

**ECON 2217: Women and the Economy**  
*Fall 2011 Course Syllabus*

Tuesdays and Thursdays 10:05-11:25, LSC-COMMON AREA C244

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**Office hours:** Tuesdays and Thursdays 15:00-16:30 (no appointment needed during this time).

*Meetings at any other time must be arranged in advance, preferably via e-mail.*

**Prerequisites:** Economics 1101, 1102

**Introduction:** This course is an upper level reading course on the economics of gender. We will seek answers to questions such as: Why are men paid more than women? Why do men and women work in different occupations? What explains the rise in labour force participation of women in the post World War II era? Why are there now more women than men enrolled in colleges? Do families make decisions as one economic unit or do different members bargain with one another? Are there physiological differences between men and women which explain differences in behaviour? We will apply economic models of comparative advantage and specialization, supply and demand, consumer choice, human capital, and discrimination to explore the answers to these questions. While economic theory will frame our discussion, the course will examine historical trends and empirical studies that attempt to answer these questions with data.

**Email Policy:** I will do my best to respond to e-mail within 24 hours on a weekday, 48 hours on a weekend, according to the following policy:

- a. I will only respond to e-mails posing questions that can be answered in a sentence or two. For detailed questions, please see me in office hours.
- b. I will not reply to e-mails that request information that can be found on BLS or the syllabus, so you should check those places first.
- c. I will not reply to e-mails regarding the results of graded material—for that, please see me in office hours.
- d. I will not respond to email sent to my other accounts.

You are encouraged to use the BLS posting board and to answer questions posed on it.

*Our course will not use a textbook, but the following books may be of interest to you:*

- Blau, Francine D.; Ferber Marianne A. and Winkler Anne E. (2009), *The Economics of Women, Men, and Work*, (6<sup>th</sup> Edition), New Jersey: Pearson. [BFW]
- Hoffman, Saul D. and Averett, Susan L. (2009), *Women and the Economy: Family, Work and Pay*, (2<sup>nd</sup> Edition), Boston: Pearson.
- Jacobsen, Joyce P. (1998), *The Economics of Gender* (2<sup>nd</sup> Edition), Massachusetts: Blackwell Publishers Inc.

**Requirements and Grading:**

- 1) **Midterm:** 25% (in class on Thursday, October 27<sup>th</sup>)
- 2) **Final:** 30% (during Final Week, date to be announced)
- 3) **Presentation and Paper Report:** 30% (Presentation 15% and Paper Report 15%)
- 4) **Quizzes and Class Participation:** 10% (12 Quizzes, top 10 will be considered, each worth 1%)
- 5) **Assignment:** 5% (1 Assignment)

**Lecture Format:** Formal lectures will alternate with discussions of assigned readings. For each reading, two students will be assigned to "present the paper for 40-45 minutes" and "lead" the discussion on the reading. Each week, you will also be delivered an unannounced quiz on readings covered in the previous class or will be covered in the coming class.

**Exams:** Exams will draw heavily from lectures and exercise questions. They are not open-book. They are not multiple-choice. The final exam will cover the subject matter of the entire course. **If you miss the final exam for a valid medical reason, you must notify the instructor immediately, provide appropriate medical documentation, and make arrangements to write-up exam as soon as health permits.**

**NECESSARY ATTENDANCE DATES FOR THE EXAMS**

**Mid-term:** Tuesday, October 27<sup>th</sup>, 2011 in room LSC-COMMON AREA C244 from 10:05-11:25

**Final Exam:** The date, time and place of the final exam will be determined by the Registrar's Office.

**Presentation:** For each reading, two students will be assigned to "present the paper for 40-45 minutes" and "lead" the discussion on the reading. The class presentation will constitute 15% of your final grade. The class presentations are aimed to increase your understanding on the question, contribution and main conclusions of the reading. Each student is required to meet me a during the office hours **the week before the presentation** and have their slides and presentation ready in this meeting. I will present several papers in the first two weeks in the class, which will serve as an example for your own presentation. These presentations will be posted on BLS and serve as study notes for your classmates for quizzes and exams.

**Paper Report:** For the article you present, you will be also required to write a report which summarizes the question, contribution, estimation method, main findings and conclusions of the paper. In addition, you will be asked to discuss whether you find the findings of the paper credible and if so, why or why not? This summary will be the first part of your report, which will worth 8% of your final grade. In the second part of the report, you are required to read a second paper from the syllabus which is related to your paper and summarize this paper in your report (similar to your own paper). In addition, you are required to explain how these two papers differ from one another, and which one is more credible and why. This second part of your report will constitute 7% of your final grade. You will be required to turn your reports **the week after your presentation**. Reports received after the due date will receive a grade equal to zero.

