

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

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

Professor Maria Floro

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Ofc hrs: Mon 3-5 pm, 8-9 pm (by appt)

Wed 2-5 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.

<u>Assignment</u>	<u>Weight</u>	<u>Due Date</u>
1. Reaction/Thought Essays	20%	Every week
2. South Africa Time Use Exercise	10%	Oct 6
2. Research Paper	35%	
Thesis Statement/Outline		Oct 13
Literature Review		Nov 10
Final Paper		Dec 8,(5 pm).
3. Class Participation & Seminar Leadership	5%	Throughout
4. Final Exam	25%	Dec 13, mon.
Total	100%	

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:

Beneria, L. (2003). *Gender, Development and Globalization*. Routledge Books, New York and London.

Recommended:

Ferber, M. and J. Nelson (eds) (1993). *Beyond Economic Man: Feminist Theory and Economics*, University of Chicago Press, Chicago.

Petersen, J. and M. Lewis (eds) (1999). *The Elgar Companion to Feminist Economics*, Edward Elgar, Cheltenham, UK. [This is a handy reference book.]

Nancy Folbre (2008). *Valuing Children*, Harvard University Press

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

*Beneria, L. (2003) ‘The Study of Women and Gender in Economics’, in Beneria, L. (ed.) *Gender, Development and Globalization*, London: Routledge, Ch. 2: 31-62. [BENERIA]

*Ferber, M. and Nelson, J. (eds) (1993) *Beyond Economic Man*, Chicago: University of Chicago Press. Introduction and Chapter 1. [FERBER AND NELSON]

*Strassman, Diana (1999) “Feminist Economics” in *The Elgar Companion to Feminist Economics*, Cheltenham, UK: Edward Elgar [PETERSON AND LEWIS]

*Barker, Drucilla (1999) “Gender” in *The Elgar Companion to Feminist Economics*, Cheltenham, UK: Edward Elgar [PETERSON AND LEWIS]

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

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

United Nations Research Institute for Social Development. (2005) *Gender Equality: Striving for Justice in an Unequal World*. Geneva: UNRISD. Introduction and Chapter 1 [BB]

Grown, C., Gupta, G. and A. Kes (2005) *Taking Action: Achieving Gender Equality and Empowering women*. London: Earthscan. ([BB])

Week 2-5: Gender Perspectives in Microeconomics

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

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

*Pollak, R. (2003) ‘Gary Becker’s Contribution to Family and Household Economics,’

Review of Economics of the Household, 1(1-2), 111-41. [Handout]

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

*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. [FERBER AND NELSON]

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

*Folbre, N. (1986) 'Hearts and Spades: Paradigms of Household Economics', *World Development*, 14(2): 245-55. [BB]

*Frances Wooley (1996). "Getting the Better of Becker" *Feminist Economics*, Vol. 2 (1) pp. 114-120. [BB]

*Alderman, H., Chiappori, P-A, Haddad, L., Hoddinott, J. and Kanbur, R. (1995) 'Unitary Versus Collective Models of the Household: Time to Shift the Burden of Proof', World Bank Policy Research Working Paper Series No. 1217, Washington, D.C.: World Bank. [BB]

Supplementary Readings:

Bergmann, B. (1995) 'Becker's Theory of the Family: Preposterous Conclusions', *Feminist Economics*, 1(1): 141-50.

Udry, C. (1996). "Gender, Agricultural Production and the Theory of the Household," *Journal of Political Economy* 104(5):1010-46.

Bergstrom, T. (1996), "Economics in a Family Way," *Journal of Economic Literature*, Vol. 34, December, pp. 1093-1034.

*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.

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

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

*Carter, M. and Katz, E. (1998), "Separate Spheres and the Conjugal Contract: Understanding the Impact of Gender Biased Development" in Hoddinott, John, Harold Alderman and Lawrence Haddad (eds.) (1998) *Intrahousehold Resource Allocation in Developing Countries: Methods, Models and Policy*. Johns Hopkins University Press. [BB]

*Lundberg, S. and Pollak, R. (1993) 'Separate Spheres Bargaining and the Marriage Market', *Journal of Political Economy*, 101(6): 988-1010. [BB]

*Braunstein, E. and Folbre, N. (2001) 'To Honor and Obey: Efficiency, Inequality and Patriarchal Property Rights,' *Feminist Economics*, 7(1): 25-44, March. [BB]

Supplementary Readings:

Agarwal, B. (1997) 'Bargaining and Gender Relations: Within and Beyond the Household,' *Feminist Economics*, 3(1): 1-51. [Good background Reading.][BB]

Pollak, R. (1994) 'For Better or Worse, the Roles of Power in Models of Distribution within Marriage,' *American Economic Review*, 84(2): 148-52. [BB]

Doss, C. (1996). Testing among Models of Intrahousehold Resource Allocation, *World Development*, 24 (10): 1597-1609.

