

**University of Redlands Department of Economics**  
**FYS: Feminist Economics**  
**Fall 2017**  
**Tuesdays & Thursdays 9:30 AM – 10:50 AM: Duke 201**

**Nicholas Reksten**

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**Office Hours: Tuesdays, 4-5 PM, Wednesdays 1-4 PM, or by appointment**

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**Course Description**

Women who work earn less than men in every country on Earth. Even one year after graduating college, women in the United States earn 82% of the income of their male counterparts, on average. But this is only one economic issue among many that can be discussed from a gendered perspective. Exploring the relationship between women and men and the economy is crucial for understanding broader feminist concerns as well as questions of economic growth and productivity.

In this course, we will explore some of the many ways in which economic events and phenomena impact men and women differently, both in the United States and around the world. Why is there a gender pay gap and why is it so persistent? Why do certain occupations continue to be dominated by women or men? How do men and women spend their productive time differently, both in and out of the household? How do same-sex households divide household labor and production? What are key issues faced by women in poor countries? How might climate change and environmental degradation disproportionately impact women? What role can economic policy play in improving conditions for both women and men? No prior knowledge of economics is expected for this introductory exploration.

**Course Objectives**

The goals of this course are for students to:

- Be introduced to college-level academic work and learning
- Understand gender as a social construct and the androcentric bias in economic theory
- Explore the relationship between markets and gender inequality
- Investigate empirical evidence and theoretical models on a variety of topics, especially unpaid work and household production
- Think critically about the role of economic theory and evidence in policy debates and activism
- Develop basic research and writing skills

**Required Text**

Katrine Marçal, *Who Cooked Adam Smith's Dinner? A Story of Women and Economics*. Pegasus Books, New York: 2016. ISBN: 978-1-68177-142-7.

**Assignments**

*Readings:* Please read all assignments before class and come prepared to discuss the material. The quality of our discussions will depend on you. There will be occasional, unannounced quizzes on the reading material.

*Time Use Project:* You will fill out a time diary that documents your activities for a week to learn about the methodology used by feminist economists. Upon completion of the diaries, I will aggregate our class results. Using that data, you will write a short essay on the patterns found in the data, and you will reflect upon the experience.

*Research Paper/Presentation:* You will be able to explore a topic from the course that interests you more deeply and gain experience engaging in college-level writing and research. You will need to select a basic research question, explore the literature on that subject, and perform some basic analysis. The topic will need to be approved by me, and we will have a round of peer review and first-draft editing. At the end of the semester, you will present your work for the living/learning community.

*Exams:* There will be two open-book, open-note, in-class exams during the semester. These will cover material from the readings and discussed in class. No make-up exams are offered except in the case of a documented emergency. If this occurs, it is your responsibility to schedule a time for the make-up exam as quickly as possible.

### Grading

Assignment	Percent of Grade
Exam 1	20%
Exam 2	20%
Final paper	20%
Time use project	15%
Reading quizzes	10%
Participation	10%
Paper presentation/discussion	5%

Letter Grade	0-4 Scale	Percentage
A	4	95-100
A-	3.7	90-94
B+	3.3	85-89
B	3	80-84
B-	2.7	75-79
C+	2.3	70-74
C	2	65-69
C-	1.7	60-64
D+	1.3	55-59
D	1	50-54
F	0	0-50

### Advising

Until you choose a major outside of economics, I will act as your faculty advisor, with which you can discuss issues related to your course selection and career pursuits. I can also refer you to resources and other offices if we encounter issues that I cannot address. My primary objective is to have you feel comfortable and confident in your choices as you begin your studies at the University of Redlands. To that end, I will typically set aside a few minutes during each class to discuss any questions or concerns

that you have about campus life that can be addressed by either me or Elise, your peer advisor. Additionally, we will have three scheduled advising appointments during the semester. There will be:

- An initial advising appointment on Friday, September 1 to establish your fall schedule
- An appointment to both check-in and to advise you on spring course selection before registration in October
- An end-of-semester debrief in early December

## Class Policies

*Attendance:* In order to get the most out of the course, it is imperative for you to attend every class. You may miss no more than two classes for any reason. If you miss a third class, you must schedule an appointment to discuss why you are missing class. In the absence of this meeting, I will file an Academic Status Report with the Dean's Office. Any further unexcused absences will result in automatic failure of the class. I will follow university guidelines as to what constitutes a documented excused absence. Additionally, frequently arriving late will have a negative impact on your grade.

*Academic Honesty:* Unless explicitly specified, all work you turn in for this course should be yours alone. When using ideas other than your own in your work, I expect you to include proper citations. If you have any questions about expectations or policies in this area, you may both refer to the University Catalog (p. 17-24) and share any concerns you have regarding your own or anyone else's behavior. **If a violation of academic honesty is found to have occurred, it will result in failure of the course.** The University Catalog is available in its entirety here: <http://www.redlands.edu/study/registrar-office/course-catalogs/>

*Laptops & Electronic Gadgets:* You may not use laptops and tablets in the class to take notes and refer to the readings without prior approval from me. To receive that approval, simply arrange to meet with me in my office (please do not just ask after class) so that we can have a quick discussion of why you would like to take notes electronically. Please note that if I see that you are using them for another purpose (browsing Facebook, for example), I will ask you to put away your device and your participation grade will suffer. Additionally, you are not allowed to use smartphones at all during class. Rather than police this publicly, I will merely make a note that you are not really "in" class if you are using an electronic device, and you will be counted as absent.

