

**UNIVERSITY OF UTAH
ECONOMICS DEPARTMENT**

**Econ5170/6170
Fall 2017**

**Günseli Berik
Office: 244 Bldg 73
Phone: 801 581-7739
Office hours: Tu,Th 2:00-3:00
or by appointment**

**Feminist Economics
Tu Th 12:25-1:45
108 Bldg 73**

The course provides an introduction to the field of contemporary feminist economics.

First, we will examine the feminist economics project that has emerged since the early 1990s. This literature is critical of the existing approaches in economics for either ignoring or inadequately treating gender differences in their analysis and it seeks to "engender" economic analyses at both the micro and macro levels. The questions range from conceptualization of the economy, work, well-being to gender implications of macroeconomic policies.

Second, we will examine contemporary gender inequalities in how people secure their livelihoods through labor market and nonmarket work, primarily focusing on the United States. This discussion will start with brief historical examination of the emergence of gender division of labor in society and move to examine mainstream (neoclassical) and heterodox approaches. The topics include the evidence and theories pertaining to labor market inequalities (occupational segregation, gender wage gaps), their integration with unpaid care activities, their well-being effects, their role in the macroeconomy, and the impact of macroeconomic policies on paid and unpaid work inequalities.

Third, we will examine feminist economic strategies for a more equitable society. These will include policies and strategies implemented or proposed to address gender inequalities in industrial capitalist economies: employment policies, anti-poverty, work-family balance, macroeconomic policies.

The course will aim to bridge the well-known divides between microeconomics/labor market analysis and macroeconomics/international economics.

Expected Learning Outcomes:

By the end of the course, students are expected to become proficient in the following areas:

- The feminist economics project in economics (as critique and new approach).
- Theories and evidence on unpaid work in the household, the Accounting Project, and the relationship between gender inequalities in the household and in the labor market.
- Theories and evidence on labor market and asset inequalities by gender.
- The consequences of gender inequalities in livelihoods (especially in the labor market) for individual well-being.

- The impact of neoliberal macroeconomic policies on gendered livelihoods and well-being and the effects of gender inequalities in education, health, and wages on the macroeconomy.

Required Readings:

- Textbook: Blau and Winkler, *The Economics of Women, Men, and Work*, 8th edition, Oxford University Press, 2017.
- Other readings on the syllabus are available in electronic form on the course website on Canvas and on Marriott Library Reserve.

Course Requirements and Grading:

Grades in Econ 5170 will be determined by short assignments (20%), two papers (25% each), an exam (25%), participation (5%).

In Econ 6170, which has an additional paper requirement, the weights are: Short assignments (15%), two papers (20% each), exam (20%), synthesis paper (20%), participation (5%). Econ 6170 students will be held to a higher standard on exams and papers.

In either section, the course grade will not be a simple average of points but will also take into consideration such elements as effort, improvement over time, and the quality of participation.

The course webpage on Canvas will have an outline of each class meeting, the reading assignment, and study questions to help review the assigned material. This outline will be posted at the latest by noon the day before the class meeting. In addition, we will use “Announcements” and the “Discussions” tools either to continue the discussion after class or share course-related news or information sources. Checking Canvas on a regular basis (i.e. at least three times a week) is vital to your success in this class. The webpage also has any additional material that you may need (statistical tables, hand-outs, notes, and the non-textbook assigned readings) and links to important annual development publications, such as the UNDP’s *Human Development Report*).

Short Assignments (20%): 1-3 page assignments entail responding to news articles or looking up statistics and making sense of them (4 of these are planned). The assignments presume grasp of course readings. Typically the turnaround time will be short (they will be assigned one week to one class before they are due). Assignments are due at the beginning of the class. No late assignments are accepted.

Paper on Feminist Economics (25%): A 6-7-page synthesis paper on Part I of syllabus. A guideline will be provided. **Due: Week of October 2-6, 2017**

Exam (25%) on Part II of syllabus, will consist of short answers and essays. Exam questions will be taken from a review guide to be distributed one week before the exam. The exam is scheduled for **Tuesday, November 7, 2017**.

