



**Gender Relations and Economics**  
PI 2238, Winter Semester 2016-2017  
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This is a draft of the course syllabus (v2). Details can change at any time; the newest version will be the one posted on Learn@WU.

**Course Description:**

This course introduces students to the relevance of gender relations in economics as a discipline and in economic processes and outcomes. The course covers three main components of gender in economics and the economy: (1) the gendered nature of the construction and reproduction of economic theory and thought; (2) the relevance and role of gender in economic decision-making; and (3) differences in economic outcomes based on gender. We will touch on the relevance of gender and gender relations in at least each of the following topics: economic theory; the history of economic thought; human capital accumulation; labor market discrimination; macroeconomic policy, including gender budgeting; household economics; basic econometrics; and economic crises.

Along with mastering the content of the class, students will be encouraged to develop their general academic skills. On the first day of class, the instructor will review the most important aspects of academic writing. A central goal of the course is for students to develop their critical thinking and writing skills, and their ability to present their (written and verbal) academic work in a clear, convincing, and appropriate fashion. These goals will be highlighted throughout the course, and students will be graded in part on their improvement in this regard. The response papers are the best means for students to practice honing their academic thinking and writing skills.

The class will meet once per week for nine sessions, and will have a 6-hour long final class. Students are required to attend class. Class meetings will consist of lectures by the instructor, short readings, videos, class discussion, and group work.

**Goals of the course:**

This course provides a thorough overview of the state of research and central issues in gender economics. The students will develop an understanding of the basic relationships between economics and gender relations, and the (re)production of these relationships. Students are encouraged to think independently about how gender works and matters in economic processes and outcomes.

**Required Texts:**

Students do not need to purchase any textbooks. Readings are either available online or will be provided by the instructor, posted on Learn@WU.

## Requirements:

- **Attendance**

- Attendance and participation are an important part of the course. Participation points will be distributed immediately following class and updated on Learn@WU.
- Students are responsible for all course material, even if they have missed a class.

- **Response Papers**

- Students can write three response papers to weekly readings throughout the semester.
- The reading for each class should be completed *before* the class meets. A response paper on a particular reading is due on the day that we discuss the reading in class (the day it is listed below).
- Response papers *must* be submitted in class. No late assignments will be accepted for any reason. If your essays run longer than one piece of paper (which they should not), *please* make the world a better place by stapling your pages together. ☺
- Here is the grading system for response papers. They should
  - \* 4: correctly and clearly describe what the text is about. This is a **3-4 sentence summary** of the main questions, goals, methods, and conclusions of the text.
  - \* 3: succinctly and clearly discuss the single **most interesting idea or concept** introduced in the text, and explains why exactly it is so compelling.
  - \* 3: thoroughly discuss **what is missing** from the text, or how it **could be improved**. In the first case, the student explains exactly why this missing piece is important and how it would change the analysis; in the second case, the student provides his/her own suggestions for improvement. Keep in mind that the critique should be based on the context of the goals of the paper!
  - \* 2: include concepts and ideas discussed in the course and/or from previous readings.
  - \* 2: correctly cite the text under discussion.
  - \* 1: meet the formal requirements for correct spelling, punctuation, and length.
- Response paper grades will be posted on Learn@WU. Students are responsible for ensuring that the grades they receive in written feedback match the grade posted online.

- **Gender in Economics Essay**

- Students will write individual essays in which they reflect on their own education. The essay should answer the question, “how could an analysis of gender and/or social identity enhance my understanding of how the economy works?” Students should answer this question with some specific examples.
- There are no formal requirements regarding the length of this essay. Papers of differing lengths can be equally good! Remember to make each paragraph, each sentence, and each word contribute to your argument.
- The essay should include reference to academic literature and concepts discussed in class.

- **Informative video**

- Throughout the semester, students will work in groups to create a teaching video (between five and 15 minutes long) on a topic relevant to the class (to be approved first by the instructor). The video should be based on thorough academic research, for which the group will submit an annotated bibliography.
- The annotated bibliography should include short summaries of at least three academic

papers or books per group member, including the paper's relevance to the group's topic. This work is due on December 16th.

