Econ 574: Gender Perspectives on Economic Analysis: Microeconomics, Labor, Poverty and Social Policy
Fall 2010

MEETING TIMES Wednesdays @ 5:30 – 8:00 pm

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COURSE DESCRIPTION:
This course explores the gender dimensions of economic life by introducing students to the rich body of studies and research on gender-aware analyses in microeconomics, labor, poverty, and social policy. Using analytical models, empirical studies, case histories and ethnographic research, it will enhance understanding of theories of the household and household bargaining; conceptualization and measurement of the reproductive economy, care work and unpaid work; male and female participation in labor markets; sex-differentiated ownership of and access to assets and income; gender inequality and poverty; and related social policy issues.

PREREQUISITES AND COURSE FORMAT:
Students taking this course are expected to have taken intermediate-level microeconomics and macroeconomics since the level of discussion as well as assigned readings presupposes familiarity with economic concepts, tools and analyses.

This course will take the combined format of lecture and active student participation in class discussions. Students are expected to participate in all class meetings and have read the materials ahead of time. Students may also wish to form study groups.

GRADING AND COURSE REQUIREMENTS:
Students are expected to complete the following assignments. Grades will be based on a weighted average of the various assignments.

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Reaction/Thought Essays</td>
<td>20%</td>
<td>Every week</td>
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<tr>
<td>2. South Africa Time Use Exercise</td>
<td>10%</td>
<td>Oct 6</td>
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<td>2. Research Paper</td>
<td>35%</td>
<td>Oct 13</td>
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<tr>
<td>Thesis Statement/Outline</td>
<td></td>
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<tr>
<td>Literature Review</td>
<td></td>
<td>Nov 10</td>
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<td>Final Paper</td>
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<td>Dec 8,(5 pm).</td>
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<td>3. Class Participation &amp; Seminar Leadership</td>
<td>5%</td>
<td>Throughout</td>
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<td>4. Final Exam</td>
<td>25%</td>
<td>Dec 13, mon.</td>
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<td>Total</td>
<td>100%</td>
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Students are required to receive a passing grade (70 or above) in all course requirements to receive a passing grade for the course. Grades are calculated as follows:
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.

Late submissions and extensions will NOT be accepted/given unless accompanied by a written letter (stating medical or important emergency reason) and accompanying note from doctor.

Reaction/Thought Essay (20%)
You will be expected to write short three paragraph reaction/thought essays each week, posted on Blackboard, on the set of assigned readings. In this essay, you should state the most critical points (3-5) that you think are raised in the readings and discuss how each of the readings address these points. The essay should also give your own reflection on the issue or topic.

South Africa Time Use Exercise (10%)
An empirical assignment will be given to you in week 3. The purpose of the assignment is for students to gain/enhance their quantitative and critical thinking skills. You will be asked to analyze a time use data set drawn from the national South Africa sample. You will be asked to analyze the data provided (in the Blackboard) by answering some questions that will be given.
The data analysis will require some knowledge of econometrics and STATA. Those with weak background on STATA should attend the tutorial session on STATA. Tutorial sessions will be given on the week of Sept 7-10.

Research Paper (35%)
The research paper should be your own in-depth exploration of any topic covered in this course with a maximum length of 20 pages (text). It should be an in-depth exploration of any topic covered by any of the themes in the course.
The research paper involves three steps in order to facilitate feedback and comments:

1) Thesis statement and outline (with a list of references)
2) Literature review and
3) Final research paper that includes a revised literature review and any one of the following:
   - modifying an economic model (trade, macroeconomics, household, credit, etc) by incorporating gender,
exploration or development of feminist methodology in studying a particular issue and applying it through interviews, qualitative and quantitative surveys, participant observation, etc.

- empirical analysis of any topic covered in the course using time series or cross-section statistics
- critical analysis of a gender-aware, innovative project or development initiative.

Below is a brief description of each component of the research paper.

Thesis and Outline of paper (with list of references)

The thesis statement should include a clear statement of the ISSUE that you would like to address. State clearly the importance of or the rationale for conducting such a study. Your outline MUST include a list of possible references which serve as your starting point for the literature review.

If you plan to write an empirical paper, be sure to check first on the availability of and accessibility of the data. Then familiarize yourself with the sample design, the variables and other characteristics of the data so you can develop a feasible and doable thesis statement.

If you plan to analyze an innovative, gender-aware project or initiative, be sure to check first on the availability of detailed information that would be helpful to your critical analysis. For the thesis statement and outline requirement, state the issue or problem that the initiative addresses, who are the intended beneficiaries, and a short description of the project. Your references should include the sources of project information as well as relevant readings on the issue or problem being addressed that would be helpful in your assessment.

**DUE DATE: October 13 (in class)**

Literature review paper (with references)

The review of the existing literature should cover: a) pertinent studies that address the issue either conceptually/ theoretically or empirically, and/or b) studies on similar projects that have been implemented in the past to address directly the problem or that are currently being implemented in other countries.

The reference sections of the books and assigned articles, as well as the syllabus section on supplementary material, are good starting points. The use of AU library databases, JSTOR, and the journal *Feminist Economics* provide additional materials on the subject but you need to be selective and must cite fully these sources. [See tips for writing a good review paper in Blackboard]

The literature review must be typed, double-spaced and a maximum length of 12 pages.

**DUE DATE: November 10 (in class)**
Final Paper

The final research paper involves full development of your thesis statement, a revised literature review, and one of the additional features noted above.

The last part of the paper must present your own perspective and analysis of the issue (for PhD students, this involves using primary (household or individual level) or secondary data/info). You need to compare and contrast your results with those in existing studies and provide a brief explanation.