**Quizzes:** Each week, you will be delivered an unannounced quiz on readings covered in the previous class or will be covered in the coming class. I will distribute the potential questions for the quizzes at the beginning of the semester and they will also be posted on BLS. There will be 12 quizzes and I will drop the lowest two. Each quiz will worth 1% of your final grade. Quizzes will be 10-15 minutes long. No make-ups will be given if you miss the quiz.

**Class Participation:** (1) Students are expected to attend every lecture, complete the readings in advance of the lecture, and participate in classroom discussion; (2) When you miss a lecture, you cannot get the handout for that missed lecture from me; (3) I will not give any information over the phone or in response to emails that you would have known had you attended class or read BLS/syllabus information.

**Assignment:** During this course, there will be one assignment which will worth 5% of your final grade. Assignments received after the due date will receive a grade equal to zero.

**Assignment Due Date:** Tuesday, November 29<sup>th</sup>, 2011 in room LSC-Common Area C244 by 10:05.

**Grading:** GRADES ARE NOT NEGOTIABLE. Do not contact me after the final semester grades have been posted asking me to change your grade for any reason. [Of course, if you believe your grade was posted erroneously by all means DO contact me.] Grades will be determined according to the following scale:

A+	A	A-	B+	B	B-	C+	C	C-	D	F
90+	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	50-59	<50

***\*Students with permanent or temporary disabilities who would like to discuss classroom or exam accommodations are asked to come and see me as soon as possible.***

### **General Readings:**

There is no Canadian textbook for Women and the Economy class, so we will use a series of required readings from journals and newspapers. Most of the readings are available on-line. Many of the readings that are printed in economic journals such as the American Economic Review, Quarterly Journal of Economics and Journal of Economic Perspectives are available through **JSTOR** (journal archive) available through the Killam Library. Choose "Search databases for journal articles," search for "JSTOR" and type in the title of the article you want.

The required readings associated with each lecture are given in the "Course Schedule" section of the syllabus.

### **COURSE SCHEDULE** (*subject to change*):

#### **I. Introduction/Overview of Women's Progress (3 Lectures, Lectures 1-3)**

What are the issues in economics of gender?  
Review of economic concepts, supply and demand

[BFW] Chapter 1 and 2.

Miguel, Edward. 2005. "Poverty and Witch Killing," *Review of Economic Studies*, 72(4): 1153-1172.

Goldin, Claudia. 2006. "The Quiet Revolution That Transformed Women's Employment, Education, and Family," *American Economic Review*, 96 (2): 1-21.

#### **II. Missing Women in Asia (2 Lectures, Lectures 4-5)**

Sen, Amartya. 1990. "More than 100 Women are Missing." *New York Review of Books*.

Wonacott, Peter. 2007. "India's Skewed Sex Ratio Puts GE Sales in Spotlight," *The Wall Street Journal*, April 19.

Jensen, Robert and Emily Oster. 2009. "The Power of TV: Cable Television and Women's Status in India," *The Quarterly Journal of Economics*, 124(3): 1057-1094.

Qian, Nancy. 2008. "Missing Women and the Price of Tea in China: The Effect of Sex-specific Income on Sex Imbalance," *Quarterly Journal of Economics*, 123(3): 1251-1285.

### **III. Economics of Marriage and the Family (7 lectures, Lectures 6-12)**

Specialization and exchange: comparative advantage  
Supply and demand and marriage markets  
Household bargaining models

[BFW] Chapter 3.

Waite, Linda. 1995. "Does Marriage Matter?" *Demography*, 32(4): 483-508.

Stevenson, Betsy and Justin Wolfers. 2007. "Marriage and Divorce: Changes and their Driving Forces." *Journal of Economic Perspectives*, 21(2): 27-52.

Anderson, Siwan. 2007. "The Economics of Dowry and Brideprice." *Journal of Economic Perspectives*, 21(4): 151-174.

Goldin, Claudia and Lawrence F. Katz. 2002. "The Power of the Pill: Oral Contraceptives and Women's Career and Marriage Decisions." *Journal of Political Economy*, 110(4): 730-770.

Bailey, Martha. 2010. "Momma's Got the Pill: How Anthony Comstock and Griswold vs. Connecticut Shaped US Childbearing." *American Economic Review*, 100(1): 98-129.

