

**The American University
Department of Economics**

Fall Semester 2008

Professor Maria Floro
Phone: 202-885-3139
E-mail: mfloro@american.edu

Office: Roper 212
Office Hours: Tues, 2-5 pm, Wed 2-5 pm
Wed 8- 9pm (by appt)

Professor Caren Grown
Phone: 202-885-3789
E-mail: cgrown@american.edu

Office: Roper 205
Office Hours: Mon, 1-4 pm
Tues, 2-5 pm

TA: Lina Salazar

Email: li_salaz@yahoo.com
 Office Hours:

ECON 374 GENDER ROLES IN THE ECONOMY

1. What This Course is About

This course explores the gender dimensions of economic life by examining the multiplicity of women's and men's economic contributions--- as employed workers, care providers, subsistence producers, volunteer workers, and homemakers. It gives special emphasis to women's perspectives and experiences, and introduces a new and growing discipline called feminist economics and its application to economic problems and issues. By introducing students to gender analysis and feminist economics discourse, the course hopes to enhance their understanding of human development, particularly the role of economic and social processes and their distinct effects on the well-being of men and women. It makes use of the gender lens in order to highlight the manner in which a gender perspective can enrich our understanding of economic issues and of economic development. In so doing, the course hopes to further establish the gender perspective in economics as an important field of study.

Women's lives across the world appear to straddle more dimensions and activities than those of men and a significant aspect of their economic contribution is largely ignored in the economic picture. The course starts with an overview of the gradual integration of women's issues and gender analysis in economics. Because a significant aspect of women's experiences and roles are largely neglected in mainstream economic thinking, the course first examines the way gender issues are addressed in orthodox economic models and theories (Part 1). Part 2 further examines the multiplicity of women's economic roles – in the labor market and in the household – emphasizing approaches to measuring and valuing their economic contributions. Policies that attempt to address gender inequalities in labor markets and care work responsibilities are examined as well. The interconnection between gender inequality and the aggregate economy is discussed in Part 3, particularly in the context of increasing globalization. Women's and men's roles are constantly changing and this shifting of boundaries, roles and power relations are explored using developing countries' experiences. Economic crises provide a particularly useful illustration of the interplay between gender relations and economic changes. Finally, Part 4 explores key economic policies (and policy proposals) aimed at addressing gender inequality. Emphasis is given to the gender dimensions of taxation policies and gender budget initiatives.

II. Prerequisites:

Students taking this course are expected to have already taken at least Econ 200 Microeconomics (or Price Theory) and Econ 100 Macroeconomics (or Income Theory) courses since the level of discussion as well as assigned readings presuppose familiarity with basic economic concepts and analysis.

II. Textbooks

The following textbooks are available at the Campus bookstore and in the Library Reserve:

REQUIRED:

1. **(BLAU et al)** Blau, Francine et al (2006), *The Economics of Women, Men and Work*, Prentice Hall, New Jersey.
2. **(BENERIA)** Lourdes Beneria (2003), *Gender, Development and Globalization*, Routledge Books, New York and London.

RECOMMENDED:

3. **(EHRENREICH)** Ehrenreich, Barbara (2001) *Nickle and Dimed* , Metropolitan/Owl Books, New York.
4. **(KABEER)** Naila Kabeer (2002), *The Power to Choose: Bangladeshi Garment Workers in London and Dhaka*, Verso Press, London

III. Course Requirements

1. Exams		60%
First Exam	30%	
Second Exam	30%	
2. Book Reviews and Discussion		20%
3. Assignments		10%
4. Attendance and Class Participation		<u>10%</u>
TOTAL:		100%

Guidelines and Tips for Book Reviews:

This requirement is to help build your skills in interpreting and analyzing materials from a gender-aware perspective and to help develop your ability to communicate your findings in a clear and compelling way. You will be gathering information on the relevant points that are mentioned in the book and then relating them to the concepts and tools discussed in class.