Paper on Policy (25%): A 6-7 page paper on one policy topic in Part III of syllabus. During the topic’s coverage in class students will take an active role in leading the discussion. More reading choices than the ones on the syllabus will be made available on each policy topic. A guideline will be provided **Due: Tuesday, December 12, 2017**

Participation (5%): Class participation is a mark of good citizenship and is required. You teach each other a great deal and indeed teach me with questions and comments. The quality of your participation will affect your grade as well as your learning experience. I expect you to attend every class meeting (with the exception of emergencies) and be both prepared and willing to discuss the assigned reading material, respond to questions, engage one another in intellectual conversation. You are expected to take an active role in introducing some of the readings. Participation can take many forms: a question, an answer, a comment, reporting on a current news item related to the topic under discussion.

Econ 6170--Term/Synthesis paper (20%): The paper could be a survey of a course-related topic; the topic will be jointly determined with me. Details to be provided.

Classes will feature lectures, small group discussion, whole-class discussion.

I recommend taking notes by hand during class, which enables a superior form of learning the material. Laptops may be used to access course material, otherwise I recommend that they be turned off. Other basic expectations include: arriving on time for class, turning off cell phones/pagers during class, and not surfing the internet, treating each other and differing points of view with respect.

University Policies:

Drop, add, and withdrawal deadlines:

Wednesday, September 1 is the last day to add/drop the course.

Friday, October 20 is the last day to withdraw from the course

Americans with Disabilities Act (ADA) Statement:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Academic Honesty/Plagiarism: In compliance with strict standards of academic honesty, in your papers you should always cite/reference any words or ideas that are not your own. Sharing of others' essays, uses of pre-written, purchased, or downloaded materials also violates academic honesty, which are grounds for failure or dismissal from the course and from the University. Making a habit of using your own words as much as possible is helpful in guarding against problems in this respect. Whenever in doubt, please ask me.

Course Schedule and Readings

This syllabus provides a detailed outline and guide for our course, but at times there may be changes. **Any changes in this schedule or readings will be announced in class and**

on Canvas Announcements and reflected in the outlines posted on Canvas. Each student is responsible for keeping up to date with these changes.

Aug. 22 Introductions

Course objectives, themes, and expectations, getting to know each other

Part I. Feminism and Economics: An Overview

Aug. 24 By Way of Introduction: Two Themes

Wakabayashi, “Contentious Memo Strikes Nerve Inside Google and Out” *New York Times* August 8, 2017

Wolfers, “Evidence of a Toxic Environment for Women in Economics” *New York Times* August 18, 2017. <https://www.nytimes.com/2017/08/18/upshot/evidence-of-a-toxic-environment-for-women-in-economics.html?emc=eta1&r=0>

Who’s Counting: Marilyn Waring on Sex, Lies, and Global Economics (segments to be shown in class)

Aug 29 A Critique

Nelson, Julie. 1995. “Feminism and Economics” *Journal of Economic Perspectives* 9 (2): 131-148.

Benería, Berik, and Floro. 2015. “The Study of Women and Gender in Economics” Chapter 2 in *Gender, Development, and Globalization: Economics as if All People Mattered* pp. 41-43, 51-58

Phillips, Katherine (How Diversity Works), Medin et al. (Particular Points of View) *Scientific American* October 2014; 311(4): 40-47.

Levine and Stark, “Diversity Makes You Brighter” DEC. 9, 2015 <https://www.nytimes.com/2015/12/09/opinion/diversity-makes-you-brighter.html?mcubz=0>

Aug 31 & Sept 5 An Alternative

Social Provisioning Approach

Benería, Berik, and Floro. 2015. Ch. 2: 58-67; 67-77

Power, Marilyn. 2004. “Social Provisioning as a starting point for Feminist Economics” *Feminist Economics* 10 (3): 3-8

Blau & Winkler Ch. 2: 17-20 (Nature vs. Nurture)

“Larry Page’s email to Damore” *The Economist* August 19, 2017, 50-52.

