I. COURSE DESCRIPTION:

This course explores the gender dimensions of economic life by introducing students to the rich body of research on gender-aware analyses of household economics, violence against women, work (paid and unpaid), labor markets, poverty, inequality and public policy. Using analytical models, empirical studies, case histories and ethnographic research, the course aims to enhance students’ understanding of gender and economics, different models of the household and household bargaining; violence against women conceptualization of care work and measurement of the care economy and unpaid work; gender inequality and poverty, markets development, formal and informal employment; policies addressing work-family life balance and social issues. The literature has become extensive and so we deal only with a subset of the studies in this course. The topics and readings are selected to minimize the sense of disjointedness that inevitably accompanies survey courses.

II. COURSE OBJECTIVES AND OUTCOMES:

By the end of the course, I expect students to have gained the ability to:

- Understand how the economics discipline is socially constructed as with gender.
- Evaluate the varied explanations for the gender division of labor in households.
- Understand the economics of violence against women
- Understand the nature of care work and significance of unpaid work in human provisioning.
- Understand the gendered dimensions of markets and economic development.
- Critically assess the relationship between gender and poverty.
- Understand the nature of women’s participation in labor markets
Critically discuss employment and social policies that impact women’s well-being and care provisioning.

Think critically and provide analyses based on reasoning and evidence.

Develop research questions and answer them using economic reasoning and empirical evidence.

Communicate ideas in writing and orally.

III. COURSE TOPICS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan 16</td>
<td>1. Course Overview and Introduction to Gender Perspectives in Economic Analysis</td>
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<tr>
<td>PART I: ECONOMIC MODELS AND PERSPECTIVES ON HOUSEHOLD DYNAMICS</td>
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<tr>
<td>Jan 23</td>
<td>2. Understanding Mainstream Economic Model of the Household</td>
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<td>Jan 30</td>
<td>3. Feminist Critiques and Household Bargaining Models</td>
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<td>Feb 6</td>
<td>4. Violence Against Women</td>
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<td>PART II: WOMEN’S UNPAID WORK AND IMPORTANCE OF CARE</td>
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<tr>
<td>Feb 13</td>
<td>5. Unpaid Work and Care Work: Some Conceptual Issues</td>
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<tr>
<td>Feb 20</td>
<td>6. Measuring and Valuing Unpaid Work</td>
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<tr>
<td>Feb 27</td>
<td>7. Demographic Change and Care Needs</td>
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<tr>
<td>PART III: GENDER INEQUALITY IN LABOR MARKETS</td>
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<tr>
<td>Mar 6</td>
<td>8. Labor Markets in the US</td>
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<tr>
<td>Mar 20</td>
<td>9. Labor Markets in the Developing Countries</td>
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<td>PART IV: GENDER, INEQUALITY, AND POVERTY</td>
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<td>Mar 27</td>
<td>10. Gender, Inequality and Poverty</td>
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<td>PART V: GENDER AND PUBLIC POLICY</td>
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<td>April 10</td>
<td>12. Social and Care Policies</td>
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<tr>
<td>April 17</td>
<td>13. Affirmative Action Student Research Paper Presentations</td>
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<td>April 24</td>
<td>14. Student Research Paper Presentations</td>
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IV. PREREQUISITES

A. ECONOMICS BACKGROUND

Students taking this course are expected to have taken intermediate-level or advance economics course(s) since the level of discussion as well as assigned readings presupposes familiarity with economic concepts, tools and analyses. Familiarity with feminist theory, public policy, labor, women’s studies and economic development is helpful.
B. REQUIRED TEXTBOOKS AND READINGS

Two textbooks will be used in this class:


The remainder of the required readings –both classic and influential papers as well as recent studies and research, which are available either through online (AU library website) or BLACKBOARD (BB).

Selected chapters are also used from the e-textbook (free download):


Announcements and reminders as well as data sources and discussion questions will be circulated through this BB site. BE SURE TO CHECK THE BLACKBOARD (BB) on a weekly basis.

Supplementary readings are also made available in the library as useful reference:


C. ADDITIONAL RESOURCES FOR STUDENTS

AU provides numerous services to help students to be successful in their coursework: the Academic Support and Access Center, the Counseling Center, the Writing Center and the Writing Lab, and the Center for Diversity and Inclusion. You can click on the name of each support service for more information.

