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)
e-mail: hilarie@northwestern.edu

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 addressed. 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, 8th Edition*, Oxford Press, 2018  
BFW

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:  
  - Article presentations/PP/exam question  
  - In class group exercises  
  10% of Final Grade
- Literature Review Paper  
  - (includes annotated bibliography(5%))  
  30% of Final Grade

**Course Schedule**

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

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


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


Recommended Readings:


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

II. Historical Overview: Pre-Industrialization to 1960
III. Marriage and the Family

Required:


Recommended Readings:


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


IV. Labor Supply Decision

Required:


Recommended Readings:


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


*Tarr, Tanya, *How This Study Misses the Mark On Equal Pay And The Pay Gap*, ForbesWomen, Nov 30, 2018


Recommended Readings:


VI. Human Capital Investments

Required:


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


Recommended Readings:


VII. Discrimination

Required:


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


*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**

*Bazelon, 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 24th, 2019


**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](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/](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.