

ECON 211: Gender in the Economy (001)

Instructor & Class Meeting Information

Instructor: Emily Hrovat

Pronouns: She/her/hers

Email: Emily.Hrovat@colostate.edu

Communication Policy: Emails are my preferred method of communication. I will respond to emails within 24 hours on weekdays.

Office Hours & Location: T 9:30-11:00 & R 12:30-2:00 in Clark C309A or via Zoom:

<https://zoom.us/j/2956068766>

Class meeting time: TR 11:00 – 12:15

Classroom: Clark C248

Course Objectives

Gender in the Economy is an introductory course which takes an interdisciplinary approach to examining ways in which gender, as a culturally defined concept, affects the economy, as well as how the economy affects women and men differently. The objectives of this course are:

1. To show that gender as a social category (like race, ethnicity, and class) is relevant to the study of the economy;
2. To gain an understanding of some of the ways in which the economy is gendered;
3. To examine gender in a global economic context; and
4. To use gender as tool for thinking critically about economic analysis.

Learning Outcomes

After completing this course, a successful student should have an understanding of topics such as:

1. Theories of gender
2. Neoclassical and feminist perspectives on economics
3. Historical perspectives on gender in the economy
4. Labor markets in a gendered context
5. Social reproduction and care work
6. Economic public policy and gendered impacts
7. Family economics and marriage markets
8. Globalization and development from a gender perspective

Course Prerequisites

None.

Required Materials and Other Resources

Readings: There is not a required textbook for this course. Reading materials will be posted online via Canvas. We will discuss required readings in class on the day they are listed in the course schedule.

Videos. We will see a number of videos throughout the course; some will be embedded in the PowerPoints for the course lectures, and others will be stand-alone films. Video content will be covered on exams, so you are urged to take notes on their content and subsequent discussion. If you miss a video shown in class, please contact me about arranging a make-up.

Lecture Notes. I will post the lecture PowerPoint prior to class on Canvas; you are welcome to print them out and bring them to class so you can use them as a basis for lecture notes. Please be aware that sometimes there is substantive material presented in lecture that is not covered in the readings.

GT Pathways Requirements

This course meets the [All-University Core Curriculum \(AUCC\)](#) requirements for Social/Behavioral Sciences (Category 3C) and is approved under [GTPathways](#) in the content area of Economic or Political Systems (GT-SS1).

The Colorado Commission on Higher Education has approved this course for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS1 Category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

Pursuant to this certification, students will learn, in this class, to:

- i. Demonstrate knowledge of economic or political systems.
- ii. Use the social sciences to analyze and interpret issues.
- iii. Explain diverse perspectives and groups.
- iv. Explore diverse perspectives.
- v. Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.
- vi. Explore interactions among groups and identities as relevant to the discipline.

Furthermore, students in this course have the following Civic Engagement, Critical Thinking, Diversity & Global Learning, and Written/Oral Communication student learning outcomes:

GT Pathways Core Student Learning Outcomes Economic or Political Systems (GT-SS1)

Civic Engagement

- i. Civic Knowledge: Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

Critical Thinking

- i. Explain an Issue: Use information to describe a problem or issue and/or articulate a question related to the topic.
- ii. Utilize Context: a) Evaluate the relevance of context when presenting a position. b) Identify assumptions. c) Analyze one's own and others' assumptions.
- iii. Understand Implications and Make Conclusions: a) Establish a conclusion that is tied to the range of information presented. b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning

- i. Build Self-Awareness: Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- ii. Examine Perspectives: Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- iii. Address Diversity: make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication

- i. Develop Content and Message: Create and develop ideas within the context of the situation and the assigned task(s).
- ii. Use Sources and Evidence: Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- iii. Use language appropriate to the audience

Class Expectations and Policies

Read the syllabus	You are required to read the syllabus and to make yourself aware of all the requirements and deadlines associated with this course.
Late assignments	Assignments are due on Canvas at 11:59 PM the assigned day. Late assignments will be penalized by ten percent (10%) each day that they are late.
Scheduling & exams	There will be no early or late exams given unless an official excuse with official documentation is presented (i.e. medical or family emergency or official athletic excuse). It is your responsibility to discuss any schedule conflicts with me individually at least two weeks before the exam.