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]

*Himmelweit, S. (1999) 'Caring Labor,' *Annals of the American Academy of Political and Social Science*, 561 (1): 27-38.[BB]

*Shahra Razavi (2007) *The Political and Social Economy of Care in a Development Context*", Gender and Development Paper Programme No. 3, UNRISD. [BB]

*Beneria, L. (2003). *Gender, Development and Globalization*. Routledge Books, New York and London. Chapter 5, pp. 133-160.[BENERIA]

*Phipps, S., Burton, P. and Osberg, L. (2001) 'Time as a Source of Inequality Within Marriage: Are Husbands More Satisfied with Time for Themselves Than Wives?' *Feminist Economics*, 7(2): 1-21. [BB].

Supplementary Readings:

Craig, L. (2005) 'Where Do They Find the Time? An Analysis of How Parents Shift and Squeeze Their Time around Work and Child Care', Paper presented at a Conference on Time Use and Economic Well-Being, Annandale-on-Hudson, The Levy Economics Institute, October 2005.

Budlender, Debbie (2008) "The Statistical Evidence on Care and Non-Care Work across Six Countries," Gender and Development Paper No. 4, Geneva: UNRISD. [WEBLINK: [http://www.unrisd.org/unrisd/website/document.nsf/ab82a6805797760f80256b4f005da1ab/f9fec4ea774573e7c1257560003a96b2/\\$FILE/BudlenderREV.pdf](http://www.unrisd.org/unrisd/website/document.nsf/ab82a6805797760f80256b4f005da1ab/f9fec4ea774573e7c1257560003a96b2/$FILE/BudlenderREV.pdf)]

Badgett, L. and Folbre, N. (1999) 'Assigning Care: Gender Norms and Economic Outcomes,' *International Labour Review*, 138(3): 311-26.

Folbre, N. and Weisskopf, T. (1998) 'Did Father Know Best? Families, Markets and the Supply of Caring Labor', in Ben-Ner, A. and Putterman, L. (eds) (1998) *Economics, Values and Organization*, Cambridge: Cambridge University Press, 171-205.

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

*Folbre (2008) Valuing Children, Chaps 6-7.

* Indira Hirway (2009), "Time Use Surveys in Developing Countries: An Assessment", Working Paper, Center for Development Alternatives, India.[BB]

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

*Michael Bittman (1999). "Parenthood Without Penalty: Time Use and Public Policy in Australia and Finland, *Feminist Economics*. [BB]

* 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:

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 [BB]

Floro, M. and Miles, M. (2003), "Time Use, Work and Overlapping Activities," *Cambridge Journal of Economics*, 27(6). [BB]

Joshi, H. (1990) 'The Cash Opportunity Costs of Childbearing: An Approach to Estimation using British Data,' *Population Studies* 44(1):41-60.

Ironmonger, D. (1996) 'Counting Outputs, Capital Inputs and Caring Labor: Estimating Gross Household Product,' *Feminist Economics* 2(3). [BB]

Fedick, Cara B., S. Pacholok, S. and Gauthier, A.H. (2005) "Methodological Issues in the Estimation of Parental Time: Analysis of Measures in a Canadian Time-Use Survey," *Electronic International Journal of Time Use Research* 2(1):14-36.

National Research Council (2005). *Beyond the Market. Designing Nonmarket Accounts for the United States*, ed. Katharine Abraham and Christopher Mackie (Washington, D.C.: The National Academies Press).

EUROSTAT (2003). "Household Production and Consumption: Proposal for a Methodology of Household Satellite Accounts," http://content.undp.org/go/practices/poverty/docs/download/Household+Production+and+Consumption+EUROSTAT.pdf?d_id=205956&g11n.enc=ISO-8859-1.

Holloway, S., S. Short and S. Tamplin (2002). "Household Satellite Account: Experimental Methodology", UK Dept of National Statistics. <http://www.statistics.gov.uk/hhsa/hhsa/resources/fileattachments/hhsa.pdf>.

"Measuring Unpaid Work in New Zealand 1999", National Accounts Division, Statistics New Zealand. <http://www.stats.govt.nz/NR/rdonlyres/ED3980AD-5168-4002-9F5C-FE363FECBD0B/0/99UnpdWk.pdf>.