Short readings on gender, class, race/white-privilege

Optional: Berik, Günseli. 1997. "The Need for Crossing the Method Boundaries in Economics Research." *Feminist Economics* 3(2): 121-125.

Sept. 7 Rethorizing Human Well-Being: Capabilities Approach

Nussbaum, Martha. 2003. "Promoting Women's Capabilities" in Lourdes Benería and Savitri Bisnath, eds. *Global Tensions: Challenges and Opportunities in the World Economy*, Routledge, pp. 241-256.

OR

Nussbaum, Martha. 2003. "Capabilities as Fundamental Entitlements: Sen and Social Justice", *Feminist Economics*, 9 (2/3), July/November, 33-59

Optional: Robeyns, Ingrid. 2003. "The Capability Approach: A Theoretical Survey." *Journal of Human Development* 6 (1): 93-117.

Sept. 12 & 14 Gender-Aware Measures of Well-being

Brown, Clair. 2017. Ch. 6 "Measuring Quality of Life" in *Buddhist Economics*, Bloomsbury.

UNDP, *Human Development Report 2016* Tables 1, 4, 5.

http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf

Waring, Marilyn. 2003. "Counting for Something" *Gender and Development*, 11(1): 35-43; esp. pp. 39-41.

Iñaki Permanyer (2013) A Critical Assessment of the UNDP's Gender Inequality Index, *Feminist Economics*, 19:2, 1-32.

OR

Boris Branisa, Stephan Klasen, Maria Ziegler, Denis Drechsler & Johannes Jütting (2014) The Institutional Basis of Gender Inequality: The Social Institutions and Gender Index (SIGI), *Feminist Economics*, 20:2, 29-64

Assignment on HDR due Sept 14

Sept. 19 Engendering Macroeconomics

Cagatay, Nilufer. 2003. "Engendering Macroeconomics" in Martha Gutierrez, ed. *Macroeconomics: Making Gender Matter*, Zed Books, pp. 22-35.

Berik and Rodgers. 2017. "Gender and Macroeconomics" *Encyclopedia of Business and Professional Ethics* (forthcoming)

Benería, Berik, and Floro. 2015. pp. 77-83.

Part II. Social Division of Labor by Gender

A. Gender Division of Labor in Historical Perspective

Sept. 21

Blau & Winkler Ch. 2: 21-35 (Women's roles in economic development; US experience)

Humphries Jane and Carmen Sarasua. 2012. "Off the Record: Reconstructing Women's Labor Force Participation Rates in 18th and 19th Centuries Europe" *Feminist Economics*, 18(4).

Due: Week of Oct. 2-6 feminist economics paper (in class or in Bldg 73/244).

B. Gender Division of Labor: Work and Bargaining in the Household

Sept 26 & 28

Blau and Winkler Ch. 3 Family as an Economic Unit

Bergmann, Barbara. 1981. "The Economic Risks of Being a Housewife."

Sen, Amartya. 1990. "Gender and Cooperative Conflicts" in Irene Tinker (ed.) *Persistent Inequalities* New York: Oxford University Press: 123-128, 134-140, 144-149.

Optional: Barker and Feiner, *Liberating Economics*, Ch. 2 "Family Matters" 31-40.

October 9-13—FALL BREAK— No Classes

C. Gender Division of Labor in the Household: Unpaid work, Time Use, Accounting Project

October 3, 5, 17

Blau and Winkler Ch. 4: Time Spent... (66-77); Estimating Value of non-market Production (77-81) American Family 21st C (81-88)

Julie Nelson, "Gender and Caring," ch. 5 (pp. 62-76) in *Handbook of Research on Gender and Economic Life* Figart & Warnecke

Benería, Berik, and Floro. 2015. "Paid and Unpaid Work: Meanings and Debates" Chapter 5 in *Gender, Development, and Globalization* (selected pages)

Folbre, Nancy. 2008. "Accounting for Family Time" ch. 6: 96-103 and "Valuing Family Work" in Nancy Folbre, *Valuing Children*, Harvard University Press.