- Grading issues** Students have one week after an assignment is returned to bring up issues with the grade *in writing*. Final grades will not be rounded. See the ‘Grading’ section of the syllabus for more detail.
- Accommodations** If you are a student who needs any special accommodations in this class, please let me know about those needs in a timely way. A verifying memo from the Student Disability Center may be required.
- Academic integrity** The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Any evidence of academic dishonesty, including plagiarism or cheating on exams, will be penalized with a failing grade for the course and passed on to the Office of Student Affairs for investigation and possible disciplinary action.
- Class discussions** Classes will be partly lecture and partly discussion of the readings on which the lecture is based. I expect you to read the assigned reading before coming to class. Some of our discussions may touch on controversial topics on which student opinions differ strongly. To encourage learning, fairness and open discussion, it is expected that we all treat each other with respect and patience.

Total Course Time Estimates

Below is an estimate of your weekly time requirements for this course:

Task	Time Spent
Attend Lecture	2.5 hrs
Prepare for Exams	2.0 hrs
Personal Reading/Studying	3.0 hrs
Complete writing assignments	1.0 hr
Complete reflection assignments	0.5 hrs
Total Hours per Week	9 hrs

Assignments and Grading

There are 1000 points possible in this class, distributed in the following manner:

Assignment	Points and Frequency	Total Points
Exams	3 at 150 points	450
Reflection Exercises	6 at 25 points	150
Writing Assignment 1	200 points	200
Writing Assignment 2	100 points	100
Participation	5 at 20 points	100

Exams: There will be three (3) exams that combine multiple choice and short answer; they will not be cumulative. Each exam will be worth 150 points, for a total of 450 points of your final grade. We will not have class on exam days and exams will be completed on Canvas to ensure you have sufficient time.

Reflection Exercises: There will be seven (7) in-class reflection exercises, each worth 25 points. Reflection exercises will be responses to all seven of the course topics (see below). I will post specific questions during the class period, but they will largely be based on your understanding, impression, and personal reflection of the lectures, videos, and reading. There are no make-ups for these assignments, but at the end of the semester I will drop the one with the lowest score, so you can miss one without penalty. These will be typed responses submitted on Canvas, so **be sure to bring a laptop, tablet, smartphone, or other device that allows for a connection to Canvas and that you're able to type on.** Students are able to borrow tablets and laptops for free from CSU's Morgan Library.

Writing Assignments: There will be two (2) writing assignments, the first worth 200 points and the second worth 100 points. Details on these assignments will be on Canvas and discussed in class as the due date approaches.

Class participation: Classes will be partly lecture and partly discussion of the readings on which the lecture is based. I expect you to read the assigned reading before coming to class and participate in class discussion, either large group or small group. Furthermore, there will be six (6) days on which I will randomly take attendance to count for your participation grade; you must be present on five (5) of these days to receive full participation credit. Each day is worth 20 points for a total of 100 points. If you will be missing any class for any reason, you must email me *before* class to let me know. If you miss a participation day, you will not receive credit if you email me after class.

Extra Credit: Discussing real world examples of gender operating in the economy can enrich the class discussion. Students may find a news or research article related to the course and summarize the key points to the class in a five-minute presentation (no slide shows, please). Aside from completing the writing assignment rough drafts by their deadlines, this is the *only* extra credit opportunity in the course and each student may only do a presentation once. Students should also come prepared with at least one discussion question. Fifteen (15) points of extra credit will be added to your final score if you do the following:

1. Send a news or research article related to our course material to me at least 3 days before an 'extra credit day' (preference will be given to the first 10 individuals to sign up for that day). The article should be recent (published from this year).
2. Once your article is approved, you can present a summary of your article to the class and ask a brief discussion question.