Time Use Databases:

American Time Use Survey: <http://www.bls.gov/opub/mlr/1999/08/art2full.pdf>

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]

*Beneria, L. (2003). *Gender, Development and Globalization*. Routledge Books, New York and London. Chapter 4 [BENERIA]

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

*Arup Mitra (2005). "Women in the Urban Informal Sector: Perpetuation of Meagre Earnings" *Development and Change* 36(2): 291–316.

Maloney, William (1999) "Does Informality Imply Segmentation in Urban Labor Markets? Evidence from Sectoral Transitions in Mexico", *The World Bank Economic Review*, vol. 13, 2.

*Kucera, David and Leanne Roncolato (2008) "Informal Employment: Two Contested Policy Issues", *International Labour Review*, Vol 147, No. 8. [BLACKBOARD]

Supplementary Readings:

Marilyn Carr, Marty Chen and Jane Tate, (2000). "Globalization and Home-Based Workers," *Feminist Economics*, Vol. 6, No. 3, November: 123-142.

Galli, R. and D. Kucera (2004). "Labor Standards and Informal Employment in Latin America", *World Development*, Vol. 32, No. 5, pp. 809-828, 2004.

Das, M. (2003). "The Other Side of Self-Employment: Household Enterprises in India," Social Protection Discussion Series, Washington, DC: The World Bank.
<http://siteresources.worldbank.org/SOCIALPROTECTION/Resources/SP-Discussion-papers/Labor-Market-DP/0318.pdf>

Kabeer, N. (2000). *The Power to Choose: Bangladeshi Women and Labour Market Decisions in London and Dhaka*, Verso Press, London.

Robert S. Chase (1995) "Women's labor Force Participation During and After Communism: A Study of the Czech Republic and Slovakia" Discussion Paper 768, Yale University Growth Center, Yale University, November.

Prugl, E. (1999) *The Global Construction of Gender: Home-Based Work in the Political Economy of the 20th Century*, New York: Columbia University Press.

Freeman, C. (2000) *High Tech and High Heels in the Global Economy*. Raleigh, NC: Duke University Press.

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

*Goldin, C. (2002) 'The Rising (and then Declining) Significance of Gender', NBER Working Paper, Cambridge: National Bureau of Economic Research. [BB]

*Polachek, S. (1981), "Occupational Self Selection: A Human Capital Approach to Sex Differences in Occupational Structure," *Review of Economics and Statistics*, Vol. 63, No.1, February. [BB]

*England, P. (1982) "The Failure of Human Capital Theory to Explain Occupational Sex Segregation," *Journal of Human Resources*, Vol 17, No. 3, Summer 1982, pp. 358-370. [BB]

*Greg Hundley (2000) "Male/Female Earnings Differences in Self-Employment: The Effects of Marriage, Children, and the Household Division of Labor" *Industrial and Labor Relations Review*, Vol. 54, No. 1 (Oct., 2000), pp. 95-114. [BB]

*Darity, W. and Mason, P. (1998) 'Evidence on Discrimination in Employment: Codes of Color, Codes of Gender', *Journal of Economic Perspectives*, 12(2): 63-90.[BB]

Supplementary Readings:

Blau, F., Kahn, L., and Lawrence, M. (2000) 'Gender Differences in Pay', *Journal of Economic Perspectives*, 14(4): 75-99.[BB]

Figart, D. (1997) 'Gender as More than a Dummy Variable: Feminist Approaches to Discrimination', *Review of Social Economy*, 55(1): 1-32.

Rachel Connelly (1992). "Self-Employment and Providing Child Care". *Demography*, Vol. 29, No. 1 (Feb., 1992), pp. 17-29. [BB]

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

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

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

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

*Quisumbing, A., Haddad, L. and Pena, C. (2001) 'Are Women Over-Represented Among the Poor? An analysis of Poverty in 10 Developing Countries', FCND Discussion Paper No. 115, Washington, D.C.: International Food Policy Research Institute.
<http://www.ifpri.org/divs/fcnd/dp/papers/fcndp115.pdf>

*Bardasi, E. and Q. Wodon (2006) "Measuring Time Poverty and Analyzing Its Determinants: Concepts and Application to Guinea." [BB]

*Cantillon, S. and Nolan, B. (2001) 'Poverty Within Households: Measuring Gender Differences Using Non-Monetary Indicators', *Feminist Economics*, 7(1): 5-23[BB].

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

Pressman, S. (2002) 'Explaining the Gender Poverty Gap in Developed and Transitional Economies', *Journal of Economic Issues*, 36(1): 17-40.

