

**NORTHWESTERN UNIVERSITY**  
**ECONOMICS 342**  
**ECONOMICS OF GENDER**  
**SPRING 2019**

*Instructor:* Professor Hilarie Lieb  
*Office:* KGH 3463  
*Office hours:* Tuesday 1:00-2:30 PM and Wednesday 1-2:30 PM or by appointment  
*Office phone:* Economics:847-491-5140 (main number) or 847 491 8225(KGH 3463)  
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*Lecture Schedule:* TTh 11:00 AM-12:20 PM (Tech Institute Lecture Room 4)  
*Discussion Section :* F 2-2:50 University Hall 122 (meeting on specific dates/ see CANVAS )

*TA/office hours:* Maria Betto (email :Mario.betto@u.northwestern.edu)  
W 9-11 AM KGH 3496



*The ancient symbol of harmony reminds us that life is a balancing act and most fulfilling when we learn to embrace its 'multiplicity'*

***Course Description:***

Beginning in the 1950's, through the mid-1990's, significant increases in the percentage of women in the work force and changes in the type of work they did, was observed in the United States. This transition had a major impact on our economy. Although there has been a leveling off of this growth, compositional changes continue. This course will use economic methods to analyze these changes and help explain the associated gender differences in employment and earnings. Economic models based on rational choice theory will be used to explain how individuals make decisions about the allocation of time between non-market and market activities, and investments in different types of human capital. The interaction between these decision making processes and cultural imperatives, technology, public policy, among other key factors, will be explored. Empirical evidence will be used to evaluate the validity of predicted outcomes of these models.

A historical narrative, beginning prior to industrialization in the United States, will be developed to analyze the different roles men and women played in the economy and the reasons for this. Grounding the analysis in a historical context will help identify the economic factors that fostered the subsequent rise in women's labor force participation.

Some specific areas of study include: occupational segregation, pre-market and labor market discrimination, feminization of poverty, and economic returns to education. Policy issues will also be addresses. Among these topics will be included: antidiscrimination legislation, family leave, civil unions and domestic partnership laws, and welfare reform.

The goal of this course is to give the student the ability to critically evaluate both the literature on gender issues and related policy debates, to identify where contributions to this literature can be made and to apply concepts learned through class assignments.

**Prerequisites:** Economics 310-1, Economics 281

**Required Text:**

Blau, Francine and Anne E Winkler, The Economics of Women, Men and Work, 8<sup>th</sup> Edition, Oxford Press, 2018 BFW

Goldin, Claudia, Understanding the Gender Gap, Oxford, Oxford University Press, 1990 G

Additional Material:

All assigned journal articles, government publications, etc. will have links on our CANVAS class website.

**Grades and Class Structure:**

The class will consist of formal lectures, class discussions, and small group exercises. Grades will be based on problem sets, two exams, class participation and a final paper.

Grades will be determined in the following manner:

- Examination 1 TBA Week 5 25% of Final Grade
- Examination 2 TBA exam 25% of Final Grade
- Problems Sets (2 @ 5% each) 10% of Final Grade
- Class Participation(includes, but not limited to:: 10% of Final Grade
  - Article presentations/PP/exam question
  - In class group exercises
- Literature Review Paper 30% of Final Grade
  - (includes annotated bibliography(5%))

**Course Schedule**

<i>Dates</i>	<i>Topic</i>	<i>Readings/Additional Info</i>
April 2 <sup>nd</sup> -4 <sup>th</sup>	Why Economics of Gender: Labor Market Patterns	BFW: Chpt 5
April 9 <sup>th</sup> -11 <sup>th</sup>	Non-Market Work Valuation/ Historical Overview: Pre- Industrialization to 1960 Goldin U	BFW: Chpt 2,4 and 13(pp 349-366) G: pp 27-28, 42-55 and Chpt 6 159-179(not responsible for logit analysis 168-169)
<b><u>Course Schedule</u></b>		
<i>Dates</i>	<i>Topic</i>	<i>Readings/Additional Info</i>

