

Gender Relations and Economics

Instructor: Alyssa Schneebaum

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Office hours (online) by appointment.

Course Description:

The academic content of this course comprises three topics: (1) the concept of gender as it applies to economics; (2) the centrality of gender in economics; and (3) gender-specific economic outcomes and processes. We will study gender and gender relations in at least each of the following topics: economic theory; the history of economic thought; economic history; the teaching of economics; publishing in economics; econometrics; economic growth; economics and the ecology; human capital; social capital; cultural capital; wages; income; wealth; policy; education; households; children; aging; retirement; well-being; economic crises; poverty; COVID; and political economy.

Along with mastering the content of the class, students will be encouraged to develop their general academic skills. In the first week of class, the instructor will share a video (of herself) reviewing the most important aspects of academic writing; the video will be accompanied by a document with 12 rules for writing (both content and syntax) and examples of proper citation.

There are three further core goals of the class. First, students in the class will develop their critical thinking skills. Second, they will improve their writing skills. Third, they will improve their ability to present their work in an effective fashion.

These five goals (understanding more about gender and economics; mastering the basics of academic writing; and improving reading, writing, and critical thinking skills) will be highlighted throughout the course; students will be graded in part on their improvement in these regards. Each element of the course is designed to help students meet these goals.

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 (online) are an important part of the course. Participation points will be distributed immediately following class meetings and updated on Learn@WU. Class meetings are held on Zoom via Learn@WU on the days listed below - always from 9:00-11:30 CET.
- Students are responsible for all course material, even if they have missed a class.

- **Show and Tell**

- Twice during the semester, students should briefly and informally share with the class (that is, during the live meetings) something that they have come across that is relevant for the class. This can be a song, a newspaper article, a viral tweet, a political campaign, a video, a scene in a show or movie... honestly, whatever. The idea of the assignment is that you explain how this thing is connected to concepts and ideas we are discussing in the course and how you understand this thing differently now that you are taking the course. The student should be able to explain how this thing relates to economics/the economy, how it relates to gender relations, and how it relates to the intersection of the two.

- **Response Papers**

- Students can write three response papers to weekly readings throughout the semester; they can choose to which papers they want to write a response paper.
- 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 by uploading onto Learn@WU. No late assignments will be accepted for any reason.
- Each student can submit at most three response papers for grading.
- Response papers should be three paragraphs long, following the structure described below.
- Here is the grading system for response papers. They should
 - * 4: correctly and clearly describe what the text is about (paragraph 1). 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 (paragraph 2).
 - * 3: thoroughly discuss **what is missing** from the text, or how it **could be improved** (paragraph 3). 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(s) 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.

- **Group Project & Annotated Bibliography**

- Throughout the semester, students will work in a small group to create some project – the form is your choice!! – on a topic relevant to the class. The project

should be based on thorough academic research, for which each group member will submit an individual annotated bibliography. The project should take a form appropriate for your target audience. It can be a video, a children's book, a poster, a play... be creative! The point is to deliver scientifically-backed information to your target audience; the form must be appropriate for the audience you want to reach.

- 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. Of course, it should also include a proper bibliography.
- There are 15 potential points for the project (everyone in the group gets the same number of points) and 10 potential points for the annotated bibliography (which are graded at the individual level).
- The last day of class is dedicated to sharing your project with the rest of the class in a 5-15 minute presentation, in a so-called "project sharing party." :)

Point system:

Response papers (3)	15 each
Regular class participation	20
"Show and tell" (2)	5 each
Group Project	15
Annotated Bibliography	10

Grading scale:

≥ 88	1
75-87	2
62-74	3
50-62	4
< 50	5

Topics and reading assignments:

Date	Topic; Reading
10 March	<ul style="list-style-type: none"> ● Introduction and overview of the course - watch three videos before class meeting! Videos to watch: (1) welcome; (2) this syllabus: course structure; expectations and requirements, and goals; and (3) foundations of academic writing. ● In class we discuss: Identity and economics ● Reading: Akerlof, George A. and Rachel E. Kranton (2000). “Economics and Identity.” <i>Quarterly Journal of Economics</i> 115(3): 715-753.
17 March	<ul style="list-style-type: none"> ● Gender in Economics (the discipline) ● Reading: Lundberg, Shelly and Jenna Stearns (2019). “Women in Economics: Stalled Progress.” <i>Journal of Economic Perspectives</i> 33(1): 3-22. ● Watch: AOC doing her makeup
24 March	<ul style="list-style-type: none"> ● Classical Feminist Economics ● Reading: Nelson, Julie A. (1995). “Feminism and Economics.” <i>Journal of Economic Perspectives</i> 9(2): 131-148. ● Video: https://alyssaschneebaum.com/lecture-1/
7 April	<ul style="list-style-type: none"> ● Gendered Language and Economic Outcomes ● Reading: van der Velde, Lucas, Joanna Tyrowicz, and Joanna Siwinska (2015). “Language and (the estimates of) the gender wage gap.” <i>Economics Letters</i> 136: 165-170. <p>AND</p> <p>Davis, Lewis and Megan Reynolds (2018). “Gendered language and the educational gender gap.” <i>Economics Letters</i> 168: 46-48.</p>
14 April	<ul style="list-style-type: none"> ● Why is gender an economic issue? Why is economics a gender issue? ● Reading: Bursztyn, Leonardo, Thomas Fujiwara, and Amanda Pallais (2017). “‘Acting Wife’: Marriage Market Incentives and Labor Market Investments.” <i>American Economic Review</i> 107(11): 3288-3319. ● Podcast: Hidden Brain. “Nature, Nurture, And Our Evolving Debates About Gender.” https://www.npr.org/2018/11/19/669192536/nature-nurture-and-our-evolving-debates-about-gender
21 April	<ul style="list-style-type: none"> ● Gender in the Labor Market ● Reading: 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. ● Reading: 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.

28 April	<ul style="list-style-type: none"> • Gender in Household Economics • Reading: Kabeer, Naila (2007). “Marriage, Motherhood and Masculinity in the Global Economy: Reconfigurations of Personal and Economic Life.” IDS Working Paper 290. Sections 1-4. • Reading: Ironmonger, Duncan (1996). “Counting Outputs, Capital Inputs, and Caring Labor: Estimating Gross Household Product.” <i>Feminist Economics</i> 2(3): 37-64.
5 May	<ul style="list-style-type: none"> • Gender and Macroeconomics • Reading: Mammen, Kristin and Christina Paxson (2000). “Women’s Work and Economic Development.” <i>Journal of Economic Perspectives</i> 14(4): 141-164. • Reading: Girón, Alicia and Eugenia Correa (2016). “Post-Crisis Gender Gaps: Women Workers and Employment Precariousness.” <i>Journal of Economic Issues</i> 50(2): 471-477.
12 May	<ul style="list-style-type: none"> • Ecology, Sustainability, and Gendered Economic Relations • Reading: Agarwal, Bina. 2009. “Rule making in community forestry institutions: The difference women make.” <i>Ecological Economics</i> 68(8–9): 2296-2308. • Project sharing party <3