- Each student is required to write an evaluation of the following books:
 - a) **(EHRENREICH)** Ehrenreich, Barbara (2001) *Nickel and Dimed* , Metropolitan Books, New York;

b) (KABEER) Naila Kabeer, *The Power to Choose: Bangladeshi Garment Workers in London and Dhaka*, 2002, Chaps 3-5, Verso Press, London

- Each book review should be an informed analysis and commentary. Not only should it demonstrate your familiarity and comprehension of the book or assigned book chapters but also your ability to apply gender analysis to specific economic issues or gender concerns raised by the author. Pay careful attention to the lived experiences and case studies provided.
- Identify at least three (3) economic issue(s) or critical gender concerns addressed in the book and then discuss each of them *in your own words*. Cite specific examples and situations given in the book to support your analysis. Make use relevant tools/concepts you have learned in class in your analysis. Be *creative* in illustrating your point(s). Avoid the use of any book reviews or commentaries written on them.
- In your concluding section, critically explore the policy implications or provide some recommendations to address these issues or concerns (which may be similar or different from that of the author's). Be sure to mention either the critical factors that may influence the policy or the expected outcome (using economic reasoning) of your policy recommendation(s).
- The paper should be typewritten, double-spaced and have a maximum length of 4 (four) pages (in 12 inch font). **PLEASE MAKE NOTE OF THE DUE DATES.** Late papers submitted past beyond the class period of the due date will have the grade lowered by a half letter grade for each day (or fraction thereof) beyond the due date it is not turned in.
- Share your views and comments with others by participating in class discussion.

Each book review will be graded based on:

- (i) The student's ability to demonstrate his/her command of the book material and to integrate concepts/tools and class reading materials into his/her analysis of the issue(s) (40%),
- (ii) The clarity and logic of the analysis of the issues explored in the reaction essay and corresponding recommendation (30%),
- (iii) Organization and adherence to the guidelines of the paper (including citation of
- (iv) references, etc) (20%), and
- (v) Writing skill and general appearance of the paper (spelling, proper citation, etc) (10%). Where relevant, make sure that proper citations of references are made as this will be part of the grading.

You should follow the AU ACADEMIC INTEGRITY CODE (check the AU website) and guidebook for citation of references (check with AU Library Reference Section).

Book review due dates: **October 21, Fri (Nickel and Dimed) [No exceptions.]**
November 7, Fri (The Power to Choose) [No exceptions.]

On Class Participation, Assignments and Other Logistics:

Attendance and class participation is important in this class. I strongly recommend that students **read the assigned reading material AHEAD** before coming to class. Students are encouraged to

participate in classroom discussions, especially during book discussions and policy debates.

There will be 3 assignments given throughout the semester. They not only help in testing your comprehension of the materials and concepts/tools learned in class but also will aid in your review for the exams in the course. You can study and do the assignments together but what you hand in must be your own work.

We would appreciate it if you observe strictly my office hours (see above). If this is not convenient, you may set up an appointment ahead of time during other times (please send advanced notice for this). Our teaching assistant and we are available to help you in going through some of the more difficult part of this course.

IV. Academic Honesty and Student Responsibility.

Standards of academic conduct are set forth in the University's Academic Integrity Code. Please read it online http://www.american.edu/handbook/policies_guidelines.htm#aic. I trust that students in this course will follow the Academic Integrity Code of the University in their exams and papers. I encourage you to work with your fellow students to discuss the assigned materials in class, but what you hand in or present to meet the requirements must be your own work.

Please note that there will be no extensions given to the deadlines without a written letter stating the medical and important emergency reason and note from the doctor. Late assignments will be graded one letter below for each day after the deadline.

FINAL GRADING:

Students are required to receive a passing grade (70 or above) in all course requirements to receive a passing grade for the course. Grades are calculated as follows:

- A (90-100)
- B (80-89%)
- C (70-79%)
- D (60-69%).
- F (59% and below).

Please note that each letter category includes both pluses and minuses.

COURSE SCHEDULE AND ASSIGNED READINGS

{ Note: The schedule or dates for specific topics may change during the semester. Announcements will be made in class beforehand. Please check the blackboard regularly for updates as well. }

Part I: Introduction to Gender Perspectives in Economic Analysis

Week 1. August 26, 29: Profs. Floro and Grown

Gender, Human Development and Economics in a Globalized World: An Overview

- BENERIA, Chap 1.
- United Nations Research Institute for Social Development (UNRISD), Gender Equality: Striving for Justice in an Unequal World, Geneva, Chapter 1 [BLACKBOARD, weblink]

Week 2. Sept 2, 5: Prof Floro

Women and Gender Issues in Economics: An Introduction

- BLAU et al, Chs. 1 and 2.
- BENERIA, Ch. 2.
- Folbre, N. (1993) 'How Does She Know? Feminist Theories of Gender Bias in Economics', *History of Political Economy*, 25(1): 167-84 [BLACKBOARD]
- UNIFEM (2005). *Progress of World's Women: Women, Work and Poverty*, Overview, pp. 8-13 [WEBLINK http://www.unifem.org/attachments/products/PoWW2005_eng.pdf]

