

**Department of Economics
American University
Spring Semester 2018**

***Econ 674: Gender Perspectives on Economic Analysis:
Microeconomics, Labor, Poverty and Social Policy***

Professor:	Maria Floro
Office Phone Number	(202) 885-3139
E-mail Address:	mfloro@american.edu
Office Hours:	Tues 1:00-2:00 pm 4:00-5:00 pm 8:00-9:00 pm (by appointment)
	Fri 12:00-2:00 pm
Teaching Assistant:	Tanima Ahmed
Email Address:	tanima.ahmed@student.american.edu
Office Hours:	By appointment.

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:	
Jan 16	1. Course Overview and Introduction to Gender Perspectives in Economic Analysis
PART I: ECONOMIC MODELS AND PERSPECTIVES ON HOUSEHOLD DYNAMICS	
Jan 23	2. Understanding Mainstream Economic Model of the Household
Jan 30	3. Feminist Critiques and Household Bargaining Models
Feb 6	4. Violence Against Women
PART II: WOMEN’S UNPAID WORK AND IMPORTANCE OF CARE	
Feb 13	5. Unpaid Work and Care Work: Some Conceptual Issues
Feb 20	6. Measuring and Valuing Unpaid Work
Feb 27	7. Demographic Change and Care Needs
PART III: GENDER INEQUALITY IN LABOR MARKETS	
Mar 6	8. Labor Markets in the US
Mar 20	9. Labor Markets in the Developing Countries
PART IV: GENDER, INEQUALITY, AND POVERTY	
Mar 27	10. Gender, Inequality and Poverty
PART V: GENDER AND PUBLIC POLICY	
April 3	11. Comparative Analysis of Women’s Roles in Economic Development: Then and Now <i>Discussion of Esther Boserup (2013) book</i>
April 10	12. Social and Care Policies
April 17	13. Affirmative Action <i>Student Research Paper Presentations</i>
April 24	14. Student Research Paper Presentations

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:

1. Lourdes Beneria, Günseli Berik and Maria Floro (2016). *Gender, Development and Globalization: Economics as if All People Mattered* Routledge. ISBN 978-0-415-53749.
2. Boserup, Esther (2013). *Women's Role in Economic Development*. Earthscan, ISBN 978-184407-392-4.

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):

- Lansky, Mark, Jayati Ghosh, Dominique Meda and Uma Rani (eds.), *Gender, Women and Work*, ILO, Geneva, 2017.
http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_488475.pdf

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:

- Janice Petersen and Margaret Lewis (eds), *The Elgar Companion to Feminist Economics*, Edward Elgar, Cheltenham, UK. 1999.
- Chant, S. H. (ed.). (2011). *The International Handbook of Gender and Poverty: Concepts, Research, Policy*. Edward Elgar Publishing [Comprised of over 100 succinct essays on varied topics on this issue]

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 cdi@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.

4	3	2	1
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.	Shows familiarity of the assigned readings; explanations are somewhat clear but not well argued and lacking justification using the assigned readings.	Demonstrates some familiarity with the study material, but does not explain concepts clearly and/or has some errors in the interpretation of materials.	Demonstrates minimal knowledge of the topic under consideration and gives incorrect or incoherent response or explanation of the concepts in question.

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:

<i>COURSE REQUIREMENT</i>	<i>WEIGHTING</i>	<i>DUE DATE</i>
Class Participation	10%	
Student Leader Presentation	10%	Slides in BB by Tues noon
Reaction Essays	25%	Weekly posting (in BB), by Mon 6 pm
Book Essay	10%	April 3, Tues 5pm (in class)
Research Paper or Final Exam	45%	Feb 20, Tues 5.30 pm (Thesis statement*) May 1, Tues 5 pm (paper hard copy) Exam: May 8, Tues 5:30-8 pm
Total	100%	

*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).

BOSERUP (2013) Introduction.

Meagher, G. and Nelson, J. (2004). "Survey Article: Feminism in the Dismal Science." *The Journal of Political Philosophy*, 12(1): 102-26.

Supplementary Reading:

Goldin, C., & Rouse, C. (2000). "Orchestrating impartiality: The impact of "blind" auditions on female musicians." *American Economic Review*, 90(4), 715-741.

PART I: ECONOMIC MODELS AND PERSPECTIVES ON HOUSEHOLD DYNAMICS

Week 2: Jan 23

Understanding Mainstream Economic Model of the Household

Becker, G. (1991). *A Treatise on the Family* (enlarged edition), Cambridge: Cambridge University Press. Chapters 1, 2 and 8.