- **Academic Support and Access Center** (x3360, MGC 243) In addition to using the resources available in this department, all students may take advantage of individual academic counseling, skills trainings, tutor referrals, Supplemental Instruction, and writing appointments in the Academic Support and Access Center.
• **Students with Disabilities**: AU has excellent services for students with physical and learning disabilities. The Academic Support Center offers resources and consultations for all students, including those with learning disabilities and ADHD. Disability Support Services offers technical support for students with physical, medical, or psychological disabilities.

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is requested.

• **Counseling Center** (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

• **Writing Center** in 228 Battelle-Tompkins offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. The Center offers appointments on the hour from 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 4 p.m. Friday, and 3 to 6 p.m. on Sundays. Call 202-885-2991 to arrange a session. Or for info click here.

• **Center for Diversity & Inclusion** is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center: 202-885-3651, email is cdli@american.edu.

**D. ACADEMIC INTEGRITY**

I take plagiarism, exam cheating and other forms of academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university’s Academic Integrity Code closely, and be sure to ask me if you have any questions. The code is available online at:

http://www.american.edu/academics/integrity/index.htm.

In writing your assignment, essays and research paper, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion. Sources include all printed material as well as the Internet. Proper citation means using a standard citation format: MLA, APA, or Chicago.

It is also considered plagiarism if you merely rework source material, placing an author's thoughts in other words without contributing your own ideas. For that reason, you must include some kind of source note whenever drawing on someone else's interpretation. A source note can be a sentence or more in your paper, or it can be a footnote. A source
note should clarify the extent to which your interpretation is indebted to your source, explaining both (1) what you use and (2) where you depart or differ from the source.

It is also considered plagiarism to submit research paper requirements and reaction essays without properly citing sources and acknowledging intellectual debts. A grade of F is the typical sanction in such cases.

V. CLASS FORMAT, REQUIREMENTS AND GRADING

A. CLASS FORMAT
The course will take the combined format of lectures, data analysis training and active student participation. Blackboard will be used to communicate with you about assignments and changes in the class schedule. Be sure to check it on a regular basis, typically Fridays and Mondays.
My office hours (see above) are on a first-come, first-serve basis. If this is not convenient, you may set up an appointment ahead of time for other times.

A note about laptops and cell phones: Cell phones should be turned off once you enter the classroom. Use of laptops during class is not allowed as students tend to be distracted and to do internet browsing, checking emails, text messaging, etc. Note: there will be a 15-minute break each class when you can check your laptop computers and cell phones.

B. EXPECTATIONS AND REQUIREMENTS

1. Class Attendance and Participation (10%)

Read, attend and participate
For the most part, class meetings will include sharing of perspectives on the readings, lecture and discussion. The nature of the topics covered in class will likely solicit different views and perspectives, so keep an open mind throughout the course. Discussions must be based on respect and on listening to a person’s reasoned viewpoint and/or his/her explanation.

You are expected to have read the assigned readings ahead of time and to actively participate in class. So be prepared to share the commentary and insights on the readings.

You are also expected to participate in some group work during the time use data analysis training. More information about the training will be provided later.
2) Student Leader Presentation (10%)  

Each student is expected to lead the discussion in the following manner:

a) work in teams of 2,  
b) select a reading (identified by*) by Jan 30, and  
c) make a 20-minute presentation **as if they are the authors of the paper** and would like to highlight the research question and significance of the study, the methodology or approach used, and the interpretation of the results. They should mention also how the reading is linked with the other readings in the course.

Student leaders should assume that the rest of the class is familiar with the reading. **All presentation slides must be posted in the Assignment section of the BB by Tuesday noon on the day of the presentation.**

For PhD students:  
Each will serve as discussant of the paper by providing a 10-minute discussion of the paper. S/he can raise questions as well as highlight some insights, tools of analysis that can be learned from the reading.

Some Tips:

**A good presentation** is one that: a) provides the underlying motivation for the study; b) discusses succinctly the research question or hypothesis being tested, the nature of the data and methodology used, and interprets the results in a clear manner that answer the research question. It enables other students to connect the study with other assigned readings.

**A good discussion** is one that: a) involves the class in exploring and in understanding the implications of the model prediction or empirical findings; and b) elicits additional insights from students about the issues covered by the week’s set of readings.

