

ECN 500/WGS 500 (001) - TOPICS IN ECONOMICS AND GENDER - FALL 2009
MW 12:45-2:05 pm, Eggers 012
Professor S. Gensemer
Email: gensemer@maxwell.syr.edu
Office: Maxwell 311, Office phone: 443-2294
My office hours: MW 3:45-4:45 pm, or EMAIL me at
gensemer@maxwell.syr.edu for an appointment

REQUIRED READING MATERIAL

Text: Joyce P. Jacobsen, *The Economics of Gender* (3rd ed), Malden, MA: Blackwell, 2007. (Available at Follett's, Marshall Square Mall.)

TOPICS

Overview of the Course and Introduction

Text: Chapter 1, Introduction, pp. 3-21.

Handout: Introduction, Outline, Brief History

Brief Historical Overview

Text: Chapter 14, Gender Differences in US Economic History, pp. 403-22.

An Introduction to Gender Differences in the US Economy

Text: Chapter 2, Gender Differences in the US Economy, pp. 33-57.

Intrahousehold Resource Allocation

Text: Chapter 3, The Household as an Economic Unit, pp. 61-89.

Handout: Comparative Advantage

Handout: The Intrahousehold Bargaining Model

- Articles:**
- Manser, M., and M. Brown, Marriage and Household Decision-Making: A Bargaining Analysis, *International Economic Review* 21 (1), Feb 1980, 31-44.
 - * Introduction, pp. 31-3
 - * Concluding Remarks, p. 43
 - McElroy, M., and M. Horney, Nash-Bargained Household Decisions: Toward a Generalization of the Theory of Demand, *International Economic Review*, 22 (2), Jun 1981, 333-49.
 - * Introduction, pp. 333-4
 - * Concluding Remarks, pp. 345-6
 - Zelizer, V., The Creation of Domestic Currencies, *The American Economic Review* 84 (2), May 1994, 138-42.
 - * Please read all.
 - Bittman, M., P. England, N. Folbre, L. Sayer, and G. Matheson, When Does Gender Trump Money? Bargaining and Time in Household Work, *American Journal of Sociology* 109 (1), July 2003, 186-214.

- * Under Independent Variable, pp. 196-7, read the first paragraph only.
- * Under Effects of Spouses' Relative Earnings, pp. 200-4, read the first three paragraphs only.
- * Omit Effects of Gender through Factors Other than Income Contribution, pp. 204-6.
- * Omit the Appendix.

Handout: Basu: Gender and Say

- Article:** – Basu, K., Gender and Say: A Model of Household Behaviour with Endogenously Determined Balance of Power, *The Economic Journal* 116, April 2006, 558-580.
- * Read Intro up to Section 1 (pp. 558-9) and Conclusion (pp. 577-8).

Handout: The Economics of Domestic Violence

- Articles:** – Tauchen, H., A. Witte, and S. Long, Domestic Violence: A Nonrandom Affair, *International Economic Review* 32 (2), May 1991, 491-511.
- * Read Sections 1-4 and 6, but read “around” the technical portions.
- Bloch, F., and V. Rao, Terror As a Bargaining Instrument: A Case Study of Dowry Violence in Rural India, *American Economic Review* 92 (4), Sept 2002, 1029-43.
- * Read all, but read “around” the technical portions.

Family Structure and Labor Force Participation: Interactions

Changes in Family Structure and Subsequent Changes in Labor Force Participation

Text: Chapter 4, Labor Force Participation: Analysis of Trends, pp. 97-130.

Changes in Labor Force Participation and Subsequent Changes in Family Structure

Text: Chapter 5, Labor Force Participation: Consequences for Family Structure, pp. 140-168.

Female-Male Earnings Differences

Labor Market Segregation

Text: Chapter 6, Gender Segregation in the Workplace, pp. 189-221.

Human Capital

Text: Chapter 7, Causes of Earnings Differences: Human Capital, pp. 222-42.

Discrimination

Text: Chapter 9, Causes of Earnings Differences: Discrimination, pp. 265-95.

Handout: Discrimination

Handout: Sexual Harassment

- Articles:** – Basu, K., The Economics and Law of Sexual Harassment in the Workplace, *Journal of Economic Perspectives* 17 (3), Summer 2003, 141-57.

Gender Differences Across Groups

Text: Chapter 15, Race, Ethnicity, and Class Considerations in Interpreting Gender Differences, pp. 423-40.

Gender Differences: International Comparisons and Contrasts

Text: Chapter 10, Industrialized Capitalist Societies, pp. 317-340.

Chapter 11, Socialist and Cooperative Societies, pp. 341-58.

Chapter 12, Nonindustrial Traditional Societies, pp. 359-82.

COURSE DESCRIPTION AND PREREQUISITES

Economic issues are examined within a gender sensitive context. Topics related to labor markets (like labor market discrimination and segregation) and the economics of the household are covered. Relationships between these areas of economic activity are examined.

Some historical development of these issues is reviewed.