C. Gender Division of Labor in the Labor Market

Oct. 19, 24, 26, 31, Nov. 2

Blau and Winkler Ch. 5 (LF Definitions & Trends) Ch7 (L Market Outcomes) (Oct 19)

Blau & Winkler Ch 8 Educational Investment (Oct 24)

Blau & Winkler Ch 9 (Other Supply-Side sources) (Oct 26)

Croson and Gneezy. 2009. "Gender Differences in Preferences" JEL 47(2): 448-474 (read only the introduction and summary & discussion)

Nelson, Julie. 2014. "The Power of Stereotyping and Confirmation Bias to Overwhelm Accurate Assessment: The Case of Economics, Gender, and Risk Aversion." *Journal of Economic Methodology* 21 (3): 211–31.

Blau and Winkler Chs 10 (Earnings differentials) 11 (Discrimination Theories) Oct 31 & Nov 2

Grimshaw and Rubery 2015. *The motherhood pay gap: A review of the issues, theory and international evidence* ILO Report (pages on Definition and Trends; Explanations)

Weichelbaumer, Doris. 2013. "Discrimination in Gay and Lesbian Lives," ch. 15 in *Handbook of Research on Gender and Economic Life*, D.M. Figart & T.L. Warnecke, eds.

Assignment due: Gender wage gap in Utah Nov 2

Nov. 7 EXAM--covers material in Part II (Sept 26-Nov.2)

Part III. Policies for an Equitable Future

Nov. 9 & 14 Labor Market Policies

Blau and Winkler Ch. 12 (Govt Policies)

McCrate, Elaine. 2013. "Employer-oriented schedule flexibility, gender and family care" *Handbook of Research on Gender and Economic Life*, ed. D.M. Figart and T.L. Warnecke.

Nov. 16 & 21 Poverty & Welfare

Blau and Winkler Ch. 13 (changes in family) 14 (implications) Ch 15 (Gov't policies for family well-being) (selected sections)

Albelda, Randy. 2013. "Low-Wage Mothers on the Edge in the U.S.," ch. 16 in *Handbook of Research on Gender and Economic Life*, ed. D.M. Figart and T.L. Warnecke.

Nov. 23 THANKSGIVING BREAK—NO CLASS

Nov 28 & 30 Balancing Employment and Family, Valuing Caring Work

Blau and Winkler Ch. 16 Balancing Work and Family

Plantenga & Remerry 2013. "Work-family reconciliation Policies in Europe" in *Handbook of Research on Gender and Economic Life*, ed. D.M. Figart and T.L. Warnecke.

Boushey. 2013. "The Role of the Government in Work-Family Conflict in the US" in *Handbook of Research on Gender and Economic Life*, ed. D.M. Figart and T.L. Warnecke

Grimshaw and Rubery 2015 (Policies pages)

Dec. 5 & 7 Tackling Macroeconomic Policies and Global Institutional Changes

Berik, Gunseli and Yana Rodgers. 2008. "Engendering Development Strategies and Macroeconomic Policies: What's Sound and Sensible?" In *Social Justice and Gender Equality*, Routledge, pp. 30-34.

