This course gives students a background in the economics of gender, so that students are equipped to conduct their own economic analyses concerning aspects of gender.

**Learning Objectives**

Students will be able to:

1. Explain the difference between the terms “sex” and “gender,” and why this distinction is important

2. Provide examples of the concept of intersectionality

3. Define and calculate measurements and indicators of gender (in)equality

4. Apply both NeoClassical and Marxist theories to analyze women’s status when given real world situations

5. Differentiate between different feminist paradigms and use them to analyze social situations

6. Summarize major trends in household divisions of labor, relationship status, gender gaps in wages and occupational segregation, globally and in the United States in particular

7. Tell the history of gender-related legislation and public policies in the United States

8. Offer possible solutions for improving women’s economic status

**Required Textbook**


**Grading:**

Three in-class exams (20% each, for a total of 60%)
Research project (20%)
Participation and effort (10%)
Assignments (10%)

**Grade Scale:**

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.5 - 100</td>
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<tr>
<td>A</td>
<td>92.5 - 97.4</td>
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<tr>
<td>A-</td>
<td>90 - 92.4</td>
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<tr>
<td>B+</td>
<td>87.5 - 89.9</td>
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<tr>
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<td>82.5 - 87.4</td>
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<tr>
<td>B-</td>
<td>80 - 82.4</td>
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<td>C+</td>
<td>77.5 - 79.9</td>
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<td>C</td>
<td>72.5 - 77.4</td>
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<td>C-</td>
<td>70 - 72.4</td>
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<td>D</td>
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<td>D-</td>
<td>59.9 - 60.0</td>
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<td>F</td>
<td>0 - 59.9</td>
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**Attendance:** While formal attendance is not taken, you are expected to attend class and to be on time. If you are absent, it is your duty to obtain notes and assignments from a classmate. Be aware that your presence or absence from class is noticed and may affect your grade for “participation and effort.”

**Exams:** If you are unable to take an exam, you must e-mail me within 48 hours of the exam. You must also provide a doctor’s note, dean’s note or other verification of special circumstances for consideration of a make-up test. If you fail to contact me within 48 hours, you’ll receive a grade of zero for that exam. Questions/concerns about exam grades must be submitted in writing or over email within 4 weeks of the date of the exam. If an exam question is asked to be re-graded, then the entire exam will be re-graded.

**Participation & Effort:** The nature of the course material encourages open discussion and dialogues. Students are expected to come to class prepared for in-depth discussions, critiques, and debates concerning the readings. This is an essential component of “participation & effort.”

**Assignments:** Occasionally, assignments will be given to be completed during class time or outside of class. Students are expected to complete these assignments on time.

**Research project:** Students will be assigned to small groups to engage in a collaborative research project. The project allows students to synthesize material learned in class. Each group will research an assigned field/area regarding “women in the economy,” with each group choosing their own specific topic within their assigned area.

A one-page proposal of your specific topic is due in class on Wed., Oct. 7th. Students will then submit a 2-3 page write-up of their theory and literature review in class on Mon., Nov. 2nd. A final paper, summarizing the research project, is due in class (in person) on the last day of class, Wed., Dec. 2nd. It must be 10-12 pages, double spaced, in 12 point font, with a maximum margin of 1 inch. Failure to adhere to the page requirement (minimum and maximum) will result in 10 points being deducted from the project grade. Late papers get 10 points deducted for each day late. Papers must be stapled and have page numbers on them. In addition, the sources used in the project should supplement the class material, so that you use a minimum of ten outside sources. Students must prepare a brief (5 minutes) presentation of their paper to share with the class on December 2nd.

**Course Outline:** (Tentative, subject to change based on class interest and pace)

**I. GENDER AND ECONOMICS: AN INTRODUCTION**

**M 8/24**

Background: Gender and Status

**Readings:**
*The Economics of Women, Men, and Work.* Chapters 1 and 2, Ch. 17 (pp.375-6, pp. 378-381, & pp. 390-91)
Status indicators: See on Sakai.

**Assignment:** Due Wed., 8/26: What is the analytical distinction between sex and gender? Provide three examples of “doing/performing” gender that you have observed around you. What major indicators would you use to measure women’s status? And, why?

