COURSE DESCRIPTION:
Although models in development, labor, and public sector economics have long been enriched through taking explicit account of gender differences in behavior to formulate policy implications, until recently, macroeconomic and international economic modeling largely ignored gender. Since the mid-1990s, marked by the publication of a special issue of *World Development,* there has been growing focus on the need to incorporate gender into macroeconomic modeling to improve macroeconomic policy formulation.

This course introduces students to the growing body of studies and research on gender-aware analyses in macroeconomics, public finance, and international economics and finance. Using analytical models, empirical studies, case histories and ethnographic research, it hopes to enhance understanding of feminist theories of economic growth, gender-aware macroeconomic models, gender and recession/crisis; gender analysis of fiscal policy and the practice of gender budgets; gender, trade and investment; gender and credit markets; and gender-aware macroeconomic, trade and investment policies.

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

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<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tr>
<td>1. Reaction/Thought Essays</td>
<td>25%</td>
<td>Every week</td>
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<tr>
<td>2. Growth Constraints Assignment/Presentation</td>
<td>25%</td>
<td>March 22</td>
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<tr>
<td>3. Choice of Research Paper OR Final Exam</td>
<td>40%</td>
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<td>3a. Research Paper</td>
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<td>Thesis Statement/Outline</td>
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<td>Literature Review</td>
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<td>Final Paper</td>
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<td>3b. Final Exam</td>
<td>40%</td>
<td>May 3</td>
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<td>4. Class Participation, Seminar Leadership</td>
<td>10%</td>
<td>Throughout</td>
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<tr>
<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: 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 (25%)
You will be expected to write four-five paragraph reaction/thought essays each week, posted on Blackboard, on the set of assigned readings for that week. You should state at least three critical points that you think are raised in the readings, discuss how each of the readings addresses these points, and, finally, provide a short evaluation of the assumptions, methodology and/or analysis of the authors. You should conclude with your own reflection on the issue or topic. Your contributions must be posted on BB by 12:00 pm (noon) each Tuesday.

Group Exercise and Presentation – Engendering Constraints to Growth or Beneficiary Assessment (25%)
In this exercise you will seek to engender one of two tools used by development agencies to identify constraints to growth and assessment of benefits from growth. Instructions for the exercise will be handed out in class and posted on Blackboard and due on FEBRUARY 15.

Research Paper Option (40%)
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). 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 paper that includes a revised literature review and any one of the following:

MA Students
- Exploring or developing feminist methodology in studying a particular issue and applying it through interviews, qualitative and quantitative surveys, participant observation, case studies, or another method.

PhD Students
- Developing or modifying a formal economic model (growth – heterodox or neo-classical, trade, inflation, taxation, etc.) by incorporating gender variables,
- Econometric analysis of any topic covered in the course using time series or cross-section household or individual-level data.

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

Thesis and Outline of paper (with list of references)
Your 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. DUE DATE: FEBRUARY 1.
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 b) policies or projects that either affect the issue or address directly the problem or issue. 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 under Handouts.]

The literature review must be typed, double-spaced and a maximum length of 12 pages. DUE DATE: MARCH 22.

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. You need to compare and contrast your results with those in existing studies.

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: APRIL 26.

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%).

Final Exam Option (40%)
The final in-class exam will cover all the topics discussed in the course. The date for the final exam is MAY 3.

Class Participation (10%)
Students are expected to read the assigned reading material, attend classes, do assignments, and come prepared for discussion.

Starting in two weeks and continuing throughout the semester, I will assign pairs of students to lead discussion of a selected set of readings in the second hour of particular classes. The seminar leaders will be expected to make a 30 minute presentation of the readings and to lead the class in discussion of the main issues.

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 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.

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 Textbook:**


**Useful References:**

Petersen, J. and M. Lewis (eds), *The Elgar Companion to Feminist Economics*, Edward Elgar, Cheltenham, UK. 1999

*Jan. 11: Course Overview and Introduction to Gender, Macroeconomics, Trade, and Finance*


**Supplementary Readings**


*Jan. 18-Feb. 15: Gender Perspectives on Macroeconomics (Models, Econometric Studies, Policy Issues)*

*Jan. 18: Introduction to Gender Aware Macro Modeling*


Supplementary Readings


Background to Growth Theory in Developing Countries:


Jan. 25: Gender-Aware Macro Models, cont. [SEMINAR LEADERSHIP]


Seguino, S. (2008) “Gender, Distribution and Balance of Payments Constrained Growth in Developing Countries,” [POSTED on BB]


Supplementary Readings


**Feb. 1: Gender-Aware Empirical Research - Gender Inequality and Growth [Thesis Statement/Outline/References Due]**

*Does gender inequality reduce growth?*


*Does growth reduce gender inequalities?*


**Supplementary Readings**


**Feb. 8: Gender Aware Empirical Research - The Case of Unemployment and Cycles [SEMINAR LEADERSHIP]**


**Secular Trends and Cycles:**


**Supplementary:**


**Feb. 15: Gender, International Finance, and Economic Crisis [SEMINAR LEADERSHIP]**


Groshen, E., S. Potter, and A. Zetlin-Jones (2005) ‘Structural Changes During Recessions by
Gender’, New York: Federal Reserve Bank

Supplementary Readings


February 22-March 15: Gender and Trade (Models, Econometric Studies, Policy Issues)

Feb 22: Gender and Trade Theory and Models [Prof Blecker - Guest Lecture]


Supplementary Readings


March 1: Gender and Trade Empirical Evidence [SEMINAR LEADERSHIP] [LITERATURE REVIEW DUE]


Supplementary Readings


March 8: Spring Break

March 15: Gender and Trade Policy Issues


Supplementary Readings


March 22: Growth Constraints Projects Due and Group Presentations

March 29: Gender, Investment, and Savings [SEMINAR LEADERSHIP]


Supplementary Readings:


April 5: Gender and Credit [SEMINAR LEADERSHIP]


*Supplementary Readings*


**April 12-19: Gender, Monetary Policy, and Fiscal Policy**

**April 12: Gender, Monetary Policy and Fiscal Policy [SEMINAR LEADERSHIP]**


**April 19: Gender, Public Expenditure and Taxation**


*Supplementary Readings – Benefit Incidence*


*Supplementary Readings - Country Examples of Gender Budgets*


*Supplementary Readings – Gender, Taxation, and Tax Incidence*


*Supplementary Readings - Tax Incidence:*


*April 26: FINAL PAPER DUE*

*May 3: FINAL EXAM*