

Econ 374: Gender Roles in the Economy

Fall 2020

Class meetings: Tu/Fri 12:55-2:10pm

Professor: Kelly Jones

Office hours: Mon & Fri 3-4:30pm

TA: Regina Seo

Location: Zoom # [963 0044 3774](#)

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Course description

In 2020, the United States will celebrate the 100th anniversary of (white) women's suffrage and may well elect the first woman as Vice President. Two years ago, historic numbers of women were elected to the US Congress and the #MeToo movement upended longstanding norms about the interactions of men and women in the workplace. The intersections between gender and public and economic life are more salient than ever.

This course explores the gender dimensions of economic life by examining the contributions of women and men --- as employed workers, care providers, subsistence producers, volunteer workers, and homemakers. By introducing students to gender economics, the course seeks to enhance understanding of human development, particularly the role of economic and social processes and their distinct effects on the well-being of men and women.

Learning objectives

- Explain economic theories relevant to gender topics, including division of labor in the home and workplace, gender gaps in compensation, and occupational segregation
- Define and calculate measurements and indicators of gender (in)quality
- Summarize major trends in household divisions of labor, relationship status, gender gaps in wages and occupational segregation by global region
- Use theory and empirics to make arguments about economic policy related to gender
- Clearly articulate different perspectives on gender-related issues
- Collect, organize and analyze social science data and draw conclusions
- Gain insight into the economic forces that will shape your life given your gender identity

Inclusivity

This course aims to be inclusive – in terms of gender, geography, and race. Unfortunately, nearly all research and scholarship on this subject to date has assumed gender to be binary and determined by sex. Economic scholarship on transgender and non-binary identities will be included where it exists. Nonetheless, the majority of the course focuses on the role of women vis-à-vis men in the economy. Also, much of the existing scholarship focuses on the US and Europe, despite the fact that many of the gender disparities we will study are global in nature, and women in the global south face additional challenges. In this course, we will take a global perspective on each topic, discussing evidence from the global south for all topics on which it is available. We will explore additional topics that are unique to the global south. Finally, while the focus of the course is gender, there are important intersectionalities with race and ethnicity that should not be ignored. To the extent possible, these will be highlighted as we move through the course content.

Reading assignments

All texts and supplementary readings are available through the library as ebooks or on course reserve. All reading assignments will be conducted through [Perusall](#). This is a social annotation platform where you will see your classmates' comments on the material, respond to it, and add your own comments and notes. Several studies have documented the effectiveness of this platform for increasing student understanding and retention and improving student grades. Perusall is integrated with Canvas, so you should access all reading assignments through the assignment link on Canvas or through the Perusall link on Canvas. Please [familiarize](#) yourself with using this platform. Note that reading assignments will be graded based on a variety of metrics provided by Perusall. You can read more about Perusall grading [here](#).

A complete bibliography for the course is available [here](#).

Class meetings

Class meetings will begin with a discussion and review of questions and issues raised through Perusall regarding the assigned readings. Class will also include mini-lectures of 5-7 min that extend or expand on what was learned via the readings. These will often feature guest experts on the topic of focus, including presentations of their own research. Students will be presented case studies of the topic of focus with discussion prompts to be discussed in small groups. Students will also be expected to respond in real time via phone or computer to polls and open-ended questions to assess learning.

Class meetings will be conducted via Zoom. Student are expected to adhere to the following Zoom policies:

1. Try to locate in a place that is quiet and free of distractions.
2. Use a large screen if possible. Avoid using a phone or small tablet.
3. **Log in using your AU zoom account.** Attendance will be monitored through Zoom.
4. Close other applications and turn off notifications.
5. Use headphones with a microphone if possible to improve audio quality.
6. Mute yourself. Use the “raise hand” function and wait to be called on to unmute and speak. This is just like raising your hand in class, so don’t be shy.
7. Because I will not be able to hear your natural reactions, I would like to see your faces. Use of video is not required but is strongly encouraged.
8. No distracting backgrounds, please -- (real or virtual). It is recommended that everyone use a plain white virtual background, or something close to that.
8. Your posture and attire should be as it would be in an in-person classroom.

Assignments

You will be assigned 5 problem sets to be completed independently. You will participate in one issue [debate](#) as a member of a 5-6 person team. You will write an independent [research paper](#). You will work with a team of 4-6 classmates to present a review of a course module in preparation for the final exam.

Your final grade will be calculated as:

Reading assignments	10%
Class participation / quizzes	10%
Problem sets*	25%
Debate*	10%
Review session*	5%
Research paper	20%
Final exam	20%

(* indicates graded as team)

Academic Integrity Code

“American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.”

Violations include not only plagiarism and dishonesty in exams, but also copyright violations, inappropriate collaboration, dishonesty in papers, work submitted for two different courses, fabrication of data, interference with another student’s work, bribes/favors/threats, and other forms of misconduct.

You are responsible for knowing and abiding by the full Academic Integrity Code of the university.

You are required to read the full policy here: <http://www.american.edu/academics/integrity/code.cfm>

In addition (NOT instead), you should also view [this short video](#) of tips on academic integrity.

Resources for students

If you need support, please make use of the free resources that AU makes available to students that can help with stress or academic challenges:

- [**Academic Support and Access Center \(ASAC\)**](#) **MGC 243, 202-885-3360.**
All students may take advantage of the ASAC for individual academic skills, counseling, workshops, tutoring and writing assistance. All services are free. Students who wish to request accommodations for a disability, must notify me with a letter of approved accommodations from the ASAC
- [**Counseling Center**](#) **MGC 214, 202-885-3500** offers counseling, self-help resources, and programming to help you gain the skills and insight needed to overcome adversity and thrive while you are at AU.
- [**Center for Diversity & Inclusion**](#) **MGC 201, 202-885-3651** is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus.
- [**OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence**](#) **McCabe Hall 123, 202-885-7070, oasis@american.edu**, provides free and confidential advocacy services for students who experience sexual assault, dating or domestic violence, sexual harassment, and/or stalking. You can talk confidentially about any incident, whether it occurred on campus or not, with a victim advocate in OASIS, medical providers in the Student Health Center, counselors in the Counseling Center or ordained clergy in the Kay Spiritual Life Center. Note that all other faculty and staff who are aware of or witness this conduct are legally required under Title IX to report this information to the university.