Grading:

Letter grades will be assigned along the following distribution:

Points	Letter Grade
966.7 pts. – 1000 pts.	A+
933.3 pts. – 966.6 pts.	A
900 pts. – 933.2 pts.	A-
866.7 pts. – 899.9 pts.	B+
833.3pts. – 866.6 pts.	B
800 pts. – 833.2 pts.	B-
766.7 pts. – 799.9 pts.	C+
700 pts. – 766.6 pts.	C
600 pts. – 699.9 pts.	D
000 pts. – 599.9 pts.	F

Final grades will not be rounded at the end of the semester.

If students would like to request a regrade of any assignment, they may do so within a week after the assignment grade has been released on Canvas. A regrade involves reconsidering the entire assignment, and thus may result in a higher or lower grade.

Early Performance Feedback Program

This course participates in the Early Performance Feedback (EPF) program. New students often aren't used to the university environment and expectations. They may misinterpret or miss important, even basic, cues about their performance early in their campus and classroom experience with the result that they may fall irrevocably behind in their classes. We know that feedback is an essential mechanism in the adjustment process. The Early Performance Feedback (EPF) program aims to:

- Increase the level of feedback on academic performance for (particularly) first-year students.
- Powerfully communicate to students that early effort and performance matter.
- Connect students proactively to relevant academic support resources.
- Identify students early who may be encountering severe difficulties that require more intensive intervention.

Students who are not meeting expectations by week 5 of the semester will be contacted by the EPF team and invited to take advantage of resources on campus to help them turn things around, for example through a program called U-Turn. For more information, see: <http://earlyperformance.colostate.edu/>

Inclusive Classroom:

I aim to provide an *inclusive and safe environment* that is conducive to learning. Students are required to act respectfully in the classroom at all times. Any disruptive behavior that inhibits fellow-student learning will not be permitted. Such behavior includes holding private

conversations during lecture, any unauthorized cell phone, laptop, or tablet use, or other behavior which detracts from the class.

Course Withdrawal Policy:

Any student who wishes to withdraw from the course must submit a request directly to Division of Continuing Education. For complete information, please visit their website at <http://www.learn.colostate.edu/help/creditstudents/registration/drop-policy.dot>

Academic Integrity:

We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

“Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding credit be given where credit is due.”

—Writing Guides: Understanding Plagiarism.

<http://writing.colostate.edu/guides/researchsources/understandingplagiarism>

Academic Dishonesty could result in expulsion from the university. This course will adhere to the CSU Academic Integrity [Policies and Guiding Principles](#) as found in the General Catalog and the [Student Conduct Code](#). As per university policy: “Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action.” (General Catalog 2011-2012, 1.6, p.8).

Any academic dishonesty in this course may result in a grade of “F” for the course and may be reported to the Office of Conflict Resolution and Student Conduct Services. Please be aware that the General Catalog specifically identifies the following examples of academic dishonesty: cheating in the classroom, plagiarism, unauthorized possession or disposition of academic materials, falsification, and facilitation of cases of academic dishonesty. Plagiarism is defined as follows: “Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source.” (General Catalog 2011-2012, 1.6, p.8). Of course, academic integrity means more than just avoiding plagiarism and cheating. It also involves doing your own reading and studying. It includes class attendance, careful consideration of all class materials, and engagement with the class and your fellow students.

CSU Honor Pledge:

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in

this course. While you will not be required to affirm the honor pledge, you will be required to affirm the following statement:

“I have not given, received, or used any unauthorized assistance.”

Further information about Academic Integrity is available at CSU’s **Practicing Academic Integrity**.

CSU Principles of Community:

The **CSU Principles of Community** support the Colorado State University mission and vision of access, research, teaching, service and engagement:

- *Inclusion:* We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions. [The Mission, Vision, and Focus webpage](#) of the Vice President for Diversity includes a comprehensive statement of CSU’s commitment to diversity and inclusion.
- *Integrity:* We are accountable for our actions and will act ethically and honestly in all our interactions.
- *Respect:* We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- *Service:* We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- *Social Justice:* We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Department Statement of Copyright:

Please do not share material in this course in online, print or other media. Materials authorized by third parties and used in the course are subject to copyright protection. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission, including with online sites that post materials to sell to other students, could face disciplinary or legal action.