Pollak, R. (2003). "Gary Becker's Contributions to Family and Household Economics." *Review of Economics of the Household*, 1, pp. 111-141. Download from: http://www.nber.org/papers/w9232.pdf?new_window=1.

Week 3: Jan 30

Feminist Critiques and Household Bargaining Models

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

Ferber, Marianne (2003). "A Feminist Critique of the Neoclassical Theory of the Family" in Karine S. Moe (ed.) (2003), *Women, Family and Work: Writings on the Economics of Gender*, MA: Blackwell.

Case Studies:

*George A. Akerlof and Rachel E. Kranton (2000). "Economics and Identity." *The Quarterly Journal of Economics*, 115(3), pp. 715-753. (ART 1)

*Anderson, S., & Eswaran, M. (2009). "What determines female autonomy? Evidence from Bangladesh." *Journal of Development Economics*, 90(2), 179-191. (ART 2)

Supplementary Readings:

England, P. (1993). "Separative and Soluble Selves: Dichotomous Thinking in Economics", in Ferber, M. and Nelson, J. (eds) (1993). *Beyond Economic Man: Feminist Theory and Economics*, Chicago: University of Chicago Press, Ch 1. 33-60.

Agarwal, B. (1997). "Bargaining and Gender Relations: Within and Beyond the Household." *Feminist Economics*, 3(1).

Lundberg, S., & Pollak, R. A. (1993). "Separate spheres bargaining and the marriage market." *Journal of Political Economy*, pp. 988-1010.

Sen, A. (1990). "Gender and Cooperative Conflict" in Irene Tinker (ed). *Persistent Inequalities*, Oxford University Press, Oxford, pp. 123-149.

Doss, C. (2013). "Intrahousehold Bargaining and Resource Allocation in Developing Countries." *The World Bank Research Observer*, 28(1), pp. 52-78. [very good overview of the literature, particularly empirical studies].

Week 4: Feb 6

Violence Against Women

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

Iregui-Bohorquez, Ramirez-Giraldo & Tribin-Uribe (2017). "Domestic Violence against Rural Women in Colombia: The Role of Labor Income." Working Paper.

Aizer, A. (2010). "The Gender Wage Gap and Domestic Violence." *American Economic Review*, 100(4).

*Liu, Y., Fullerton Jr, T. (2015). "Evidence from Mexico on social status and violence against women." *Applied Economics*, 47, pp. 4260-4274. (ART 3)

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

Week 5: Feb 13

Unpaid Work and Care Work: Some Conceptual Issues

BENERIA *et al.* (2015), Chap 5, pp. 179-198.

England, Paula (2005). "Emerging Theories of Carework." *Annual Rev. Sociology*, 31, pp. 381-99.

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.

Download from:

http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_488475.pdf

Supplementary Reading:

Folbre, Nancy (2012). "Should Women Care Less? Intrinsic Motivation and Gender Inequality." *British Journal of Industrial Relations*, 50(4), pp. 597-619.

Week 6: Feb 20

Measuring and Valuing Unpaid Work

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

Valeria Esquivel, Debbie Budlender, Nancy Folbre, and Indira Hirway (2008). "Explorations: Time-use Surveys in the South." *Feminist Economics*, 14(3), pp. 107 -152.

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

Case Study:

*Dong, X. Y., & An, Xinli. (2015). "Gender Patterns and Value of Unpaid Care Work: Findings from China's First Large-Scale Time Use Survey." *Review of Income and Wealth* (ART 5)

Supplementary Readings:

Juster, F. and F. Stafford (1991). "The Allocation of Time: Empirical Findings, Behavioral Models and Problems of Measurement." *Journal of Economic Literature*, June, pp. 471-486 and 504-514. [good background reading]

Suh, Jooyeoun, and Nancy Folbre (2016). "Valuing unpaid child care in the US: A prototype satellite account using the American Time Use Survey." *Review of Income and Wealth*, 62(4), pp. 668-684.

Ahmad, N., & Koh, S. H. (2011). "Incorporating Estimates of Household Production of Non-Market Services into International Comparisons of Material Well-Being." Paper No. 2011/7. Organization for Economic Co-operation and Development, Paris.