Weeks 3-4, September 9, 12, 16, 19: Prof. Floro

Conceptualizing the Family as Economic Unit and Time Allocation

- BLAU et al, Chap 3 (pp. 35-55) and 4(96-116) [Skim pp. 116-118].
- Ferber, Marianne and Julie Nelson (eds.) *Beyond Economic Man: Feminist Theory and Economics*, University of Chicago Press, 1993. pp. 1-23. [BLACKBOARD].
- Barbara Bergmann (1995). "Becker's Theory of the Family: Preposterous Conclusions", *Feminist Economics*, Vol. 1, No.1. [BLACKBOARD]

Assignment 1 due date: Sept 23

Weeks 5, September 23, 26: Prof Floro

Women's Unpaid Care and Household Work

- BENERIA, Chap 5
- BLAU, Chap 3, pp. 55-74.
- Phipps, S., Burton, P. and Osberg, L. (2001) 'Time as a Source of Inequality Within Marriage: Are Husbands More Satisfied with Time for Themselves Than Wives?' *Feminist Economics*, 7(2): 1-21, [BLACKBOARD]
- Wyss, B. (1999) 'Culture and Gender in Household Economies: The Case of Jamaican Child Support Payments', *Feminist Economics*, 5(2): 1-24. [BLACKBOARD]

Supplementary Reading:

UN. (2000). "Gender Issues in the Measurement of Paid and Unpaid Work". UN Secretariat Statistics Division. ESA/STAT/AC.79/15. 17 October 2000.

[WEBLINK: <http://unstats.un.org/unsd/methods/timeuse/xptgrpmeet/eurostat.pdf>]

Part II: Gender Inequality, Labor Market Trends and Public Policies in the US

Week 6, Sept 30, Oct 3: Prof. Floro

Gender Inequality and the US Labor Market

- BLAU et al. Ch 4 (pp. 86-95, 119-128), Ch. 5 (pp. 136-157) and Chap 8.
- Institute for Women's Policy Research, *Women's Economic Status in the States*, 2008
[WEBLINK: <http://www.iwpr.org/pdf/R260.pdf>]

REMINDER: Assignment 2 due October 3

Week 7-8, Oct 7,10, 21: Prof. Grown

Public Policies Affecting Paid Work and Family

- BLAU, Chaps 7 (pp. 202-228; 234-249) and 10.
- Katie Hamm, Barbara Gault, & Avis Jones-DeWeever, July 2005, *In Our Own Backyards: Local and State Strategies to Improve the Quality of Family Child Care*, Institute for Women's Policy Research [WEBLINK: <http://www.iwpr.org/pdf/G717.pdf>]

October 14, First Exam [A review session will be scheduled beforehand.]

October 17, Fall Class Break (No classes)

October 21: Prof Grown

BOOK DISCUSSION: Nickel and Dimed

REMINDER: Book report due Oct 21.

Part III: Markets and Gender Issues in a Globalizing World

Weeks 8 -9 October 24 28: Prof. Grown

Markets, Globalization and Gender

- BENERIA, Chap 3.
- Joseph Lim, "Effects of the Asian Financial Crisis on Men and Women's Employment' The Case of the Philippines", *World Development*, Vol 28, No. 7, July 2000 (BLACKBOARD)
- UNRISD, United Nations Research Institute for Social Development, *Gender Equality: Striving for Justice in an Unequal World*, Geneva, Chapters 2-3 [BLACKBOARD]
- Elson, D. and Cagatay, N. (2000) 'The Social Content of Macroeconomic Policies', *World Development*, 28(7): 1347-64 [BLACKBOARD]

Weeks 9-10, Oct 31, November 4, 7: Prof. Floro

Labor Markets and Women's Work in Developing Countries

- BENERIA, Chap 4.
- UNIFEM, Progress of World's Women: Women, Work and Poverty, 2005, Chaps 2-3 [WEBLINK http://www.unifem.org/attachments/products/PoWW2005_eng.pdf]
- UNRISD, United Nations Research Institute for Social Development, *Gender Equality: Striving for Justice in an Unequal World*, Geneva, Chapter 7 [BLACKBOARD]
- Kabeer, The Power to Choose, Chap 1.