Accommodations and Tutoring Options:

- **Tell Someone:** If you are concerned about safety or mental health – your own or someone else’s, please call (970) 491-1350 or complete the online referral form at: <https://supportandsafety.colostate.edu/tell-someone/>. Rams take care of Rams. Helping others, speaking up when something doesn’t feel right or when you’re worried about someone else, and reaching out are foundational values at Colorado State

University. **Tell Someone** is a Colorado State University service where anyone can report concerns about a student or employee who may be struggling with issues such as mental health, stress management, and safety, as well as share concerns about threats of violence (against themselves or others). Through **Tell Someone**, you can report anything that threatens your safety or the safety of others in the university community. **Tell Someone** is available to seek help for or report a concern about any CSU community member, including employees who work off campus. **Tell Someone** is not designed to get people in trouble; it is designed to help students and employees who may be struggling, as well as help enhance university safety. **Tell Someone** is your resource if you're worried about a friend's well-being. If a student or employee is disruptive, **Tell Someone** is the right place to turn for intervention as well as university support to help put consequences and boundaries in place. **Tell Someone** is run by the Office of Support and Safety Assessment. The office is comprised of trained specialists who can identify concerns, pathways to resolution, and university resources. **Tell Someone** online and phone reports are only reviewed during regular business hours. If you believe someone is at risk of immediate harm, call 911.

- **The Process on Virtual Access Accommodations: Virtual access is an accommodation that allows a student to pursue coursework remotely, and not in the traditional in-person class setting.** This is not a substitute for online programs already designed to meet the needs for this type of coursework. The need for this accommodation must be related to a documented disability. Students who are approved for virtual access accommodations should expect this accommodation to be reviewed and determined on a semester-by-semester basis. This accommodation will be evaluated for each class and may be determined that it would not be applicable to a class based on the needs and course objectives. The Virtual Access Procedures have been posted at <https://disabilitycenter.colostate.edu/policies-and-procedures/virtual-access/>.
- **Student Disability Center:** Students with disabilities may be eligible for accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the student's responsibility to disclose any learning disabilities. Please contact the instructor if a special accommodation is required. To request accommodations, students should contact Student Disability Center at (970) 491-6385 or go to <https://disabilitycenter.colostate.edu/>. Documentation of disability is required and the RDS office will assist in this process.
- **The [Religious Accommodation Request Form](#)** is used to submit a request for accommodations if you (the student) may be absent from class(es) due to a regularly occurring religious holiday or observance. Additional [resources for undocumented students](#), and those suffering from [interpersonal violence](#) can be found through the links provided.
- Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for

resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

- **TILT Tutoring:** Academic support is available through The Institute for Learning and Teaching (TILT). For more information - <https://tilt.colostate.edu/Undergrad>
- **Writing Center:** Help with written assignments can be found at the Writing Center (<http://writingcenter.colostate.edu>).
- **Canvas technical support:** <http://info.canvas.colostate.edu/student-resources.aspx>

Title IX:

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety. Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources: Emergency Response 911, Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350, Colorado State University Police Department (non-emergency) (970) 491-6425. For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. The Sexual Assault Victim Assistance Team through the Women and Gender Advocacy Center is a confidential student resource that does not have a reporting requirement <https://wgac.colostate.edu/>

Technology Requirements:

All courses will require that students have online access and a computer. Students can check out an iPad from the library ([Library site](#)) or use a computer in a computer lab. The technology requirements for this course are listed below:

Hardware (see [recommendations from CSU](#))

- A Windows or Macintosh computer with at least 2 GB of RAM and a fast, reliable broadband Internet connection (e.g., cable, DSL).
- Recommended computer monitors and laptop screen size be 13-inches or larger for optimum visibility of course material.
- Computer speakers or headphones to listen to recorded content.