April 16 <sup>th</sup> -18 <sup>th</sup>	Marriage and the Family	BFW: Chpt 3,4
April 23 <sup>rd</sup> -25 <sup>th</sup>	Labor Supply Decision Introduced 4/25: Topic and Annotated Bibliography due 4/23 Problem Set I handed out	BFW: Chpt 13: pp 367-378, Chpt 6
April 30 <sup>th</sup> -May 2 <sup>nd</sup>	Labor Supply Decision cont. Problem Set I due 4/30 Midterm 5/02	BFW: Chpt 6
May 7 <sup>th</sup> -9 <sup>th</sup>	Gender Wage Trends/ Occupational Segregation 5/07 Economics Librarian Visit (Topic: Sources, documentation, Q&A(specific concerns))	BFW: Chpt 7 G: Chpt 3 Wage Gap Debate 5/09 May 10 <sup>th</sup> (last day to drop a class for Spring)
May 14 <sup>th</sup> -16 <sup>th</sup>	Human Capital Investments/ other Supply Side Factors Special Topic: Title IX/ Sexual Violence and Economic Costs	BFW: Chpt 8,9
May 21 <sup>st</sup> -23 <sup>rd</sup>	Discrimination/Policy Problem Set 2 handed out 5/21	BFW: 10,11,12 G: Chpt 4 and 7
May 28 <sup>th</sup> -30 <sup>th</sup>	5/28 problem set due Review of Problem Set Review for Exam 2 5/30 Exam 2	
June 4 <sup>th</sup> -9 <sup>th</sup>	Reading Week	No class
June 10 <sup>th</sup>	Literature Review due by 5PM	Upload paper on CANVAS site under assignments

The recommended readings inform the class discussions we will have for the week they are listed. I will note in class where they are relevant. (\*) Readings should be read prior to the class assigned and students should be prepared to participate in an informal discussion of these. **You may include required readings in your literature review, but only one of such articles will count towards the 8 required for this assignment. You can of course have more than 8 references. Up to two recommended readings can count towards the eight.(see assignments on CANVAS for more details)**



## I. Why Economics of Gender? Labor Market Patterns/Non-Market Work Valuation

Required:

\*Edsall, Thomas B., *What Happens if the Gender Gap Becomes a Gender Chasm?*, The New York Times, July 12, 2018

Landefeld, J. Steven, Barbara M. Fraumeni, and Cindy M. Vojtech., *Accounting for Household Production: A prototype satellite account using the American time use survey*. *Review of Income and Wealth* 55.2 (2009): 205-225.

Murray, Mark, *Two Weeks Out, Democrats retain an edge but 'unprecedented enthusiasm' is fueling both parties*. NBC News/WSJ Poll, October 21, 2018

Suh, Jooyeoun, and Nancy Folbre, *Value Unpaid Child Care in the US: A Prototype Satellite Account Using the American Time Use Survey*, *Review of Income and Wealth*, Series 62, Number 4, December 2016

Recommended Readings:

Eisner, Robert, *The Total Incomes Systems of Accounts*, Chicago, University of Chicago Press, 1989 (Chpt 4 Households, Appendix Valuation of Household Work)

Reid, Margaret, *The Economics of Household Production*, New York, John Wiley and Sons, 1934

## II. Historical Overview: Pre-Industrialization to 1960

Required:

Costa, Dora L., *From Mill Town to Board Room: The Rise of Women's Paid Labor*, The Journal of Economic Perspective, Vol 14, No4, (Autumn 2000) pp. 101-117

Folbre, Nancy, *The Unproductive Housewife: Her Evolution in Nineteenth-Century Economic Thought*, Signs, 16:3 (1991:Spring)

Olivetti, Claudia, *The Female Labor Force and Long Run Development: The American Experience in Comparative Perspective*, National Bureau of Economic Research, Working Paper 19131, Cambridge, MA, June 2013 (pp 5-9)

Recommended Readings:

Folbre, Nancy, *The Unproductive Housewife*, Chapter 17, in Greed. Lust & Gender: A History of Economic Ideas, Oxford University Press Inc., New York, 2009(note missing page under web links)

Mill, John Stuart, The Subjection of Women, Longmans, Green, Reader and Dyer, London 1869.

### **III. Marriage and the Family**

Required:

Black, Dan A., Seth G. Sanders, and Lowell J. Taylor. *The economics of lesbian and gay families*. The Journal of Economic Perspectives 21.2 (2007): 53-70.

Cherry, Robert, *Rational Choice and the Price of Marriage*, Feminist Economics,, 4:1, Spring 1998(not responsible for pages 36-40)

Recommended Readings:

Becker, Gary S., A Treatise of the Family, Chpt 2, *Division of Labor in Households and Families*, Cambridge, Harvard Press, 1981,

Copen, Casey, Kimberly Daniels, and William Mosher, *First Pre-marital Cohabitation in the United States 2006-2010 National Survey of Family Growth*, National Health Statistics Reports, Number, 64, April 4, 2013

Mernitz, Sara, *A Cohort Comparison of Trends in First Cohabitation Duration in the United States*, Demographic Research, June 2018, Vol 38, Article 66, pp 2073-2086

### **IV. Labor Supply Decision**

Required:

Bergen, Elizabeth, *The Economic Context of Labor Allocation Implications for Gender Stratification*, Journal of Family Issues, Vol. 12, No. 2, 140-157 (1991)

Bertrand, Marianne, Emir Kamenica and Jessica Pan, *Gender Identity and Relative Income within Households*, The Quarterly Journal of Economics, 571-614, 2015

Bianchi, Suzanned M. Milkie, Melissa A., Robinson, John P. Sayer Liana C., *Is Anyone Doing the Housework? Trends in the Gender Division of Household Labor* , Social Forces , September, 2000

Goldin, Claudia, *The Long Road to the Fast Track; Career and Family*, The American Academy of Political and Social Science ,The Annals of The American Academy of Political and Social Science, November, 2004, 596 Annals 20

#### Recommended Readings:

Blau, Francine D., and Lawrence M. Kahn. *Changes in the labor supply behavior of married women: 1980-2000*. No. w11230. National Bureau of Economic Research, 2005.

Gronau, Reuben. *Leisure, home production, and work--the theory of the allocation of time revisited*. The Journal of Political Economy, 1099-1123 (1977)

### **V. Gender Wage Trends/ Occupational Segregation**

#### Required:

Goulds, Elise, *State of Working America: Wages 2018, Wage inequality marches on-and is even threatening data reliability*, Economic Policy Institute, February 20, 2019 (only sections related to gender)

Hegewisch, Ariana and Emma Williams Baron, *The Gender Wage Gap by Occupation 2017 and by Race and Ethnicity*, Institute of Women's Policy Research, April, 2019

Olivetti, Claudia and Barbars Petrongolo, *The Economic Consequences of Family Policies: Lessons from a Century of Legislation in High-Income Countries*, Journal of Economic Perspectives, 3, pp 205-230, 2017

\*Rose, Stephen, and Heidi Hartmann, *Still A Man's Labor Market: The Slowly Narrowing Gender Wage Gap*, Institute for Women's Policy Research, 2018

\*Tarr, Tanya, *How This Study Misse:s The Mark On Equal Pay And The Pay Gap*, ForbesWomen, Nov 30, 2018

Waldfoegel, Jane, *Understanding the 'Family Gap' in Pay for Women with Children*, Journal of Economic Perspective, American Economic Association, Nashville TN, Winter 1998

#### Recommended Readings:

Duncan, Otis Dudley, and Beverly Duncan, *A Methodological Analysis of Segregation Indexes*, American Sociological Review, 20: 210-17, 1955

Goldin, Claudia, and Lawrence F. Katz. *The power of the pill: oral contraceptives and women's career and marriage decisions*. No. w7527. National Bureau of Economic Research, 2000.

Lundberg, Shelly, and Rose, Elaina, *Parenthood and the Earnings of Married Men and Women*. Labour Economics, Volume 7, Issue 6, November 2000, Pages 689–710

Kleven, Henrik, Camille Landais, Johanna Posch, Andreas Steinhauer, and Josef Zweimuller, *Child Penalties Across Countries: Evidence and Explanations*, National Bureau of Economic Research, Working Paper 25524, Cambridge, MA, February 2019

## **VI. Human Capital Investments**

Required:

Goldin, Claudia, and Lawrence Katz, *The Career Cost of Family*, Alfred P. Sloan Foundation, Washington D.C., November 2010

Polachek, Solomon W., *How the Human Capital Model Explains Why the Gender Wage Gap Narrowed*, DISCUSSION PAPER SERIES IZA DP No. 1102 Forschungsinstitut zur Zukunft der Arbeit Institute for the Study of Labor, April 2004

Post L.A., Mezey N.J., Maxwell C., Wibert W.N., *The rape tax: Tangible and intangible costs of sexual violence*, Journal of Interpersonal Violence, 17 (7), pp. 773-782, 2002

Department of Education, "Dear Colleague Letter" of April 2011 from the Department of Education, Office of Civil Rights, Assistant Secretary, April 4, 2011

Meritor Savings Bank v. Vinson, The Supreme Court's Recognition of the Hostile Environment in Sexual Harassment Claim, 1986

Recommended Readings:

Wiswall, Matthew, and Basit Zafir, *Preference for the Workplace, Human Capital and Gender*, National Bureau of Economic Research, Working Paper 22173, April 2016, pp1-5, 34-35

## **VII. Discrimination**

Required:

Beauraina, Guillaume and David Mascletab, *Does affirmative action reduce gender discrimination and enhance efficiency? New experimental evidence*, European Economic Review, Volume 90, November 2016, Pages 350-362

Darity, William Jr., and Mason, Patrick, *Evidence on Discrimination in Employment: Codes of Color, Codes of Gender*, (Journal of Economic Perspectives, Vol. 12, Number 2, Spring, 1998

Fasang, Anette. *Recruitment in symphony orchestras: testing a gender neutral recruitment process*. Work, Employment & Society 20.4 (2006): 801-809.