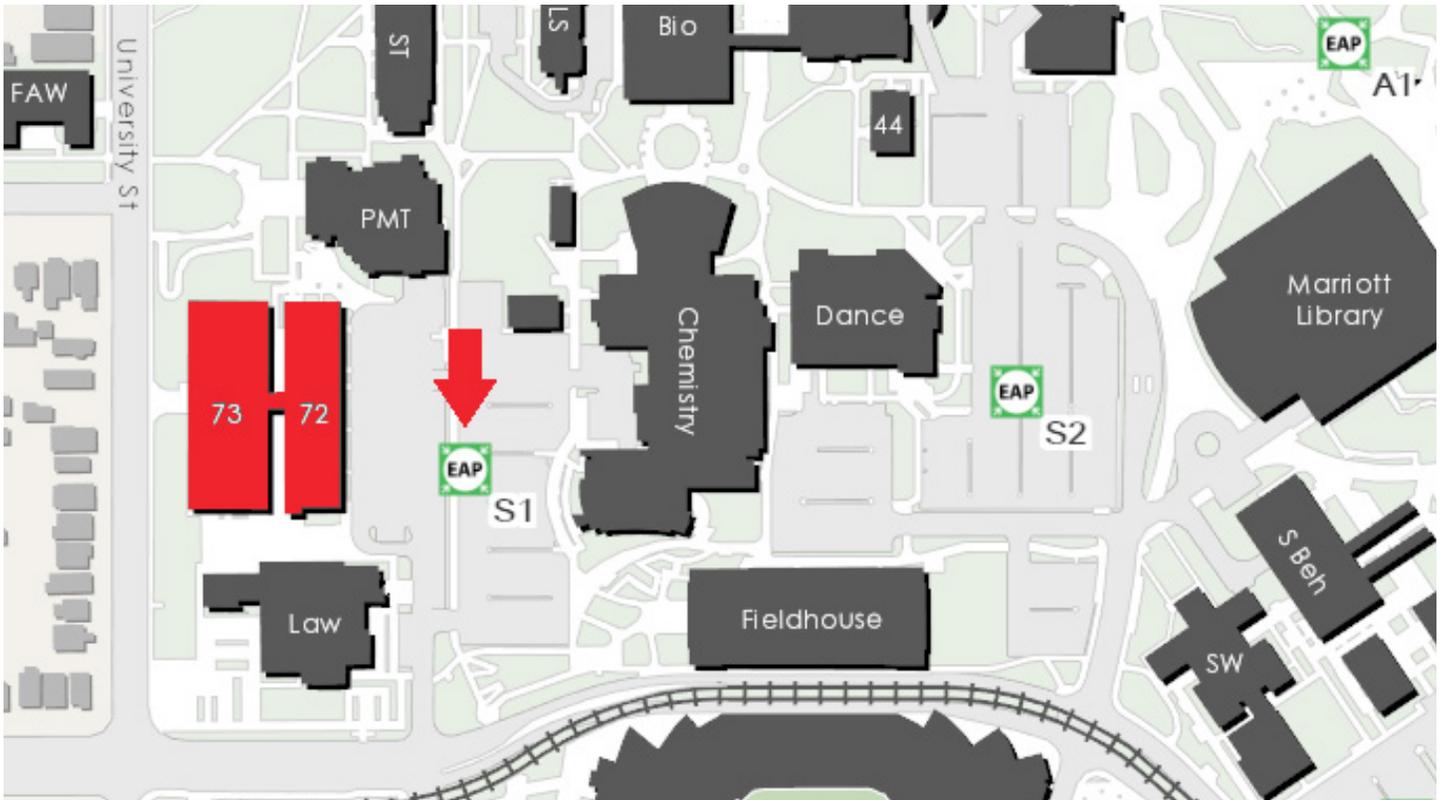
Elson, Diane 2016. "A Gender-Equitable Macroeconomic Framework" in Bargawi, Cozzi, & Himmelweit. 2016. *Economics and Austerity in Europe: Gendered Impacts and Sustainable Alternatives*

Ilkcaracan, Ipek 2016. "A Feminist Alternative to Austerity" in Bargawi, Cozzi, & Himmelweit. 2016. *Economics and Austerity in Europe: Gendered Impacts and Sustainable Alternatives*

Dec. 7 Wrap-up and Conclusions

Tuesday, Dec. 12, policy paper is due in Bldg73/244 by 5 p.m. (if paper copy not possible, electronic submission is OK)

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.