All graduate students are welcome. Undergraduates may enroll with permission of the instructor only. There is no prerequisite (other than interest). Any economics definitions and tools used are taught in the course. You should consult the appendices of your text whenever necessary.

COURSE GRADE AND REQUIREMENTS

FIRST EXAM	20%	distributed Wed, Oct 21, 2009
SECOND EXAM	20%	distributed Mon, Dec 7, 2009
PAPER/PRESENTATION	40%	
CLASS ATTENDANCE/PARTICIPATION	20%	

Both examinations are short answer and essay examinations. Your second exam is not intentionally comprehensive, i.e., it is comprehensive only insofar as the material is comprehensive. Both will be take home examinations (open book, open notes). You will have one week in which to complete each. You may **not** consult with each other about the exams before you turn them into me; you may see me with any problems about the exams.

A paper/presentation is required for the course. You may do this assignment on your own, or you may work in teams of up to two people. Each group will turn in one paper. Written information is attached.

You will be asked to read some articles, available online through Summit.

Your class attendance and participation are vital both toward your success and the success of this class! You are asked to participate on a regular basis.

In class many topics are introduced and/or considerably supplemented beyond the coverage in your text. If you absolutely must miss a class period, please ask to borrow the notes of a classmate; written materials given in class may be obtained as pdf files at faculty.maxwell.syr.edu/sgensemer/classes/classes.html. They are not substitutes for your text.

You are expected to adhere to behavior consistent with the "Academic Integrity Expectations" of the university (<http://coursecatalog.syr.edu/rules.aspx?cat=u#acadStandards>). In this class, it means you should do your own work on exams. Also, see information attached about the paper/presentation.

Students with disabilities should consult with me and with the Office of Disability Services, 804 University Ave, Rm 309, 3-4498.

From time to time, we may discuss issues about which many of us have particular sensitivities. We will always take an intellectual approach toward these issues and conduct ourselves accordingly; we will maintain a cordial and receptive attitude in this class.

READING LIST

The following are in Bird Library. You may well find them to be of interest, especially when you prepare your paper/presentations.

- Agarwal, B. *A Field of One's Own: Gender and Land Rights in South Asia*, 1994. HD860.3.Z63 A35 1994
- Albelda, R. *Economics and Feminism: Disturbances in the Field*, 1997. HQ1381.A43 1997
- Albelda, R., R. Drago, and S. Shulman. *Uneven Playing Fields: Understanding Wage Inequality and Discrimination*, 1997. HD6061.A53 1997
- Amott, T., and J. Matthaei. *Race, Gender and Work: A Multicultural History of Women in the United States*, 1996. HD6061.A53 1997
- Aslanbeigui, N., S. Pressman, and G. Summerfield (eds.). *Women in the Age of Economic Transformation*, 1994. HD6061.A53 1997
- Bartlett, R. (ed.). *Introducing Race and Gender into Economics*, 1997. HB74.5.I59 1997
- Beasley, C. *Sexual Economy: Conceiving a Feminist Economics*, 1994. HD6060.6.B4 1994
- Becker, G. *A Treatise on the Family*, 1991. HQ518.B35 1991
- Bergmann, B. *The Economic Emergence of Women* (2nd ed), 2005. HQ1426.B429 2005
- Blau, F., Ferber, M., and A. Winkler. *The Economics of Women, Men, and Work* (4th ed.), 1998. HQ1421.B56 2002
- Boston, T. (ed.). *A Different Vision: African American Economic Thought*, vol. 1, 1997. HB172.K37 1991
- Burggraf, S. *The Feminine Economy and Economic Man: Reviving the Role of the Family in the Postindustrial Age*, 1997. HQ536.B863 1997
- Chow, E., and C. Berheide (eds.). *Women, the Family, and Policy: A Global Perspective*, 1994. HQ1236.W643 1997
- Dasgupta, P. *An Inquiry into Well-Being and Destitution*, 1993. HC59.72.P6.D37 1993
- Dijkstra, A., and J. Platenga (eds.). *Gender and Economics: A European Perspective*, 1997. HQ1587.G44 1997
- Dimand, M.A., R. Dimand, and E. Forget (eds.). *Women of Value: Feminist Essays on the History of Women in Economics*, 1995. HB74.8.W66 1995
- Dimand, R., Dimand, M. A., and Forget, E. (eds). *A Biographical Dictionary of Women Economists*, 2000. HB76.B535 2000
- Dimand, R., and Nyland, C. (eds). *The Status of Women in Classical Economic Thought*, 2003. HQ1381.S73 2003
- Ferber, M., and J. Nelson (eds.). *Beyond Economic Man: Feminist Theory and Economics*, 1993. HQ1190.B48 1993
- Folbre, N. *Who Pays for the Children? Gender and the Structure of Constraint*, 1994. HD4901.F65 1993
- Folbre, Nancy. *The Invisible Heart: Economics and Family Values*, 2001. HB72.F637 2001
- García-Ramon, M., and J. Monk (eds.). *Women of the European Union*, 1996. HQ1590.5.W665 1996
- Goldin, C. *Understanding the Gender Gap*, 1990. HD6095.G65 1990