For those undertaking a critical analysis of an innovative project or initiative, be sure to: a) state clearly your assessment criteria, b) the information used in making the evaluation; whenever possible, provide the detailed cost and benefit estimates information on the project initiative, and c) critically evaluate the project from a gender-aware perspective.

The final paper must be typed, double-spaced and should have a maximum length of 20 pages. Tables and appendices can be extra pages. DUE DATE: Dec 8, 5pm wed (no exceptions).

The final grade on the Research Paper will be calculated as the weighted average of four categories:

1. Command of the arguments, findings, and significance of the topic (35%).
2. Sophistication and originality of the critical analysis, conceptual/theoretical framework or empirical analysis (35%).
3. Coherence and skill displayed in paper organization (logical format, footnotes, citations, references) and writing (30%).

Class Participation and Paper Presentation (10%)

Students are expected to read the assigned reading material, attend classes, do assignments, and come prepared for discussion.

In Weeks 13 and 14 of the semester, each student will be expected to make a 10-15 minute presentation of their own research paper (a work-in progress of the final paper) in class. I will give the schedule of the presentations by October 27. In addition, each student will serve as a discussant to another paper that will be presented in class (3-5 minute presentation).

Seminar Leadership (required for doctoral students): Starting September 15 (week 4), doctoral students will be asked to lead the discussion on the empirical readings in the second part of the class meeting. Each team (pair of 2) will be expected to make a 20-minute presentation on one (1) selected reading and to lead the class in critically discussing the article (15 minutes).
**Final Exam (25%)**
The final exam will cover all the topics discussed in the course. The date for the final exam is **December 13, Monday 5:30-8:00 pm.**

**ACADEMIC INTEGRITY:**
I take plagiarism and 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 papers, 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 drafts, response papers, and other informal assignments without properly citing sources and acknowledging intellectual debts. Failure for the course is the typical sanction in such cases.

You must receive prior permission from me if you want to submit a paper or part of a paper that you have written for a previous class.

**READINGS:**
*N.B.* The reading assignments may be subject to change. I will notify you ahead of time through the Blackboard e-mail system if there are any changes. Please check Blackboard each week for updates.

**Required:**

**Recommended:**


The course will rely heavily on articles in *Feminist Economics* and other journals, working papers, and e-publications that are either available in the AU library journal database or posted in the course documents section of Blackboard [BB].

**COURSE SCHEDULE AND ASSIGNED READINGS**

**Week 1 - August 25**

*Course Overview and Introduction to Gender Perspectives in Economic Analysis*


**Supplementary Readings:** (These give a good overview of the political economy of gender in the last decade):


**Week 2-5: Gender Perspectives in Microeconomics**

**Week 2- September 1: Understanding Mainstream Economic Model of Household**


Week 3- September 8: Feminist Critiques of Becker and Introduction to Household Bargaining Models


Supplementary Readings:


Weeks 4-5- September 15, 22: Household Bargaining Frameworks and Models: Some Examples [Seminar Leadership Presentation]


*Supplementary Readings:*


*NOTE: Empirical Assignment made available in BB.*

**Weeks 6-7: Time Use, Unpaid Work, and Care**

**Week 6- September 29: Unpaid Work, Care, and Time Use Patterns: Conceptual Issues and Analysis**

*Folbre (2008) Valuing Children, Chaps 1-2. 4 [FOLBRE]*


Supplementary Readings:


Week 7- October 6: Measurement and Valuation of Unpaid Work, Time Use Data, and Policy Issues [Seminar Leadership 3]


* Kelly Hallman, Agnes Quisumbing,Marie ruel, Bene´dicte de la Brie` re

”Mothers’ Work and Child Care: Findings from the Urban Slums of Guatemala City” Economic Development and Cultural Change, pp. 855-885.[BB]

Supplementary Materials:


Time Use Databases:

UK, EU, Canada, Australia Time Use Surveys: http://www.smu.ca/partners/iatur/tuspp.htm

New Zealand Time Use Survey: http://www.stats.govt.nz/people/arts/time-use.htm

**Weeks 8-9: Gender Inequality and Labor Markets**

**Week 8 October 13: Gender Inequality and Labor Markets in Developing Countries [Seminar Leadership]**

**UNIFEM, Progress of World’s Women: Women, Work and Poverty, 2005, Chaps 3-4**
[WEBLINK http://www.unifem.org/attachments/products/PoWW2005_eng.pdf]


**Supplementary Readings:**


**Week 9 October 20: Gender Inequality and Labor Markets in the United States [Seminar Leadership]**


**Supplementary Readings:**


**Week 10- October 27: Gender and Poverty: Conceptual and Measurement Issues**


Supplementary Readings (Gender & Poverty in Different Countries/Regions):


Weeks 11-12: Gender, Economic and Social Policy

Week 11- November 3 Affirmative Action, Pay Equity, and Employment Policy in the OECD Countries


Supplementary Readings:

Heidi Hartmann and Debbie Figart, “Comparable Worth/Pay Equity” in The Elgar Companion to Feminist Economics, Cheltenham, UK: Edward Elgar [PETERSON AND LEWIS]


Week 12- November 10: Gender and Social Policies in Developed and Developing Countries


*Molyneux, Maxine (200x) Conditional Cash Transfers: A Pathway to Women’s Empowerment,” pp. 1-25 [WEBLINK:


Supplementary Readings:


Week 13- November 17 Frontiers in Behavioral Economics: Gender and Preference Formation


**Supplementary Readings:**


**Week 13- November 17: Student Presentations**

**Week 14- December 1 (Last Class): Student Presentations**

**Research Paper: December 8, wed 5 pm (Kreeger Room 109)**

**Final Exam: December 13, mon.**