Supplementary Reading:

Guy Standing, 'Global Feminization Through Flexible Labor: A Theme Revisted,' *World Development* 27 (3), 1999 [BLACKBOARD]

November 7, The Power to Choose, Chaps 3-5 BOOK DISCUSSION

REMINDER: Book Report due Nov 7 [No exceptions]

Part IV: Engendering Economic Policies

Week 11, November 11, 14: Prof. Grown

Gender, Poverty and Welfare

- Albelda, R. (2001) 'Welfare-to-Work, Farewell to Families? U.S. Welfare Reform and Work/Family Debates', *Feminist Economics*, 7(1): 119-35. [BLACKBOARD]
- McKay, A. (2001) 'Rethinking Work and Income Maintenance: Promoting Gender Equality Through a Citizen's Basic Income', *Feminist Economics*, 7(1): 97-118 [BLACKBOARD]
- UNIFEM (2005). *Progress of World's Women: Women, Work and Poverty*, Chap 6 [WEBLINK http://www.unifem.org/attachments/products/PoWW2005_eng.pdf]
- Frances Lund (2006) "Working People and Access to Social Protection", in S Razavi and S. Hassim (eds), *Gender and Social Policy in a Global Context*, UNRISD, Geneva., pp. 217-236 [BLACKBOARD]

Week 12. November 18, 21: Prof. Grown

Gender and Taxation

- Anderson, D. (1999) 'Tax Policy', in Peterson, J. and Lewis, M. (eds) (1999) *The Elgar Companion to Feminist Economics*, Cheltenham: Edward Elgar Publishing, Inc.
- Stotsky, J. (1997) 'Gender Bias in Tax Systems', *Tax Notes International*, June 9, 2002: 1913-23. [BLACKBOARD]
- Elson, D. (2005) 'Monitoring Government Budgets for Compliance with CEDAW,' New York: United Nations Development Fund for Women, Chapter 6
http://rmportal.net/library/II/C/2/monitoringgovernmentbudgetscompliancecedaw_eng.pdf/attachment_download/file

REMINDER: ASSIGNMENT 3 due November 18.

Week 13-14. November 25, Dec 2: Prof. Grown

Gender Budget Initiatives

- Diane Elson (1998) “Integrating Gender Issues into National Budgetary Policies and Procedures: Some Policy Options”, *Journal of International Development*, Vol 10, Issue 7, pp. 929 – 941 [BLACKBOARD]
- Debbie Budlender (2000), “*The Political Economy of Women’s Budgets in the South*”, *World Development*, Vol 28, No. 7, July. [BLACKBOARD]

Week 14. December 5: Prof. Grown

Policy Debate on Taxation and Budgets

DECEMBER 12. Final Exam [A review session will be scheduled beforehand.]

EXAMPLES OF REFERENCE CITATIONS:

Homework, Subcontracting and Household Dynamics in Mexico City, University of Chicago Press, Chicago.

Beneria, L. and S. Feldman (eds) (1992). *Unequal Burden: Economic Crises, Persistent Poverty, and Women's Work*. Westview Press, Boulder, Colorado.

Bennett, Lynn and Mike Goldberg (1993). Providing Enterprise Development and Financial Services to Women: A Decade of Experience in Asia. Asia Technical Department Series, Technical Paper No. 236, World Bank, Washington DC.

Benton, L. (1989). "Homework and Industrial Development: Gender Roles and Restructuring in the Spanish Shoe Industry." *World Development*. Vol. 17, No. 2, pp. 255-266.

Buvinic, Mayra and Marguerite Berger (1990). Sex Differences in Access to a Small Enterprise Development Fund in Peru. *World Development*. Vol. 18, No. 5, pp. 695-705.

Buvinic, Mayra and Geeta Rao Gupta (1997). Female-headed Households and Female Maintained Families: Are They Worth Targeting to Reduce Poverty in Developing Countries? *Economic Development and Cultural Change*. Vol. 45, No. 2, pp. 259-80.

Carr, Marilyn, Martha Chen and Jane Tate (2000). Globalization and Home Based Workers: *Feminist Economics*. Vol. 6, No. 3, November.

Charmes, Jacques (1998). Informal Sector, Poverty and Gender: A Review of Empirical Evidence. Background Paper for the World Bank World Development Report 2000, World Bank, Washington DC.