- Each group must meet with the instructor before November 2nd to get approval for their topic.
- The class will watch the videos on the last day of class and give feedback. Final videos should be posted on YouTube by December 23rd.
- The grade for this exercise will be based on instructor evaluation (15 points – 10 of which for the annotated bibliography) as well as peer evaluation (15 points – five of which from other group members).

**Point system:**

Response papers (3)	15 each
Gender in Economics Essay	15
Annotated bibliography	10
Group video	20
Class participation	10

**Grading scale:**

$\geq 90$	1
80-89	2
65-79	3
55-64	4
$\leq 54$	5

## Topics and reading assignments:

Date	Topic; Reading
5 October	<ul style="list-style-type: none"> <li>• Introduction and overview of the course</li> <li>• Course structure; expectations and requirements; goals</li> <li>• Foundations of academic work</li> <li>• Presentation: Gender in Economics</li> </ul>
12 October	<ul style="list-style-type: none"> <li>• Classical Feminist Economics</li> <li>• <b>Reading:</b> Nelson, Julie A. (1995). “Feminism and Economics.” <i>Journal of Economic Perspectives</i> 9(2): 131-148.</li> </ul>
19 October	<ul style="list-style-type: none"> <li>• Identity and economics</li> <li>• <b>Reading:</b> Akerlof, George A. and Rachel E. Kranton (2000). “Economics and Identity.” <i>Quarterly Journal of Economics</i> 115(3): 715-753.</li> </ul>
2 November	<ul style="list-style-type: none"> <li>• Gender in Economics Essay due</li> <li>• Workshop on research project</li> <li>• <b>Reading:</b> Goldin, Claudia (2014). “A Grand Gender Convergence: Its Last Chapter.” <i>American Economic Review</i> 104(4): 1-30.</li> </ul>
16 November	<ul style="list-style-type: none"> <li>• Gender in the Labor Market I</li> <li>• <b>Reading:</b> Fortin, Nicole M. (2005). “Gender Role Attitudes and the Labour-Market Outcomes of Women Across OECD Countries.” <i>Oxford Review of Economic Policy</i> 21(3): 416-438.</li> </ul>
23 November	<ul style="list-style-type: none"> <li>• Gender in the Labor Market II</li> <li>• <b>Reading:</b> Polachek, Solomon W. (1995). “Human Capital and the Gender Earnings Gap: A Response to Feminist Critiques.” In Edith Kuiper and Jolande Sap (Eds.), <i>Out of the Margin: Feminist Perspectives on Economics</i> (pp. 61-79). London and New York: Routledge.</li> </ul>
30 November	<ul style="list-style-type: none"> <li>• Gender in the Household: Housework, care work, and decision making</li> <li>• <b>Reading:</b> Ironmonger, Duncan (1996). “Counting Outputs, Capital Inputs, and Caring Labor: Estimating Gross Household Product.” <i>Feminist Economics</i> 2(3): 37-64.</li> </ul>
7 December	<ul style="list-style-type: none"> <li>• Gender and Macroeconomics I: Gender and Development; Gender Budgeting</li> <li>• <b>Reading:</b> Mammen, Kristin and Christina Paxson (2000). “Women’s Work and Economic Development.” <i>Journal of Economic Perspectives</i> 14(4): 141-164.</li> </ul>
14 December	<ul style="list-style-type: none"> <li>• Gender and Macroeconomics II: Gender and economic crises</li> <li>• <b>Reading:</b> Schuster, Barbara (2015). “What are the effects of the economic crisis on gender equality in Europe, especially on employment and income of women and men?” Vienna University of Economics and Business Bachelor Thesis.</li> </ul>
16 December	<ul style="list-style-type: none"> <li>• Video viewing “party” and feedback round</li> </ul>