3173077>.

Standing, Guy (1999), "Global Feminization through Flexible Labor: a Theme Revisited," *World Development* Vol. 27(3): 551-69.

<https://csde.washington.edu/~scurran/files/readings/May19/Standing.%20Global%20Feminization%20Through%20Flexible%20Labor.pdf>.

Trade and Gender **(March 30)**

***Ozler, Sule (2000), "Export Orientation and Female Share of Employment: Evidence from Turkey," *World Development*, 28(7): 1239-1248.

**Swamy, Gurushri (2004), "International Trade and Women," *Economic and Political Weekly* 39(45): 4885-4889.

Book Discussion #2: Kabeer (April 1) Chapters 1, 3-5. The remainder is recommended. **KABEER BOOK REVIEW DUE TODAY.**

Economic Crises and Gender **(April 6)**

**Epey, Jessica, Caroline Harper, and Nicola Jones (2010), "Crisis, Care and Childhood: The impact of Economic Crisis on Care Work in Poor Household in the Developing World," *Gender and Development* 18(2): 291-307.

*Levine, D. I. and M. Ames (2003), "Gender Bias and The Indonesian Financial Crisis: Were Girls Hit Hardest?" Center for International and Development Economics Research, University of California, Berkeley, Working Paper 130, [Online](#).

Recommended:

Corbacho, A., M. Garcia-Escribano, and G. Inchauste (2007), "Argentina: Macroeconomic Crisis and Household Vulnerability," *Review of Development Economics* 11(1): 92–106.

<http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bu&AN=31514822&site=eds-live>.

**Seguino, S. (2010), "The Global Economic Crisis, Its Gender and Ethnic Implications, and Policy Responses," *Gender and Development*, 18(2).

Part IV: Gender Aware Economic Policies

Public Policies Affecting Paid Work and Family Time in the U.S. **(April 8)**

Blau 12

Public Policies Affecting Work and Family Time in other Countries **(April 13)**

*Braunstein, Elissa and James Heintz, (2004), "Gender Bias and Central Bank Policy: Employment and Inflation Reduction," *International Review of Applied Economics*, 22(2): 173-186.

<http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=31319984&site=ehost-live>.

**Seguino, Stephanie and Caren Grown (2006), "Gender Equity and Globalization: Macroeconomic Policy for Developing Countries," *Journal of International Development*, 18(8).

Recommended:

Pyle, J. L. (2006), "Globalization, Transnational Migration, and Gendered Care Work:

Introduction," *Globalizations* 3(3): 283 –

295. <http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eih&AN=22172617&site=eds-live>.

Plantegna, Janneke and Chantal Remery (2013). "Work-family reconciliation policies in Europe," in *Handbook of Research on Gender and Economic Life* edited by Deborah Figart and Tonia Warnecke. [On reserves at the library].

Book Discussion #3: Ehrenreich and Hochschild (April 15) EHRENREICH AND HOCHSCHILD BOOK REVIEW DUE TODAY

Engendering Fiscal Policy **(April 20)**

Budlender, D. (2000), "Political Economy of Women's Budgets in the South" in *World Development*, Special Issue on Growth, Trade, Finance, and Gender Inequality 28 (7).

[http://www.gendercc.net/fileadmin/inhalte/Dokumente/Tools/5.1b_Budlender - Political Economy of Womens Budgets in the South.pdf](http://www.gendercc.net/fileadmin/inhalte/Dokumente/Tools/5.1b_Budlender_-_Political_Economy_of_Womens_Budgets_in_the_South.pdf).

*Çağatay, N. (2003), "Gender Budgets and Beyond: Feminist Fiscal Policy in the Context of Globalization," *Gender and Development* 11(1): 15-24.

http://www.bridge.ids.ac.uk/sites/bridge.ids.ac.uk/files/Docs/cagatay_fiscal.pdf.

TEAM PRESENTATIONS OF FIELD RESEARCH – APRIL 22 and 27

Part V: Where we are now (April 29)

Meagher, Gabrielle and Julie Nelson (2004), "Survey Article: Feminism in the Dismal Science," *The Journal of Political Philosophy* 12(1): 102-126.

<http://taurus.hood.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=12228546&site=eds-live>.

Slaughter, Anne-Marie, "Why Women Still Can't Have It All," *The Atlantic*.

<http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>.

PEER EVALUATION FORM

Name of your team member: _____

Your Name: _____

Part I.

Please complete this part for each of your team members, including yourself. Please express your agreement or disagreement with each of the following statements by circling the number that best represents your opinion. The categories are:

- (1) Strongly Disagree (SD)
- (2) Disagree
- (3) Neither Agree nor Disagree
- (4) Agree
- (5) Strongly Agree (SA)

1.	The team member attended all our group meetings.	(1)	(2)	(3)	(4)	(5)
2.	The team member submitted his/her assignments on time.	(1)	(2)	(3)	(4)	(5)
3.	The team member showed initiative.	(1)	(2)	(3)	(4)	(5)
4.	The team member was cooperative.	(1)	(2)	(3)	(4)	(5)
5.	The team member's contributions to group discussions were productive.	(1)	(2)	(3)	(4)	(5)
6.	The team member's written contributions were of quality.	(1)	(2)	(3)	(4)	(5)
7.	The team member carried his/her share of our project.	(1)	(2)	(3)	(4)	(5)
8.	I would definitely work with this team member again.	(1)	(2)	(3)	(4)	(5)
9.	Overall, my team was excellent.	(1)	(2)	(3)	(4)	(5)
10.	Overall, this team member was excellent.	(1)	(2)	(3)	(4)	(5)

Part II (You have to fill out this section only once.)

Divide 100 points among the members of your group, including yourself, and justify your division.

Rubric for book reviews

Category	Insufficient	Partially Proficient	Proficient	Excellent	Weight (max %)
Clarity	Essay is not clear, nor is logic of issue fully explored.	Issues explored are somewhat clear and somewhat logical.	Issues explored are mostly clear and mostly logical.	Clarity and logic of the issue is explored in the reaction essay and corresponding recommendation.	30%
Analysis	Student has not demonstrated command of the book material and/or has not integrated the material with the course.	Student has demonstrated partial command of the book material and/or has partially integrated the material with the course.	Student has demonstrated command of the book material and has integrated the material with the course.	Student has done an outstanding job demonstrated her/his command of the book material and has integrated the concepts/tools and class reading materials into her/his analysis of the issue.	40%
Organization	Paper is poorly organized and difficult to follow; missing multiple parts of assignment.	Paper is mostly organized but difficult to follow at points. Paper is missing multiple parts.	Paper is organized, but missing one part;	Paper is well organized with clear topic sentences and follows a cohesive train of thought; includes all parts outlined in assignment. Length is appropriate (4-5 pages)	15%
Grammar and Writing	Paper is poorly written and is difficult to follow; 5 or more errors	Paper is mostly written OK; Several errors in grammar (3-4)	Writing adheres to acceptable grammatical standards, but does not stand out. Few errors (1-2)	Paper is well-written. No errors in grammar, spelling or punctuation	10%
Citations	Citations and bibliography missing	Several errors in citations (3 or more)	Few errors in citations (1-2)	Both in-text citations and bibliography are in an appropriate format (APA or Chicago styles)	5%