

WOMEN IN THE ECONOMY  
FALL 2018  
PROF. ELIZABETH T. POWERS

**Contact Information**

Professor Elizabeth T. Powers  
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**Course Time and Location**

Economics 442 (Women in the Economy) meets from 9:30-10:50 a.m. on Mondays and Wednesdays in 209 David Kinley Hall.

**Class Moodle**

Course material is posted on the class Moodle.

**Office Hours**

Regular office hours are Tuesdays 8:30 a.m. – 10:30 a.m. I can meet at other times by appointment. I reserve the right to change the office hours schedule during the semester.

**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 for 4.0 credits to graduate students. In addition to the regular course work, Graduate students must complete a term paper.

**Course Material**

There is no textbook for this course. Links to readings or the readings themselves (copyright permitting) are posted on the class Moodle. Lecture slides are posted to Moodle. I provide supplementary narrative notes also.

## **Expectations**

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

There are no opportunities to make up missed exams or assignments. In particular, late assignments will not be accepted and extra credit opportunities will not be extended in lieu of scheduled assignments and exams. Exceptions will be granted only under special circumstances, such as excused medical absences as defined in the Code of Policies and Regulations Applying to All Students (Section 34). 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.<sup>1</sup> Absences from a midterm exam will not be accommodated with a make-up test. Instead, the highest midterm exam score will be your in-class exam grade for the course. You should bear this in mind when deciding how much to study for a midterm or whether to skip one.

Consistent with University policy, violations of academic integrity are treated as a serious offense. 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. Examples of penalties which may be imposed include a failing grade for the course. Collaborative learning activities are encouraged, but activities such as copying from classmates' assignments or plagiarism constitute academic integrity violations.

## **Attendance Policy**

Regular attendance is required. Excessive absences will be reported to the college dean in accordance with the Code of Policies and Regulations Applying to All Students (Section 34).

## **Cellphone and Laptop Policy**

I have a strict no-technology policy. Devices should be stored completely away and on silent mode during class, unless explicitly requested otherwise.

## **Special Needs**

Contact me by the second meeting if you will require accommodation for special learning needs

## **Course Requirements**

*Reading Assignments:* Required readings are posted on Moodle.

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<sup>1</sup> 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).

*Writing Assignments:* You will write two editorials on topics relevant to the class. Writing prompts will be posted on Moodle. You will be provided the opportunity to submit a draft prior to receiving a grade. Late assignments are not accepted.

*Class Notes:* If you write up the notes that you take in class in a clear and organized way, you may submit them to me for credit. You need to provide notes on at least 20 of our class meetings to be able to receive all 100 points, but you may submit more.

*Worked Problems:* Problems that you work on in class alone or in small groups may be written up formally and submitted for credit.

*Term paper (graduate students only):* In addition to the afore-mentioned assignments and exams, graduate students and others 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 the 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) 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 and final draft are required. See the schedule for due dates.

### Grading Policy

*Grading:* The following chart indicates graded assignments. Graduate students taking the course for 4.0 credits must also write a term paper. See the points contributions below for details. 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 fewer than 60% of total points will result in failure to receive credit for the class. I reserve the right to curve the exam grade based on class performance.

	Undergraduate Students	Graduate Students
<b>Writing assignments</b>	200	150
<b>Class Notes</b>	100	75
<b>Worked problems</b>	100	75
<b>Max{Exam 1, Exam 2}</b>	300	200
<b>Final Exam</b>	300	200
<b>Term Paper</b>	NA	200
<b>TOTAL POINTS</b>	<b>1,000</b>	<b>1,000</b>

## **Class Schedule**

The class schedule is provided as *Attachment B* to this syllabus. I reserve the right to make moderate adjustments to this planned schedule. Proceed under the assumption that listed due dates for graded assignments will not change.

## **Campus Safety**

Statement from Division of Public Safety: Emergencies can happen anywhere and at any time, so it's important that we take a minute to prepare for a situation in which our safety could depend on our ability to react quickly. Take a moment to learn the different ways to leave this building. If there's ever a fire alarm or something like that, you'll know how to get out and you'll be able to help others get out. Next, figure out the best place to go in case of severe weather – we'll need to go to a low-level in the middle of the building, away from windows. And finally, if there's ever someone trying to hurt us, our best option is to run out of the building. If we cannot do that safely, we'll want to hide somewhere we can't be seen, and we'll have to lock or barricade the door and be as quiet as possible. We will not leave that safe area until we get an Illini-Alert confirming that it's safe to do so. If we can't run or hide, we'll fight back with whatever we can get our hands on. If you want to better prepare yourself for any of these situations, visit [police.illinois.edu/safe](https://police.illinois.edu/safe). Remember you can sign up for emergency text messages at [emergency.illinois.edu](https://emergency.illinois.edu).