- A webcam or other camera may also be necessary if proctoring services are used in this course.
- Enough space on your computer to
 - install the required and recommended software and,
 - save your course assignments.

Software (see [recommendations from CSU](#))

- Web browsers
 - Firefox generally works well with CSU websites - [free download](#)
 - Chrome: [free download](#)
- Adobe Acrobat Reader ([free download](#))
- Flash Player ([free download](#))
- Microsoft Office ([free download](#) through CSU)

Third-Party Tools/Privacy

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Zoom and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

Information on COVID-19:

Important information for students:

Masks are required inside university buildings. You must also meet university vaccine or exemption requirements.

All students are expected and required to report to the COVID

Reporter (<https://covid.colostate.edu/reporter/>) when:

- You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild
- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under “I believe I have been in close contact with someone who has COVID-19.” This guidance will depend upon your individual circumstances

You will not be penalized in any way for reporting symptoms or concerns.

Do not ask me as your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly.

As your instructor I may not ask you about vaccination status or if you have COVID but you may freely volunteer to send me information from a public health official - if you have been asked to isolate or quarantine.

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University's COVID resources and information, including FAQs about the spring semester, please visit the **CSU COVID-19** site <https://covid.colostate.edu/>.

Disclaimer:

All of the information in this course syllabus is subject to change when deemed necessary by the instructor. Students will be notified verbally in class, via postings on the class homepage, or by email if such changes occur.

Schedule:

This schedule is subject to change. All changes will be announced on Canvas.

Week	Date	Topic	Required Readings	Assignment
Introduction to Economics, Gender, and Feminism				
Week 1	January 18	Introduction to the course Masculinity & femininity		
	January 20	Epistemology	Required reading: Wolfers, Justin. 2018, Feb. 2. "Why Women's Voices are Scarce in Economics." <i>New York Times</i> . Optional reading: Joey Sprague. "Chapter 2: Seeing Through Science, Epistemologies" <i>Feminist methodologies for critical researchers: Bridging differences</i> . Rowman & Littlefield, 2016.	
Week 2	January 25	Introduction to gender and feminism	Optional reading: Julia Wood, <i>Gendered Lives: Communication, Gender and Culture, United States</i> : Wadsworth, 2001, pp 16-30, 38-61 Optional reading: Jeanne Maglaty, "When did girls start wearing pink?" <i>Smithsonian.com</i> , April 7, 2011	

			http://www.smithsonianmag.com/arts-culture/when-did-girls-start-wearing-pink-1370097)	
	January 27	LGBTQ+ people and the economy	<p>Required reading: Dayana Yochim, “12 key numbers highlighting the economic status, challenges that LGBTQ people face.” MSNBC.com, June 22, 2020. (https://www.msnbc.com/know-your-value/feature/pride-month-12-key-numbers-highlighting-economic-status-challenges-lgbtq-ncna1231820).</p> <p>Optional reading: Carpenter, Christopher S., Samuel T. Eppink, and Gilbert Gonzales. 2020. “Transgender Status, Gender Identity, and Socioeconomic Outcomes in the United States.” <i>ILR Review</i> 73(3): 573-599.</p>	
Week 3	February 1	Neoclassical and feminist economics	<p>Required reading: Julie Nelson. 1995. “Feminism and Economics,” <i>Journal of Economic Perspectives</i> 9(2): 131-148.</p> <p>Optional reading: “The Basics of Neoclassical Economics,” in Randy Albelda, Robert Drago and Steven Shulman, <i>Unlevel Playing Fields: Understanding Wage Inequality and Discrimination</i>, pp. 43-60.</p>	In-Class Reflection Exercise 1
Historical Perspectives				
	February 3	Agrarian Society, Industrial Revolution, Slavery	<p>Required reading: Ananthaswamy, Anil, and Kate Douglas. “The Origins of Sexism: How Men Came to Rule 12,000 Years Ago.” <i>New Scientist</i>, 18 Apr. 2018</p> <p>Required reading: Laslett, Barbara, and Johanna Brenner. "Gender and social reproduction: Historical perspectives." <i>Annual review of sociology</i> 15.1 (1989): 381-404.</p> <p>Optional reading: Alberto Alesina, Paola Giuliano and Nathan Nunn. 2010. “The Origins of Gender Roles: Women and the Plough.” Santa Fe Institute.</p>	
Week 4	February 8	Slavery continued, WWI & WWII	<p>Optional reading: Collins, P. H. (2002). <i>Black feminist thought: Knowledge, consciousness, and the politics of empowerment</i>. Routledge. Page 48-55.</p>	In-Class Reflection Exercise 2
Social Reproduction and Care Work				
	February 10	<p>What is Social Reproduction?</p> <p>Care work: what makes this work different?</p>	<p>Optional reading: Bhattacharya, Tithi, ed. Introduction. <i>Social reproduction theory: Remapping class, recentering oppression</i>. Pluto Press, 2017.</p>	