World Bank, *World Development Report (2012)*. "Gender Equality and Development." pp. 215-224. Download from:
<http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/Complete-Report.pdf>

Terbish, Mungunsuvd and Maria Floro (2016). "How Does Public Infrastructure (or Lack Thereof) Affect Time Use in Mongolia?." *Asia-Pacific Population Journal*, 31(1).

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

Kossek, E. E. (2006). "Work and family in America: Growing tensions between employment policy and a transformed workforce." *In America at Work*, pp. 53-71. Palgrave Macmillan US.

Feyrer, J., Sacerdote, B., & Stern, A. D. (2008). "Will the stork return to Europe and Japan? Understanding fertility within developed nations." *The Journal of Economic Perspectives*, 22(3).

Houweling, T. A., Ronsmans, C., Campbell, O. M., & Kunst, A. E. (2007). "Huge poor-rich inequalities in maternity care: an international comparative study of maternity and child care in developing countries." *Bulletin of the World Health Organization*, 85(10), pp. 745-754.

*Zagheni, Emilio, Joan Ryan and Denys Dukhonov (2015). "The Impact of Population Aging on Transfers in the form of Caregiving and on the Associated Well-being, Working Paper." University of Washington, Seattle. (ART 6)

Supplementary Reading:

Juan Carlos Campaña, J. Ignacio Gimenez-Nadal & Jose Alberto Molina (2017). "Increasing the Human Capital of Children in Latin American Countries: The Role of Parents' Time in Childcare." *The Journal of Development Studies*, 53(6), pp. 805-825.

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.

Marianne, B. (2011). New perspectives on gender. *Handbook of labor economics*, 4, pp. 1543-1590.

Altonji, J. G., & Blank, R. M. (1999). Race and gender in the labor market. *Handbook of labor economics*, 3, pp. 3143-3259.

*Francine D. Blau Lawrence M. Kahn (2016). The Gender Wage Gap: Extent, Trends, and Explanations NBER Working Paper 21913. Download from: <http://www.nber.org/papers/w21913> (ART 7)

Case Study:

*Marianne Bertrand *et al.* (2015). "Gender Identity and Relative Income Within Households." *The Quarterly Journal of Economics*, 130 (2), pp. 571-614. (ART 8)

Supplementary Readings:

Oaxaca, R. (1973). "Male-Female Wage Differentials in Urban Labour Markets", *International Economic Review*, 14(3), pp. 693-709.

Polachek, S. (1981). "Occupational Self Selection: A Human Capital Approach to Sex Differences in Occupational Structure." *Review of Economics and Statistics*, 63(1), February. [to be read in conjunction with England (1982) article.]

England, P. (1982). "The Failure of Human Capital Theory to Explain Occupational Sex Segregation." *Journal of Human Resources*, 17(3), Summer, pp. 358-370.

Phelps E. (1972). "The Statistical Theory of Racism and Sexism." *American Economic Review*, 62, September, pp. 659-661.

Black, Sandra E., and Elizabeth Brainerd (2004). "Importing equality? The impact of globalization on gender discrimination." *Industrial and Labor Relations Review*, 57, pp. 540-59.

Brewer, R. M., Conrad, C. A., & King, M. C. (2002). "The Complexities and Potential of Theorizing Gender, Caste, Race, and Class." *Feminist Economics*, 8(2), pp. 3-17.

Hegewisch, A and H. Hartmann (2014). "Occupational Segregation and the Gender Wage Gap: A Job Half-Done." IWPR, Washington DC. Download from: <http://iwpr.org/publications/pubs/occupational-segregation-and-the-gender-wage-gap-a-job-half-done>

MAR 12-16 SPRING BREAK

Week 9: Mar 20

Labor Markets in the Developing Countries

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

BENERIA *et al.* (2015) Chap 4.

UN WOMEN (2015). "Progress of the World's Women 2015-16, New York: UN Women." Chap 2, pp. 74-120. Access online Report at: <http://progress.unwomen.org>

Case Study:

*Dileni Gunewardena *et al.* (2009). "Glass Ceilings, Sticky Floors or Sticky Doors? A Quantile Regression Approach to Exploring Gender Wage Gaps in Sri Lanka." in Kanbur, S. M. Ravi, and Jan Svejnar, ed. *Labor Markets and Economic Development*. London: Routledge. (ART 9)

Supplementary Readings:

Marilyn Carr, Marty Chen and Jane Tate, (2000). "Globalization and Home-Based Workers." *Feminist Economics*, 6(3), November, pp. 123-142.