**W 8/26**

Economics paradigms: NeoClassical

**Readings:**
Review NeoClassical theories if needed

**Assignment:** TBA
Economic Paradigms: Marxism: Mode of production, class struggle, alienation, commodity fetishism
Readings:
See list of resources on Sakai
Web search terms to peer instruct

Economic Paradigms: Marxism: continued
Readings:
Continued

Feminist paradigms: Introduction
Readings:
Continued
Intro to feminist theory: TBD

Library research on First Wave (Liberal) feminism
Reflection paper

Discussion of First Wave feminism

Library research on Second Wave Feminism
Reflection paper

Discussion of Second Wave feminism
Readings:
Hartmann, H. “The Unhappy Marriage of Marxism & Feminism,” in Women and Revolution 1981.

Third Wave (Transnational) feminism: Linguistics, Deconstruction
Readings:
Tadajewski et al. Key Concepts in Critical Management Studies, Excerpts on “Deconstruction,”
“Discourse,” “Postmodernism, “Queer Theory,” ”Sexuality,” and “Subjectivity.”
YouTube and other video clips (video sheet on Sakai)

Review
Group assignments given

Exam #1

Third Wave (Transnational) feminism: Lacan
Post-Feminism
Readings:
Lacan excerpt. (On Sakai), video, cartoon
II. TOPICS IN THE ECONOMICS OF GENDER

A. THE UNPAID ECONOMY

1. ECONOMICS OF THE FAMILY & HOUSEHOLD

W 10/7 Division of labor, family forms, age of relationships
   Project proposals due

   Readings:
   The Economics of Women, Men, and Work. Chs. 3, 15 (pp. 341-345), 4 (pp. 73-74), 13, & 14 (pp. 319-324)
   Badgett, M.E. Lee. “Gender, Sexuality, and Sexual Orientation: All in the Feminist Family?”
   Feminist Economics, Vol. 1, No. 1, March 1995, pp. 121 – 139

M 10/12 Fall Break

W 10/14 Bargaining model, feminization of poverty, fertility rates

   Readings:
   Continued

2. MEASUREMENT ISSUES IN DOCUMENTING ECONOMIC ACTIVITIES

M 10/19 Measuring economic activities: GDP, Informal sector, Unpaid activities
   Time-use surveys, bring a calculator and BLS tables from National Compensation Survey

   Readings:
   The Economics of Women, Men, and Work. Ch. 4 (pp 58 – 71) and Ch. 5 (pp 76 – 79)
   See “informal sector” and American Time Use Survey “FAQs” online.

W 10/21 Material continued.
   Review

B. LABOR MARKET POLICIES AND THEIR IMPACT ON WOMEN

1. LABOR FORCE PARTICIPATION AND NONMARKET TIME

M 10/26 Labor force decisions

   Readings:
   The Economics of Women, Men, and Work. Chapters 5 and 6

W 10/28 Exam #2

M 11/2 Material continued
   Write-up of theory and lit review due (2-3 pages)
2. OCCUPATIONAL SEGREGATION AND GENDER WAGE DIFFERENTIALS

W 11/4  Trends & measurements in occupational segregation & wage gap

Readings:
The Economics of Women, Men, and Work. Chapters 7 and 8

M 11/9  Occupational segregation & wage gap – Supply-side factors

Readings:
The Economics of Women, Men, and Work. Chapter 9

W 11/11  Class cancelled. Students research on supply-side factors

M 11/16  Occupational segregation & wage gap – Supply-side factors - GRAPHS

Readings:
The Economics of Women, Men, and Work. Chapter 9

W 11/18  Occupational segregation & wage gap – Demand-side models

Readings:
The Economics of Women, Men, and Work. Chapters 11 and 10

3. WOMEN, THE STATE, AND INSTITUTIONAL CONTEXT

M 11/23  Legislature – Title VII, harassment laws, affirmative action

Readings:
The Economics of Women, Men, and Work. Chapter 12, chapter 16 (pp. 358 - 361 and pp.370-371)
Video clip from North Country (2005)

W 11/25  Thanksgiving Break

M 11/30  Exam #3

W 12/2  (Last class)
Final projects due
Presentations