

ECON 442
WOMEN IN THE ECONOMY
FALL 2021
PROF. ELIZABETH T. POWERS

Contact Information

Professor Elizabeth T. Powers, epowers@illinois.edu. Always contact me from your official @illinois.edu email. I do not respond to personal email addresses.

Course Time and Location

9:30-10:50 a.m. on Mondays and Wednesdays in Bevier 166.

Class Moodle

The Moodle contains the resources for the course. The site will be modified during the semester. Check it frequently.

Weekly Newsletter

I send out a newsletter via email every Friday that outlines what will be happening in class over the next two weeks.

Office Hours

Regular office hours are Wednesdays 12:00 p.m. – 1:30 p.m. Until further notice, office hours are via Zoom (Meeting ID: 275 529 2082/ Passcode: 738470). If office hours change, I will announce this in the newsletter. Office hours are also available by appointment.

Course Objectives

- To apply the skills acquired in microeconomic theory and other economics courses to real-world topics.
- To encourage critical thinking about societal challenges.
- To understand the historical context and current status of women as economic agents.
- To become acquainted with the research evidence on why women's and men's market outcomes differ.
- To evaluate public policies promoting labor market efficiency and other societal goals.

Prerequisites and Credit

Economics 442 is a topics course for advanced undergraduate students who have completed ECON 302 (Intermediate Microeconomic Theory). Graduate students may also register for this course. The course is offered for 3.0 credits to undergraduate students and 4.0 credits to graduate students. In addition to the regular course work, graduate students must complete a term paper. Graduate students should meet with me as soon as possible to discuss this multi-step assignment.

Course Material

Readings: This course does not have a textbook. *Required readings are listed in Attachment A to this syllabus.* Readings may be accessed through the course Moodle, the UIUC Library's search engines, or the websites *JStor.org* and *NBER.org*, depending on copyright statuses. I provide a reading guide for each paper highlighting major points and providing study questions.

Lecture slides and recordings: Slides for each lecture are available on the Moodle, as are video lectures recorded live in 2020. *You are responsible for anything discussed in class and all assigned class material, regardless of whether it is covered in slides or videos or not.*

Video tutorials: Short, detailed videos on more technical topics are posted to the class Moodle.

Assessment quizzes: A no-credit quiz is available for each class on the Moodle for self-assessment purposes.

Expectations

Consistent with University policy, I consider violations of academic integrity to be of the utmost seriousness and deal with them severely. A student who is discovered to have violated academic integrity in this course will be subject to the penalties discussed in Section 33 of the Code of Policies and Regulations Applying to All Students, which may include a failing grade for the course. *The University requires that a finding of intentional or unintentional plagiarism be noted on the students' transcript for 6 years. This notation can be viewed by other institutions.* Note that this includes "cut and pastes" from Internet sources.

This class is interactive. Successful discussion is a two-way street, requiring preparation and engagement from all parties.

Make-up work and extra credit. I do not offer extra credit. Missed exams, the final, quizzes, and all other for-credit opportunities usually *may not be made up*. Exceptions are granted only under special circumstances, as defined in the Code of Policies and Regulations Applying to All Students (Section 34).¹ To receive accommodation, students with legitimate conflicts with exam or assignment dates should inform me as soon as possible, but in any case *at least two weeks prior to the conflict date*.

Attendance Policy

I expect full attendance. Excessive absences will be reported to the College Dean in accordance with the Code of Policies and Regulations Applying to All Students (Section 34).

¹ To receive an excused absence, the student must provide an explanation and supply supporting evidence. University policy includes as excused absences: illness, death in the family or other emergency, or other reasons beyond the student's control; a student's religious beliefs, observances, and practices; a student serving as a volunteer emergency worker, as defined in the Volunteer Emergency Worker Job Protection Act; formal participation in scheduled activities of officially recognized groups such as athletic teams, performing groups, and the Urbana-Champaign Senate (this does not include registered student organizations).

Cellphone and Laptop Policy

I have a no-technology policy. Store devices completely away and set them to silent mode during class.

DRES Accommodations

Contact me *by the second class meeting* if you seek accommodation for special learning needs. It is the student's responsibility to request that DRES accommodate the exam and to notify me of any deadlines around DRES administration of assignments and exams. Failure to do so may result in a failing grade on the exam/assignment.