Fodor, E. (2001) 'The Feminization of Poverty in Six Post Socialist States', *Review of Sociology*, 7(2): 91-107.

Heintz, J. (2005) 'Employment, Poverty and Gender in Ghana', Working Paper No. 92, Amherst: PERI, University of Massachusetts, Amherst.

Weeks 11-12: Gender, Economic and Social Policy

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

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

*England, P. (1992) *Comparable Worth: Theories and Evidence*, New York: Aldine Press. Selected Chapters. [BB]

*Killingsworth, M. (1990) *The Economics of Comparable Worth*, Kalamazoo: Upjohn Institute for Employment Research, Selected Chapters.[BB]

*Price, V. (2002) 'Race, Affirmative Action and Women's Employment in U.S. Highway Construction', *Feminist Economics*, 8(2): 87-113.[BB]

Supplementary Readings:

Betty Woody, "Affirmative Action in *The Elgar Companion to Feminist Economics*, Cheltenham, UK: Edward Elgar [PETERSON AND LEWIS].

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

Curry, G. (ed.) (1996) *The Affirmative Action Debate*. Reading, MA: Addison-Wesley.

Bergmann, B. (1996) *In Defense of Affirmative Action*. New York: Basic Books.

Leonard, J. (1984), "Anti-Discrimination or Reverse Discrimination," *Journal of Human Resources*, Vol. 19, Nos. 2, Spring, pp. 145-74.

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

*Albelda, R. (2001) 'Welfare-to-Work, Farewell to Families? U.S. Welfare Reform and Work/Family Debates', *Feminist Economics*, 7(1): 119-35. [bb]

*Jelin, E. (2007). "Gender and the Family in Public Policy: A Comparative View of Argentina and Sweden" in Kabeer et al. (2007). *Global Perspectives on Gender Equality*. Geneva: UNRISD. [BB]

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

*Maxine Molyneux (2006) "Mothers at the Service of the New Poverty Agenda: The PROGRESA/Oportunidades Programme in Mexico" in Razavi, S. and S. Hassim (2006) *Gender and Social Policy in a Global Context*. Geneva: UNRISD, pp. 43-69. [BB]

Supplementary Readings:

Christopher, K. (2004) 'Welfare as We [Don't] Know It: A Review and Feminist Critique of Welfare Reform Research in the United States', *Feminist Economics*, 10(2): 143-71.

Dawson, G. and Hatt, S. (2000) *Market, State and Feminism: The Economics of Feminist Policy*, Cheltenham: Edward Elgar.

Day, M. and Rake, K. (2003) *Gender and the Welfare State: Care Work and Welfare in Europe and the United States*, Cambridge: Polity Press.

Lewis, J. (1997) 'Gender and Welfare Regimes: Further Thoughts', *Social Politics*, 4(2): 160-77.

McKay, A. (2001) 'Rethinking Work and Income Maintenance: Promoting Gender Equality Through a Citizen's Basic Income', *Feminist Economics*, 7(1): 97-118.

Lund, F. (2006) "Working People and Access to Social Protection" in Razavi, S. and S. Hassim (2006) *Gender and Social Policy in a Global Context*. Geneva: UNRISD.

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

*Croson, R. and Gneezy, U. (2008). "Gender Differences in Preferences." *Journal of Economic Literature*. 47 (2), 1-27 [BB]

*Catherine Eckel and Grossman. (2008) Differences in the Economic Decisions of Men and Women: Experimental Evidence. In *Handbook of Experimental Economics Results*. Edited by Charles R. Plott and Vernon L. Smith. Elsevier B.B. Oxford UK

*Andreoni, J. and Vesterlund, J. 'Which is the Fair Sex? Gender Differences in Altruism', *The Quarterly Journal of Economics*, 116(1): 293-312.

Supplementary Readings:

Seguino, S., Stevens, T., and Lutz, M. (1996) 'Gender and Cooperative Behavior: Economic Man Rides Alone', *Feminist Economics*, 2(1): 1-21.[BB]

Eckel, C. and Grossman, P. (1998) 'Are Women Less Selfish Than Men? Evidence From Dictator Experiments,' *The Economic Journal*, 108(448): 726-35.

Croson, R., Marks, M. and Snyder, J. (2003) 'Group Work for Women: Gender and Group Identity in the Provision of Public Goods' Available from: <http://opim.wharton.upenn.edu/~crosonr/research/%5B69%5D.pdf>

Solnick, S. (2001) 'Gender Differences in the Ultimatum Game', *Economic Inquiry*, 39(2): 189-200.

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.