4. Reaction Essays (25%)  

You will be expected to write short, weekly reaction essays (about 500 words of length) on the assigned readings from Weeks 2-12. Each essay should not be an annotated bibliography or series of abstracts. It should be written in a manner that demonstrate your familiarity with the readings, mentioning succinctly or connecting the issues raised by the readings. The essay should also articulate clearly your own reflection and insights on the issue(s) at hand, stating whether they support or challenge the views of the authors and giving a short justification.
Guidelines:

- State the most critical points that you think are raised in the assigned readings, and compare and contrast the ideas presented, mentioning succinctly how each of the authors address these points.
- The essay should demonstrate your understanding of the set of readings as a whole, and give your own reflection on the critical issues at hand, based on that understanding.
- **Due date:** Each essay should be posted in BB by 6 pm Monday before class, **NOT** as an e-attachment in the the BB designated discussion forum week folder.
- There is NO reaction essay on the week of student presentation(s) and discussion, and Book essay.
- Grading: **Reaction essays will be graded randomly.** There will be occasional comments made on the reaction essays for each week. The grading of reaction essays will be in accordance to the rubric below.

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<th>3</th>
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<tr>
<td>Shows mastery of the assigned readings; explains concepts clearly and correctly; provides threads across the readings, logical arguments as well as justification or evidence for comments made.</td>
<td>Shows familiarity of the assigned readings; explanations are somewhat clear but not well argued and lacking justification using the assigned readings.</td>
<td>Demonstrates some familiarity with the study material, but does not explain concepts clearly and/or has some errors in the interpretation of materials.</td>
<td>Demonstrates minimal knowledge of the topic under consideration and gives incorrect or incoherent response or explanation of the concepts in question.</td>
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**5. Book Essay (10%)**

Esther Boserup’s **Women’s Role in Economic Development** is considered a classic and was written more than 40 years ago. This assignment examines the relevance of Boserup’s views to contemporary times, paying attention to the new forms that such concern or problem have taken as a result of social, institutional and economic changes fueled by modern globalization.

The essay articulates your reflections and thoughtful commentary on Boserup (2013) by juxtaposing women’s contemporary experiences as explored in Beneria et al (2016) book (as well as other assigned readings for this course). A hard copy must be submitted in class on **April 3**.
Guidelines:
a. The book essay must be an informed analysis and thoughtful commentary of women’s experiences in the process of economic development from the viewpoint of Esther Boserup. Given the breadth of the subject covered in the book, the essay should:
   a) provide a short commentary on her overall perspective regarding women’s role in economic development, supported by concrete examples in the book;
   b) focus on 3 specific development issues of your choice, discussing in your own words how each of them affect or relates to women’s conditions as perceived by Boserup;
   c) explain why these issues or development concerns are more nuanced or complex than Boserup (or you) had initially thought, supporting your points with examples from Beneria et al (2016) book and your own reaction essays.

b. The paper should be typewritten, double-spaced and succinct with a maximum length of 4 pages. It should be submitted in hard copy in class. Note that the Academic Integrity Code should serve as guide in writing your book essay. Endnotes and list of references can be added and are outside the maximum length. Be sure to give complete citation of references when required.

c. This essay will be graded based on:
   (i) student's ability to integrate economic concepts and tools learned in class and from the reading materials into his/her analysis of the development issue(s) (30%)
   (ii) clarity and logic of your reasoning and analysis (40%)
   (iii) organization and adherence to guidelines including citation of sources (20%); and
   (iv) writing skill and general appearance of the book review i.e. spelling, etc. (10%).

6. RESEARCH PAPER OR FINAL EXAM OPTION (45%)
The final 40% of your grade is based on either a final exam or a research paper.

Option A: Final Exam
The final exam is scheduled on May 8, Tues 5:30-8:00 pm. This date is fixed and students are expected to make travel plans accordingly. Instructions will be given 2 weeks before the final exam date. Students opting for the final exam are still expected to share their comments and reflections on the readings in class, and to participate actively in the discussions.