			<p>Optional reading: Nancy Folbre and Julie Nelson. 2000. "For love or money – or both?" <i>Journal of Economic Perspectives</i> 14(4): 123-140.</p>	
Week 5	February 15	Unpaid and paid care work	<p>Required Film: Home Economics: Domestic Workers and Labor.</p> <p>Optional Reading: Ferrant, Gaëlle, Luca Maria Pesando, and Keiko Nowacka. "Unpaid Care Work: The missing link in the analysis of gender gaps in labour outcomes." <i>Issues paper</i> (2014).</p> <p>Optional Reading: Carmen Teele Hopkins. "Mostly Work, Little Play: Social Reproduction, Migration, and Paid Domestic Work in Montreal." <i>Social Reproduction Theory</i> (2017): 171-91.</p>	
	February 17	Measuring and quantifying care and wellbeing	<p>Required Reading: Folbre, N. Chapter 3 <i>The invisible heart: Economics and family values</i>. New Press. (2001).</p>	In-Class Reflection Exercise 3
EXAM 1				
Week 6	February 22	Exam Review & Extra Credit Presentations		
	February 24			EXAM 1
Family Economics and Marriage Markets				
Week 7	March 1	Introduce Writing Assignment 1 & Becker's model	<p>Optional reading: Ben-Porath, Y. (1982). Economics and the family-match or mismatch? A review of Becker's A treatise on the family.</p>	
	March 3	Household bargaining models and identity	<p>Required reading: Bergmann, B. R. (1981). The economic risks of being a housewife. <i>The American economic review</i>, 71(2), 81-86.</p> <p>Optional reading: Bertrand, Marianne, Emir Kamenica, and Jessica Pan. "Gender identity and relative income within households." <i>The Quarterly Journal of Economics</i> 130.2 (2015): 571-614.</p>	
Week 8	March 8	The value of children & marriage markets	<p>Optional reading: Elaine McCrate, 1987. "Trade, Merger and Employment: Economic Theory on Marriage." <i>Review of Radical Political Economics</i> 19(1): 73-89.</p> <p>Optional reading: Shelly Lundberg and Robert A. Pollak. 2014. "Cohabitation and the Uneven Retreat from Marriage in the United States, 1950-2010," in Leah</p>	In-Class Reflection Exercise 4