Assignments

There are a variety of graded assignments in this class. Appendix B (class-by-class schedule) provides due dates.

In-class quizzes: 10 in-class quizzes are worth 20 points each. Missed quizzes cannot be made up. Quiz dates are listed on the class-by-class schedule (Appendix B).

Midterm and Final Exams: There are two midterm exams and a final exam on the dates specified in Appendix B to this syllabus. These are in-class, closed-note exams. The overall midterm exam grade is the higher of the two midterm scores. The final is cumulative.

Term Paper (graduate students only): In addition to completing the afore-mentioned assignments and exams, students taking the course for 4.0 credits are required to write a literature review on a topic under the umbrella "Women in the Economy." This 15-page literature review should include a minimum of 8 peer-reviewed economics journal articles on your topic, with an emphasis on more recent literature. Prior to the review of literature, there should be (1) a clear statement and discussion of the topic; (2) a discussion of the topic's importance in economics and to society; and (3) an explanation of the major technical challenges facing researchers approaching this topic. The term paper should conclude with a discussion that compares and contrasts findings from the literature reviewed and draws conclusions about the current state of knowledge on the topic. Both a first draft (ungraded) and final draft (graded) are required.

In addition to the term paper, graduate students must take both midterms and take the final or they will receive a failing grade in the course, regardless of total course points earned.

Grading Policies

Policy on Late and Missed Assignments: I do not extend opportunities to make up in-class credit opportunities. There is a one-hour grace period on Moodle writing assignment submissions to allow for technical glitches. In the first minute of the subsequent hour, late penalties begin to apply. An A is reduced to a B during the first 24 hours, to a C in the next 24 hours, and so on.

Grading: The following chart lists graded assignments and the exact points distribution. Those receiving 90% or more of total points possible will receive an A-range grade, those receiving 80% or more of total points will receive a B-range grade, those receiving 70% or more of total points will receive a C-range grade, and those receiving 60% or more of total points will receive a D-range grade. Failure to earn at least

60% of total points will result in failure to receive credit for the class. I reserve the right to adjust grade cutoffs when it does not lower anyone's grade.

	Undergraduate Students	Graduate Students
10 In-class quizzes	200	200
Max{Exam 1, Exam 2}	400	200
Final Exam	400	300
Term Paper	NA	300
TOTAL POINTS	1,000	1,000

Class Schedule

See *Attachment B* to this syllabus.

ATTACHMENT A
READING LIST

1. Andreoni, J. & Petrie, R., 2008. "Beauty, gender and stereotypes: evidence from laboratory experiments." *Journal of Economic Psychology* 29: 73-93.
2. Angrist, J.D. & Evans, W.N. 1998. "Children and Their Parents' Labor Supply: Evidence from Exogenous Variation in Family Size." *The American Economic Review* 88(3, June): 450-477. Available at JStor, https://www.jstor.org/stable/116844?seq=1#metadata_info_tab_contents
3. Autor & Wasserman, undated. *Wayward Sons: The Emerging Gender Gap in Labor Markets and Education*. Third Way.
4. Marianne Bertrand & Emir Kamenica & Jessica Pan, 2015. "Gender Identity and Relative Income within Households," *The Quarterly Journal of Economics*, Oxford University Press, vol. 130(2), pages 571-614.
5. Bertrand, M., 2018. "The Glass Ceiling". Becker Friedman Institute Working Paper No. 2018-38 (June).
6. England, Paula & Folbre, Nancy. 1999. "The Cost of Caring." *Annals, AAPSS* 561, January.
7. Files, et al., 2017. "Speaker Introductions at Internal Medicine Grand Rounds: Forms of Address Reveal Gender Bias." *Journal of Women's Health* 26(5).
8. Flory, J., Leibbrandt, A., & List, J., 2015. "Do Competitive Workplaces Deter Female Workers? A Large-Scale Natural Field Experiment on Job Entry Decisions." *Review of Economic Studies* 82(1): 122-155.
9. Goldin, Claudia. The Quiet Revolution That Transformed Women's Employment, Education, and Family. 2006. *AEA Papers and Proceedings* (May):1-21.
10. Goldin, Claudia. "A Grand Gender Convergence: Its Last Chapter." 2014. *American Economic Review* 104(4): 1091-1119.
11. Hershbein & Kahn, 2017. "Do recessions accelerate routine-based technological change? Evidence from vacancy postings." NBER Working Paper No. 22762 (September). Or see published version in *American Economic Review* 108(7, July): 1937-72.
12. Jennie Huang & Corinne Low, 2017. "Trumping Norms: Lab Evidence on Aggressive Communication before and after the 2016 US Presidential Election," *American Economic Review* 107(5), pages 120-124, May.
13. Levanon, Asaf, England, Paula, and Allison, Paul. "Occupational Feminization & Pay: Assessing Causal Dynamics Using 1950-2000 U.S. Census Data." *Social Forces* 88(2,December): 865-891. Available at <http://www.statisticalhorizons.com/wp-content/uploads/2012/01/88.2.levanon.pdf>.
14. Liner, Emily. *A Dollar Short: What's Holding Women Back from Equal Pay?* Third Way Report published March 18, 2016; updated September 13, 2017.
15. Wiswall, M., & Zafar, B., 2016. "Human Capital Investments and Expectations about Career and Family." NBER Working Paper No. 22543. August. Available at <https://www.nber.org/papers/w22543.pdf>.