Option B: Research Paper Option
This involves writing a research paper and requires submitting the following:
   a) Thesis statement, data description and outline submission (5%)
   b) Final research paper and presentation (40%)
The research paper should be an in-depth exploration of any topic covered in this course. Your paper can focus on any of the following: i) developing a gender-aware economic model or ii) conducting an empirical analysis to test a clear and focused hypothesis.

The research paper requirement must follow the Academic Integrity Code of American University. The thesis statement, data description, outline and references is roughly 3-4 pages. The final research paper should be maximum of 12 pages, excluding cover page, references, and tables. Please find below a detailed description of the paper components and requirements.

a. Thesis Statement, Data Description and Outline (5%)
Develop a clear statement identifying the issue or problem you want to examine and provide your motivation. Guide questions to consider answering: What is the question you want to answer? What is its contribution to the current literature? Then access the data that you plan to use (where relevant) and describe the sample you plan to use and provide key characteristics of the relevant respondents or unit of analysis (e.g. countries, etc.) of your study. Go over the key references, make a list, and then formulate a clear outline of the main sections of your paper. Your thesis statement, data description, outline and references should be about 2-3 pages in length.

If you plan to write an empirical paper, be sure to check FIRST on the availability of and access to the data and do some descriptive statistics before writing your outline. Also, familiarize yourself with the sample design, the variables and other characteristics of the data so you can have a testable thesis statement.

Thesis statement, data description and outline DUE DATE: Feb 20, Tues 5:30 pm.
(submitted in BB).

b. Final Research Paper (35%)
The general parts of the final research paper include:

i) Introduction and Significance of the Study - This includes the thesis statement and a brief discussion of the significance of such a study such as the analytical, empirical or policy merits of the issue being discussed.

ii) Literature Review - This section examines the contributions and limitation, methodology and key findings of the relevant studies that address the issue being examined. It should not be a summary or an annotated bibliography of these studies. Rather, a good literature review critically compares and contrasts the approaches and findings of those studies. Be sure to evaluate the underlying assumptions and the method used for investigating the problem or issue. In searching for references, the bibliography sections of the textbooks and assigned readings on the topic are good starting points. The use of the AU library database as well as internet provides additional materials on the subject but you need to be selec-
tive (scholarly work) and must cite fully these sources.

iii) Conceptual Framework, Empirical Analysis - This main section of your paper must provide your own theoretical model or empirical analysis. For the latter, it should provide a description of the data, the methodology used and a clear interpretation of results.

iv) Summary and Conclusion. This should state once more the thesis statement and then discuss how your findings support or not support it. Policy implications should be included as well.

v) Bibliography. This section should list all references you cite or have used in preparing the paper including those from the internet (citing the website).

Research Paper due: May 1, 5 pm (hard copy in Kreeger Rm 109). [See policy for late submission.]

c. Research Paper Presentation:
Each student will be asked to make a 10-minute presentation of their research paper in class on Dec 6 Tues class. In addition, each student will serve as a discussant to another paper.

The research paper will be graded based on:

(v) Coverage of the literature and comparative assessment of the existing body of knowledge on the topic (20%),

(vi) Clarity and logic of your analysis including description of data/methodology or underlying assumptions. (30%),

(vii) Ability to integrate economic concepts/tools and class reading materials in the analysis of the issue/ thesis statement (20%),

(viii) Organization and adherence to guidelines inc. citation of sources (20%), and

(ix) Writing skill and general appearance i.e. spelling, etc., (10%).
**C. COURSE GRADE AND DEADLINES:**

*Due dates and grades:* The due dates for all class activities along with the weightings of the assignment in the final grade are as follows:

<table>
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<tr>
<th>COURSE REQUIREMENT</th>
<th>WEIGHTING</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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</tr>
<tr>
<td>Student Leader Presentation</td>
<td>10%</td>
<td>Slides in BB by Tues noon</td>
</tr>
<tr>
<td>Reaction Essays</td>
<td>25%</td>
<td>Weekly posting (in BB), by Mon 6 pm</td>
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<tr>
<td>Book Essay</td>
<td>10%</td>
<td>April 3, Tues 5pm (in class)</td>
</tr>
<tr>
<td>Research Paper or Final Exam</td>
<td>45%</td>
<td>Feb 20, Tues 5.30 pm (Thesis statement*)</td>
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<td>May 1, Tues 5 pm (paper hard copy)</td>
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<td>Exam: May 8, Tues 5:30-8 pm</td>
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<td>Total</td>
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*included in Research Paper grade.