			Platt Boustan, Carola Frydman and Robert Margo, eds. Human Capital in History: The American Record. Chicago: University of Chicago Press, pp. 241-272.	
	March 10	Writing Assignment Workshop		Bring in rough draft Writing Assignment Due March 13 at 11:59pm
Labor Markets				
Week 9	March 22	Labor Force Participation & Educational attainment	<p>Optional reading: Ch. 4, Figart, Mutari and Power, “Breadwinners and other workers: Gender and Race-Ethnicity in the evolution of the labor force.” <i>Women and the Economy: A Reader</i>. Ellen Mutari and Deborah Figart (eds.), New York and London: Armonk, 2003.</p> <p>Optional reading: Blau, Ferber and Winkler, Ch. 8 “Gender Differences in Educational Investment Decisions: Social Influences and Anticipation of Discrimination.” in <i>The Economics of Women, Men and Work</i>, New Jersey: Prentice Hall, 2016</p>	
	March 24	Differences in occupations and earnings	<p>Required reading: Vagins, Deborah. (2018) <i>The Simple Truth About the Gender Pay Gap (Fall 2018 Edition)</i>. AAUW.</p> <p>Optional reading: ICRW, “The gender wage gap by occupation”, April 2017.</p>	
Week 10	March 29	Labor market discrimination	<p>Required reading: Ch. 17, Shulman, “The political economy of labor market discrimination: A classroom friendly presentation of the theory.” <i>Women and the Economy: A Reader</i>. Ellen Mutari and Deborah Figart (eds.), New York and London: Armonk, 2003.</p> <p>Optional reading: Badgett, M.V. Lee. 1995. “The Wage Effects of Sexual Orientation Discrimination.” <i>ILR Review</i>, 48(4): 726-739.</p>	
	March 31	The Great Recession & new challenges for men	<p>Required reading: Eleanor Krause and Isabel Sawhill. 2017. “What we know and don’t know about declining labor force participation: A review.” Washington, DC: The Brookings Institution</p> <p>Optional reading: Cook, Nancy. 2009, July 16. “Mancession” <i>Newsweek</i></p>	In-Class Reflection Exercise 5

			Optional reading: Hartmann, Heidi I, Ashley English, and Jeffrey Hayes. 2010. "Women and Men's Employment and Unemployment in the Great Recession." <i>Institute for Women's Policy Research</i> . Pages 15-30, 51-58 only	
EXAM 2				
Week 11	April 5	Exam Review & Extra Credit Presentations		
	April 7			EXAM 2
Public Policy and Gender Parity				
Week 12	April 12	Introducing Writing Assignment 2; Public Policy Overview	Optional reading: Lawless, J. L., & Fox, R. L. (2012). <i>Men rule: The continued under-representation of women in US politics</i> . Women & Politics Institute.	
	April 14	Parental Leave Policies	Required reading: Casey, Judi, and Karen Corday. "Parental leave policies in 21 countries: Assessing generosity and gender equality." (2008).	In-Class Reflection Exercise 6
Globalization and Development				
Week 13	April 19	Overview of Globalization and Gendered Impacts	Optional reading: Barker, Drucilla, and Susan Feiner. 2004. "Globalization is a Feminist Issue." In <i>Liberating Economics</i> . Ann Arbor: U of Michigan Press. 95-117.	
	April 21	Human experience of globalization	Required Film: <i>Poto Mitan: Haitian Women, Pillars of the Global Economy</i>	
Week 14	April 26	Globalization and reproduction	Required reading: Hartmann, Betsy. 1997. "Population Control I: Birth of an Ideology." <i>International Journal of Health Services</i> 27(3): 523-540. Optional reading: Hartmann, Betsy. 1997. "Population Control II: The Population Establishment Today." <i>International Journal of Health Services</i> 27(3): 541-557.	In-Class Reflection Exercise 7
Consumption & Advertising				
	April 28	Marketing & 'Pink Tax'	Required reading: Powers, Katie. "Shattering Gendered Marketing." American Marketing Association, September 2019. (https://www.ama.org/marketing-news/shattering-gendered-marketing/) Optional reading: Kim, Tami, Kate Barasz, Leslie John, and Michael I. Norton. 2019. "Calculators for Women:	

			When Identity Appeals Provoke Backlash.” Harvard Business School Working Paper 19-086.	
EXAM 3 & Wrapping Up the Course				
Week 15	May 3	Writing Assignment Workshop		Bring in rough draft
	May 5	Extra credit presentations day & exam review		Writing Assignment Due May 8 at 11:59pm
Week 16		Exam 3	Exam 3 will be available May 9 – May 11.	Final Exam due May 11 at 11:59pm