The campus police provide "Run/Hide/Fight" safety strategies in this [handout](#) and [video](#).

CLASS #	DATE	TOPIC	ASSIGNMENT (note: class notes and worked problems opportunities are offered throughout the term).
1	8/27	Syllabus Theory you need to know	
2	8/29	Leisure-Consumption model	
3	9/5	The secondary earner model	
4	9/10	Cooperative and noncooperative models of time allocation.	
5	9/12	Human Capital Investment & Occupational Choice	
6	9/17	"Career commitment" and the labor market.	
7	9/19	Women enter the workforce.	<p><a href="#">Yellen, Janet. "So We All Can Succeed: 125 Years of Women's Participation in the Economy."</a></p> <p><a href="#">Goldin, Claudia. The Quiet Revolution That Transformed Women's Employment, Education, and Family. AEA Papers and Proceedings. 2006; May 2006 :1-21.</a></p>
8	9/24	Classical views of discrimination	
9	9/26	Feminist Economics: Challenging Orthodoxy	<a href="#">England, Paula &amp; Folbre, Nancy. 1999. "The Cost of Caring." Annals, AAPSS 561, January.</a>
10	10/1	"Women's work"	<a href="#">Levanon, Asaf, England, Paula, and Allison, Paul. "Occupational Feminization &amp; Pay: Assessing Causal Dynamics Using 1950-2000 U.S. Census Data." Social Forces 88(2,December): 865-891.</a>
11	10/3	Exam review	
12	10/8	EXAM #1	EXAM #1
13	10/10	The Gender Earnings Gap	<a href="#">Liner, Emily. A Dollar Short: What's Holding Women Back from Equal Pay? Third Way Report published March 18, 2016; updated September 13, 2017.</a>
14	10/15	Convergence & stall-out of the gender earnings gap	<p>Select one reading from "Appendix: Studies of the Gender Pay Gap."</p> <p>Writing Assignment #1 is due (see Rubrick)</p>
15	10/17	Work-life balance & mommy-tracking.	<a href="#">Ely, Robin J., Stone, Pamerla &amp; Ammerman, Colleen. "Rethink What you "Know" about High-Achieving Women." Harvard Business Review, December 2014.</a>
16	10/22	What's holding women back? Convex compensation schemes: Theory	<a href="#">Goldin, Claudia. "A Grand Gender Convergence: Its Last Chapter." American Economic Review 2014, 104(4): 1091-1119 <a href="http://dx.doi.org/10.1257/aer.104.4.1091">http://dx.doi.org/10.1257/aer.104.4.1091</a></a>

17	10/24	What's holding women back? Convex compensation schemes: Empirics	
18	10/29	What's holding women back? Social norms	<a href="#">Bertrand, Pan, &amp; Kamenica, NBER #19023, "Gender Identity and Relative Income Within Households."</a>
19	10/31	The gender wage gap goes to college.	
20	11/5	Exam review	
21	11.7	EXAM #2	EXAM #2
22	11/12*	Guest Lecture	Career lab or a colleague
23	11/14*	Guest Lecture	Career lab or a colleague
	11/26	Behavioral economics and the gender gap: Overview	
24	11/28	Behavioral economics and the gender gap: Risk tolerance, competition, and teamwork	
25	12/3	Behavioral economics and the gender gap: self-promotion and other-denigration	Files, et al., 2017. "Speaker Introductions at Internal Medicine Grand Rounds: Forms of Address Reveal Gender Bias." <i>Journal of Women's Health</i> 26(5).
26	12/5	Behavioral economics and the gender gap: Keeping up appearances	Writing assignment #2 is due.
28	12/10	A new era of sexism? The Trump Effect	Jennie Huang & Corinne Low, 2017. " <a href="#">Trumping Norms: Lab Evidence on Aggressive Communication before and after the 2016 US Presidential Election</a> ," <i>American Economic Review</i> , American Economic Association, vol. 107(5), pages 120-124, May.
29	12/12	Exam review	
		FINAL	