**POLICY ON LATE SUBMISSIONS:**

Progressive point reduction (20-50% of requirement grade) is given for late submissions without written, valid excuse. Extensions are not given unless accompanied by a written letter stating the important medical or emergency reason and accompanying note from doctor.

Late reaction essays (posted after 5:00 pm Tues of the class meeting) will have an automatic grade deduction of 2 marks. Reaction essays posted next day will have an automatic grade deduction of 3 marks except for medical emergencies.

**Students are required to submit all requirements to receive a passing grade for the course.** The equivalent letter grades are:

- A (90-100)
- B (80-89%)
- C (70-79%)
- D (60-69%)
- F (59% and below)

Please note that each letter category includes both pluses and minuses.
COURSE SCHEDULE AND ASSIGNED READINGS

NOTE: Supplementary readings are also given. Changes may be made during the semester; you will be notified in advance. ART () and * refer to readings that can be used for student leader presentation.

Week 1: Jan 16
Course Overview and Introduction to Gender Perspectives in Economic Analysis

BENERIA et al. (2015), Chaps 1 (pp. 1-21) and 2 (pp. 41-77).


Supplementary Reading:


PART I: ECONOMIC MODELS AND PERSPECTIVES ON HOUSEHOLD DYNAMICS

Week 2: Jan 23
Understanding Mainstream Economic Model of the Household


Week 3: Jan 30
Feminist Critiques and Household Bargaining Models

Beneria et al. (2015), Chap 2 (re-read pp. 43-46; 51-76).

**Case Studies:**


**Supplementary Readings:**


**Week 4: Feb 6**

**Violence Against Women**

**Guest Lecturer: Ana Maria Uribe-Tribin, Central Bank of Colombia and Universidad de los Andes**


PART II: WOMEN’S UNPAID WORK AND THE IMPORTANCE OF CARE

Week 5: Feb 13

*Unpaid Work and Care Work: Some Conceptual Issues*


Studies:

* Lansky, Ghosh et al. (2017): Chap 18 (Razavi and Staab) pp 403-418,
  * Chap 20 (Lightman) pp. 439-464 (ART 4)
  * Chap 22 (Peng) pp. 461-496.


*Supplementary Reading:*


Week 6: Feb 20

*Measuring and Valuing Unpaid Work*

BENERIA et al., Chap 5, pp. 188-220.


Folbre, Nancy (2006). “Measuring Care: Gender, Empowerment, and the Care Economy.” *Journal of Human Development, 7(2).*

*Case Study:*

Supplementary Readings:


Time Use Databases:

Multinational Time Use Surveys: http://www.timeuse.org/mtus
American Time Use Surveys: http://www.bls.gov/tus/

Week 7: Feb 27

Demographic Change and Care Needs


**Supplementary Reading:**


**PART III GENDER INEQUALITY IN LABOR MARKETS**

**Week 8: Mar 6**

**Labor Markets in the US**

**Guest Lecturer: Dileni Gunewardena, University of Peradeniya, Sri Lanka.**


**Case Study:**


**Supplementary Readings:**


**MAR 12-16 SPRING BREAK**

**Week 9: Mar 20**

*Labor Markets in the Developing Countries*

Guest Lecturer: Dileni Gunewardena, University of Peradeniya, Sri Lanka.


**Case Study:**


**Supplementary Readings:**


**PART IV: GENDER, INEQUALITY AND POVERTY**

**Week 10: Mar 27**

*Gender, Inequality and Poverty*

Beneria et al. (2015), Chap. 3 (pp. 107-134).


**Case Studies:**


**Supplementary Readings:**


**Week 11: April 3**

*Comparative Analysis of Women’s Roles in Economic Development: Then and Now*

BOSERUP
BENERIA et al., Chaps 3 and 4.
Book Review Due

PART V: GENDER AND PUBLIC POLICY

Week 12: April 10
Care and Social Policies


Supplementary Readings:


Week 13: April 17
1) Affirmative Action


**Supplementary Readings:**


**2) RESEARCH PAPER PRESENTATIONS**

*Week 14: April 24*

RESEARCH PAPER PRESENTATIONS

*May 8: FINAL EXAM*