Greene, Michael and Hoffnar, Emily, *Gender Inequality in the Service and Manufacturing Industries in the U.S.*, in Feminist Economics I(3) 1995, p82-95

Hamermesh, Daniel, and Jeff, Biddle, *Beauty and the Labor Market*, American Economic Review, vol 84, Dec. 1994, pp 1174-1194

\*Mangu-Ward, Katherine, *Stop Counting Women: Quotas and tallies won't bring real progress on gender parity*, Sunday Review, New York Times, New York, NY, February 24, 2019, pp 1-7

\*Wells, Georgia, *Snap Paid Settlements to Women Who Alleged Discrimination*  
*Staffers said workforce cuts targeted women unfairly; company later took steps to improve its culture and diversity*, Wall Street Journal, March 6, 2019

#### Recommended Readings:

Heckman, James, *Detecting Discrimination*, (Journal of Economic Perspectives, Vol. 12, Number 2, Spring, 1998,

### VIII. Contemporary Issues for Discussion

\*Bazon, Emily, *Why Aren't Women Advancing More in Corporate America?*  
*From the 1970s into the '90s, women made serious progress in the workplace. Then that progress stalled, especially at the top.* The New York Times New York, NY, February 24<sup>th</sup>, 2019

Goldin, Claudia, *A Grand Gender Convergence: Its Last Chapter*, American Economic Review 2014, 104(4): 1091-1119)

#### Important Course Rules:

##### *Cell phones/ computers:*

Students are asked to not to have their cell phones turned on, nor to have them visible to themselves or other students, during class. This is to ensure the best learning environment for themselves and their classmates. This study and others have captured the negative externalities associated with in class use of cell phones and laptops.

(<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>). For this reason students are encouraged to take notes by hand, but are permitted to use laptops in class. (<https://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>)

You may use a laptop computer or computer tablet during the lectures to take notes. To make sure that you are indeed taking notes, I will ask students using laptops to sit in the front row and/or left section of the class.(if facing forward) If it is determined that an individual's laptop usage is distracting to other students, he/she will be asked to discontinue its usage.

##### *Excused Absences*

There are no make-ups for any of the exams. If you miss an exam for an excused reason, such as illness, or travel with a University sports team, please make sure that you email me in advance, otherwise you will get a zero on the test. Once you reach out to me, I'll be in communication with your college advisor and the Office of Academic Standing to see if a reasonable accommodation applies.



If you are feeling unwell, you should report right away in person to the Student Health Service or CAPS so that they can check on you. Documenting a health emergency requires 2 steps: (1) you should report in person to the Student Health Service or CAPS prior to the time of the exam so that they can check on you; (2) you should communicate with the Advising Office so that they can start, if approved, a protocol for a reasonable accommodation. If you fail to do so, it will be impossible for us to determine whether you indeed needed an accommodation. The University will ask the health providers to confirm that your medical emergency incapacitated you to take the test (i.e. you were too ill to be able to take the test).

The Office of Academic Integrity, the Advising Office, the Office for Student Assistance & Support Services (SASS) and the professor will be in communication about your case in the event of an excused absence. If you have a documented, approved reason and you do reach me in advance, you will be given the opportunity to apply for an incomplete and to take a make-up exam the following quarter during Week 2, at the earliest.

Because of the structure of the class, it is very important that we test you for the two midterms. No exceptions to this rule. In the absence of documentation, an absence will be considered unexcused. If you miss an exam for an unexcused reason, you will receive a 0 on that assessment. Missing class for a job interview or a family event would not constitute an excused absence.

Remember, if you miss one or more exams for undocumented reasons, you will receive a grade of F. If you take an exam, or start to take an exam, can you receive an excused absence for that exam? No. If you take an exam, or start to take an exam, you cannot receive an excused absence for that assessment. Your exam score will count and it will be used to determine your final grade in the class. If you feel that you are too unwell to take the exam, do not take the exam. Instead, you should report in person to the Student Health Service or CAPS prior to the time of the exam.

*Policy on Late Assignments:*

There are two problem sets for this class and they must be handed in on time. This means handing them in at the beginning of class the day they are due. **You required to make a copy of your answers to each problem set(camera photo or equivalent option is fine).** It will be assumed you have done this, in case this copy is needed.

The annotated bibliography and literature review must be uploaded on time on our CANVAS site. These too must be handed in on time.

Any late assignments will be penalized based on the specific assignment and how late it is.