Chen, Martha, and Marilyn Carr (2004). "Globalization, Social Exclusion and Work: With Special Reference to Informal Employment and Gender." *International Labour Review*, 143.

ILO (2013). "Global Employment Trends, Recovering from a second jobs dip." Geneva, Chs. 1 & 2. Download from:

http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_202326.pdf [Background reading]

Hongqin Chang, Fiona MacPhail, and Xiao-Yuan Dong (2011). "The Feminization of Labor and the Time-Use Gender Gap in Rural China." *Feminist Economics*, 17(4), October.

Floro, M. & Anant P. (2010). "Gender, Work Intensity and Well-Being of Thai Home-Based Workers." *Feminist Economics*, 6(3), July.

PART IV: GENDER, INEQUALITY AND POVERTY

Week 10: Mar 27

Gender, Inequality and Poverty

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

Floro, M. (1995). "Women's Well-being, Poverty and Work Intensity." *Feminist Economics*, 1(3), pp. 1-25.

Case Studies:

*Falkingham, J., & Baschieri, A. (2009). "Gender and Poverty: How Misleading is the Unitary Model of Household Resources? An Illustration from Tajikistan." *Global Social Policy*, 9(1), pp. 43-62. (ART 10)

*Chant, S. (2009). "The 'Feminisation of Poverty' in Costa Rica: To What Extent a Conundrum?." *Bulletin of Latin American Research*, 28(1), pp. 19-43. (ART 11)

Supplementary Readings:

Black, Sandra E., and Elizabeth Brainerd (2004). "Importing equality? The impact of globalization on gender discrimination." *Industrial and Labor Relations Review*, 57, pp. 540-59.

Deere, C. D., Alvarado, G. E., & Twyman, J. (2010). "*Poverty, Hardship, and Gender Inequality in Asset Ownership in Latin America.*" Center for Gender in Global Context, Michigan State University

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

Thévenon, O. (2011). "Family policies in OECD countries: A comparative analysis." *Population and Development Review*, 37(1), pp. 57-87.

Bernal, Raquel, and Camila Fernández (2013). "Subsidized childcare and child development in Colombia: Effects of Hogares Comunitarios de Bienestar as a function of timing and length of exposure." *Social Science & Medicine*, 97, pp. 241-249.

Tribin-Urbe, Ana Maria et al (2017). "Unintended Consequences of Maternity Leave Legislation in Colombia." Working Paper.

*García, J. L., Heckman, J. J., Leaf, D. E., & Prados, M. J. (2017). "Quantifying the Life-Cycle Benefits of a Prototypical Early Childhood Program", No. w23479. *National Bureau of Economic Research*. (ART 12)

Supplementary Readings:

Esquivel, Valeria and Andrea Kaufmann (2017). "Innovations in Care: New Concepts, New Actors, New Policies. A FES Study Commissioned to UNRISD." Geneva: UNRISD.

Yoon, Jayoung (2014). "Counting Care Work in Social Policy: Valuing Unpaid Child- And Eldercare in Korea." *Feminist Economics*, 20(2), pp. 65–89.

Peng, Ito (2012). "Social and political economy of care in Japan and South Korea." *International Journal of Sociology and Social Policy*. 32(11/12), pp. 636-649.

Week 13: April 17

1) Affirmative Action

Bergmann, Barbara R. (1999). "The Continuing Need for Affirmative Action." *The Quarterly Review of Economics and Finance*, 39 (5), pp. 757 – 768.

*Beaurain, G., & Masclet, D. (2016). "Does affirmative action reduce gender discrimination and enhance efficiency? New experimental evidence." *European Economic Review*, 90, pp. 350-362. (ART 13)

Supplementary Readings:

Holzer, H. and D. Neumark (2000). "Assessing Affirmative Action." *Journal of Economic Literature*, 38(3).

Levinson, R. B. (2011). "Gender-Based Affirmative Action and Reverse Gender Bias: Beyond Gratz, Parents Involved, and Ricci." *Harvard Journal of Law & Gender*, 34(1).

Ariane Hegewisch, Barbara Gault, and Heidi Hartmann (2016). "Pathways to Equity: Narrowing the Wage Gap by Improving Women's Access to Good Middle-Skill Jobs." Download from https://iwpr.org/wp-content/uploads/2016/03/Middle-skills_layout-FINAL.pdf

2) RESEARCH PAPER PRESENTATIONS

Week 14: April 24

RESEARCH PAPER PRESENTATIONS

May 8: FINAL EXAM