- Groenewegen, P. (ed.). *Feminism and Political Economy in Victorian England*, 1994. HQ1593.F43 1994
- Haddad, L., J. Hoddinott, and H. Alderman (eds.). *Intrahousehold Resource Allocation in Developing Countries: Models, Methods and Policy*, 1997. HC59.7.I5947 1997
- Harcourt, W. (ed.). *Feminist Perspectives on Sustainable Development*, 1994. HQ1190.F462 1994
- Ingoldsby, B., and S. Smith (eds.). *Families in Multicultural Perspective*, 1995. GN480.F35 1995
- Kuiper, E., and J. Sap (eds.). *Out of the Margin: Feminist Perspectives on Economics*, 1995. HQ1190.O94 1995
- Mahony, R. *Kidding Ourselves: Breadwinning, Babies and Bargaining Power*, 1995. HQ755.8.M34 1995
- Moe, K. (ed.). *Women, Family, and Work*, 2003. HD4904.25.W654 2003
- Morse, Jennifer Roback. *Love and Economics: Why the Laissez-Faire Family Doesn't Work*, 2001. HQ536.M574 2001
- Nelson, J. *Feminism, Objectivity and Economics*, 1996. HQ1381.N45 1996
- Nussbaum, M., and J. Glover (eds.). *Women, Culture and Development: A Study of Human Capabilities*, 1995. HQ1236.W6377 1995
- Okin, S.M. *Justice, Gender and the Family*, 1989. HQ1426.O85 1989
- Ott, N. *Intrafamily Bargaining and Household Decisions*, 1992. HB820.O88 1992
- Pujol, M. *Feminism and Anti-Feminism in Early Economic Thought*, 1992. HD6061.P84 1992
- Tilly, L., and J. Scott. *Women, Work and the Family*, 1978. HD6135.T54 1978B
- Tinker, I. (ed.). *Persistent Inequalities: Women and World Development*, 1990. HQ1240.P48 1990
- Waring, M. *If Women Counted: A New Feminist Economics*, 1988. HC79.I5.W384 1988

You may also find the journal *Feminist Economics*, available through Summit, to be useful.

ECN 500/WGS 500 (001) - PAPER/PRESENTATION DESCRIPTION

You should prepare a 15 page minimum, 20 page maximum, word-processed, double-spaced, well written paper. The paper/presentation is worth 40% of your grade. The presentation is worth 20% of your paper/presentation grade and the paper is worth 80% of your paper/presentation grade.

The paper should present existing economic research on some topic where issues of economics and gender are highlighted. This guideline, of course, leaves considerable leeway for you to choose a topic on which there is adequate, available reference material and in which you have a serious interest. Your book has many references; these would be a good place to look. In addition, there are many books in Bird library on the reading list; you may be interested in researching parts of these books and/or references contained within. I would be happy to talk with you about what you have in mind and, as far as I can, to direct you toward relevant references.

You may do this assignment on your own, or you may work in teams of **up to two people**. Each group will turn in one paper. The paper should look as if written by one person.

You will be required to meet with me during the course of your paper/presentation preparation, in October. At your meeting, I would like you to submit a word-processed, well-written outline and bibliography for your paper; also, we will talk about your paper during this time.

The paper will be due on the last class day, Mon, Dec 14. Class presentations will be scheduled toward the end of the semester.

GUIDELINES FOR THE PAPER

• CONTENT

- The vast majority of the material in the paper should be research results of others, although a small portion of the paper may be your opinions (and you should indicate them as your opinions) and ideas for related research.

• DOCUMENTATION

- Be sure to **give credit** for ideas, quotes, and tables of sources whenever appropriate; please **give credit whenever appropriate** in the **body** of your paper (please don't just cite the sources used at the end). **Failure to do so will result in the reduction of at least one letter grade from your paper.**
- Choose one style of reference and stick with it. In references, please give the relevant page numbers.
- Choose one style for the bibliography and be consistent.
- Failure to follow these guidelines will be reflected in a significant reduction in your grade.
- Needless to say, the university rules and regulations against plagiarism apply in this course.

• FOOTNOTES

- You may include these as endnotes if you wish.

• LENGTH AND STYLE

- Fifteen pages.
- Word-processed, double-spaced (except for longer quotes, displayed as such).
- While the paper may contain some direct quotes, in general, please paraphrase the material in your own words. In doing so, you should make it clear that you understand the articles.
- Margins should be at least one inch.
- Please make sure the paper is **well organized** and **clearly written**. Please make sure the paper is free from misspellings, typographical errors, and grammatical problems.

- **RESEARCH MATERIALS**

- You may use some research materials from the internet; however, I would like to see them **before** you decide to include them in your research. Then, I would like you to **turn in copies of anything that you use from the internet** (include the internet address as well) when you turn in your paper; I will return the material with your paper.

GUIDELINES FOR THE PRESENTATION

- Present **highlights** of the most interesting parts of your paper.
- Present your ideas clearly, with overheads or handouts for the class.