Lundberg, Shelly, and Robert A. Pollack. 1996. "Bargaining and Distribution in Marriage," *Journal of Economic Perspectives*, 10(4): 139-158.

Duflo, Esther. 2003. "Grandmothers and Granddaughters: Old Age Pension on Child and Intra-Household Allocation in South Africa," *World Bank Economic Review* 17: 1-25.

De Mel, Suresh, David McKenzie and Christopher Woodruff. 2009. "Are Women More Credit Constrained? Experimental Evidence on Gender and Microenterprise Returns." *American Economic Journal: Applied Economics*, 1(3): 1-32

### **IV. Consequences of Working Women: The New Household (4 lectures, Lectures 13-16)**

Trends in marriage and divorce  
Time use data: hours of market work, housework, and leisure  
Working mothers and children's outcomes  
[BFW] Chapters 4 and 10.

Benjamin, D.; Gunderson, M.; Lemieux, T and Riddell, C. (2007), *Labour Market Economics. 6th Edition*. Chapter 2 "Labour Supply: Individual Attachment to the Labour Market." (Available in Economics office or Killam library reserve).

Baker, Michael, Jonathan Gruber and Kevin Milligan. 2008. "Universal Child Care, Maternal Labor Supply and Family Well-Being." *Journal of Political Economy*, 116(4): 709-745.

Brooks-Gunn, Jeanne, Wen-Jui Han, and Jane Waldfogel. 2002. "Maternal Employment and Child Cognitive Outcomes in the First Three Years of Life: The NICHD Study of Early Child Care." *Child Development*, 73(4): 1052-1072.

Ruhm, Christopher. 2004. "Parental Employment and Child Cognitive Development." *Journal of Human Resources*, 39(1): 155-192.

Stevenson, Betsy and Justin Wolfers. 2009. "The Paradox of Declining Female Happiness." *American Economic Journal: Economic Policy*, 1(2): 190-222.

## **V. Gender Differences in Occupations and Earnings and Potential Explanations (9 lectures, Lectures 17-25)**

Trends in the Gender Earnings Gap and Occupational Segregation  
Human Capital Model  
On-the-Job-Training  
Labour Market Discrimination  
Alternative Explanations and Recent Developments

[BFW] Chapters 5, 6, 7 and 8.

Benjamin, D.; Gunderson, M.; Lemieux, T and Riddell, C. (2007), *Labour Market Economics. 6th Edition*. Chapter 12 "Economics of Discrimination." (Available in Economics office or Killam library reserve).

Blau, Francine and Lawrence Kahn. 2000. "Gender Differences in Pay." *Journal of Economic Perspectives*, 14(4): 75-99.

Waldfogel, Jane. 1998. "Understanding the 'Family Gap' in Pay for Women with Children," *Journal of Economic Perspectives*, 12 (1): 137-56.

Baker, Michael and Nicole M. Fortin. 1999. "Women's Wages in Women's Work: A U.S./Canada Comparison of the Roles of Unions and "Public Goods" Sector Jobs," *American Economic Review*, 89 (2): 198-203.

Goldin, Claudia, Lawrence Katz, and Ilyana Kuziemko. 2006. "The Homecoming of American College Women: The Reversal in the Gender Gap in College," *Journal of Economic Perspectives*, 20(4): 133-156.

Bacolod, Marigee. 2007. "Do Alternative Opportunities Matter? The Role of Female Labor Markets in the Decline of Teacher Quality, 1960-1990," *Review of Economics and Statistics*, 89(4): 737-751.

Bertrand, Marianne, Claudia Goldin and Lawrence F. Katz. "Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors," *American Economic Journal: Applied Economics*, forthcoming.

Levitt, Steve. 2004. "Testing Theories of Discrimination: Evidence from Weakest Link," *Journal of Law and Economics*, 47(2): 431-452.

Goldin, Claudia and Cecelia Rouse. 2000. "Orchestrating Impartiality: The Effect of 'Blind' Auditions on Female Musicians." *American Economic Review* 90(4): 715-741.

Chattopadhyay, Raghendra and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica*, 72(5): 1409-1443.

Bertrand, Marianne and Kevin Hallock. 2001. "The Gender Gap in Top Corporate Jobs." *Industrial and Labor Relations Review*, 55(1): 3-21.

Niederle, Muriel and Lise Vesterlund. 2007. "Do Women Shy Away from Competition? Do Men Compete Too Much?" *The Quarterly Journal of Economics*, 122 (3): 1067-1101.