ATTACHMENT B

CLASS SCHEDULE, FALL 2021

CLASS #	DATE	TOPIC	VIDEO TUTORIALS	READINGS	ASSESSMENTS
1.1	8/23	Introduction and overview of the course. Introduction to consumer choice.	<i>Graphing the budget constraint; Consumer preferences; Consumer choice.</i>		
1.2	8/25	Leisure-Consumption model	<i>Leisure-consumption model; Causality v. Correlation; 'Natural-Natural Experiments' (Angrist & Evans)</i>	Angrist & Evans (1998)	
2.1	8/30	Secondary earner model	<i>The secondary earner model</i>		QUIZ #1
2.2	9/1	How household duties get split	<i>Little Factory Model.</i>		
3.1	9/6	LABOR DAY	LABOR DAY		LABOR DAY
3.2	9/8	Human Capital Investment	<i>Human Capital Investment I: The basics; HC Investment II: Dynamics</i>		
4.1	9/13	Occupational choice & career commitment		Wiswall & Zafar (2016)	QUIZ #2
4.2	9/15	Women enter the workforce.		Goldin (2006)	
5.1	9/20	Classical & other theories of discrimination	<i>Employer, employee, and consumer discrimination</i>		QUIZ #3
5.2	9/22	Feminist Economics Challenges Orthodoxy	<i>Compensating Differentials</i>	England & Folbre (1999)	QUIZ #4
6.1	9/27	"Women's work"		Levanon, England, & Allison (2009)	QUIZ #5
6.2	9/29	Exam review			
7.1	10/4	EXAM #1			
7.2	10/6	Is Discrimination Real?			
8.1	10/11	The Gender Earnings Gap, including convergence & stall-out.		Liner (2017)	
8.2	10/13	What's holding women back? Convex compensation schemes: Theory	<i>Convex compensation</i>	Goldin (2014)	QUIZ #6
9.1	10/18	What's holding women back? Convex compensation schemes: Empirics			

9.2	10/20	Mommy-tracking & the glass ceiling.		Bertrand (2018)	QUIZ #7
10.1	10/25	Gender identity & the gender wage gap	<i>Empirical Evidence, Part IV: Discontinuity design</i>	Bertrand, Pan, & Kamenica (2015)	
10.2	10/27	The gender wage gap goes to college.			QUIZ #8
11.1	11/1	Exam review			
11.2	11/3	EXAM #2			
12.1	11/8	The future of men		Autor & Wasserman, parts I & II	
12.2	11/10	Men, women, and the great recession: acceleration of skill-biased technological change.		Hershbein & Kahn (2017)	
13.1	11/15	Overview of Behavioral Economics and the gender gap.	<i>Theory of risk aversion.</i>		QUIZ #9
13.2	11/17	Behavioral economics and the gender gap: Risk tolerance, competition, and teamwork		Flory, Liebbrandt, & List (2015)	
		FALL BREAK	FALL BREAK		FALL BREAK
14.1	11/29	Behavioral economics and the gender gap		Files et al. (2017)	QUIZ #10
14.2	12/1	Behavioral economics, the gender gap, and appearance			
15.1	12/6	A new era of sexism? The Trump Effect	<i>Battle of the sexes game.</i>	Huang & Low (2017)	
15.2	12/8	Exam review			