*Academic freedom:* In this course, we will be discussing a number of politically charged issues, and it is inevitable that there will be a range of opinions, including my own. You will never be penalized in any way for disagreeing with me or challenging my views. Part of the learning process for all of us is having our existing beliefs and assumptions challenged over the course of the year. Being able to do this in a respectful and constructive way can allow us to grow intellectually.

*Disability support:* If you have a physical, learning, or other disability that requires accommodation, you can let me know in the way that is most comfortable for you. I will do my best to work with you and the University to make any necessary accommodations. In order to arrange for accommodations, please contact the University's Office of Academic Success & Disability Services, Location: Armacost Library, Lower Level, website: <http://www.redlands.edu/student-life/academic-success-and-disability-services/disability-services/>

## Tips for Success:

In my experience, students who come to class and turn in the work on time will almost certainly pass the class. If you find yourself struggling with the material, please come see me during office hours or speak to me during a scheduled advising appointment, and do it sooner rather than later. While it can be tempting to avoid problems or things you may not understand in the course, this typically only makes things worse. Please come speak to me instead of disappearing or disengaging. To indicate that you have read this syllabus, please email me a cute animal picture of your choice. Yes, seriously.

## Class Schedule

<b>Aug. 31 (9-11)</b>	Introductions and Overview: Economics, Feminism, and Social Justice
<b>Sept. 5</b>	Who Is Economic Man? <ul style="list-style-type: none"><li>• Marçal, Prologue and Chapters 1-3</li></ul>
<b>Sept. 7</b>	Criticizing Economic Man <ul style="list-style-type: none"><li>• Marçal, Chapters 5, 8, &amp; 9</li></ul>
<b>Sept. 12</b>	Economic Agents and You <ul style="list-style-type: none"><li>• Marçal, Chapters 10, 11, &amp; 13</li></ul>
<b>Sept. 14</b>	Economic Man and Social Justice <ul style="list-style-type: none"><li>• Marçal, Chapters 14 – 16 &amp; Epilogue</li></ul>
<b>Sept. 19</b>	What Good Is Economics? <ul style="list-style-type: none"><li>• <i>Feminist Economics Today</i> (2003) Ch. 7: “Economics, Policy Analysis, and Feminism,” Rebecca M. Blank and Cordelia W. Reimers.</li></ul>
<b>Sept. 21</b>	Introduction to Library Research (special guest speaker: Janelle Julagay)
<b>Sept. 26</b>	Household production, unpaid work, and time use I <ul style="list-style-type: none"><li>• Nancy Folbre (2008) <i>Valuing Children</i>, Ch. 1</li><li>• <i>Feminist Economics Today</i> Ch. 2: “Contracting for care,” Paula England and Nancy Folbre.</li></ul>
<b>Sept. 28</b>	JURY DUTY
<b>Oct. 3</b>	<b>Begin Time Use Diaries Oct. 4 (Finish Oct. 10)</b> Household production, unpaid work, and time use II <ul style="list-style-type: none"><li>• Nancy Folbre (2008) <i>Valuing Children</i>, Ch. 2</li></ul>
<b>Oct. 5</b>	Feminist research methods: qualitative approaches <ul style="list-style-type: none"><li>• Jane L. Collins and Victoria Mayer (2010) <i>Both Hands Tied: Welfare Reform and the Race to the Bottom in the Low-Wage Labor Market</i>, Ch. 5.</li></ul>
<b>Oct. 12</b>	Sexual orientation & gender identification (special guest speaker: Leanne Roncolato) <b>Submit Time Use Diaries</b>
<b>Oct. 17</b>	Taking the College Persistence Questionnaire – meet in LIB 140
<b>Oct. 19</b>	Wrap-up discussion of Roncolato presentation Gender and labor markets <ul style="list-style-type: none"><li>• Ariane Hegewisch and Emma Williams-Baron (2017) <a href="#">“The Gender Wage-Gap by Occupation 2016; and by Race and Ethnicity,”</a> Institute for Women’s Policy Research.</li></ul>
<b>Oct. 24</b>	Review for Exam I
<b>Oct. 26</b>	<b>Exam I</b>

<b>Oct. 31</b>	Intersectionality with race, class, and gender <ul style="list-style-type: none"> <li>• <i>Feminist Economics Today</i> Ch. 4: “Feminist Theory and Racial Economic Inequality,” Lisa Saunders and William Darity Jr.</li> </ul> <b>Paper Topics Due</b>
<b>Nov. 2</b>	Sex work <ul style="list-style-type: none"> <li>• Barbara Ehrenreich and Arlie Russell Hochschild (2004) <i>Global Woman: Nannies, Maids, and Sex Workers in the New Economy</i>, Ch. 11.</li> <li>• Hendrick Wagenaar (2017) “Why Prostitution Policy (Usually) Fails and What to Do about It?” <i>Social Sciences</i> 6.43.</li> </ul>
<b>Nov. 7</b>	Public Policy & Gender (special guest speaker: Amanda Clayton) <ul style="list-style-type: none"> <li>• Reading TBA</li> </ul>
<b>Nov. 9</b>	Gender Gaps in College Major Choice <ul style="list-style-type: none"> <li>• Basit Zafar (2013) “College Major Choice and the Gender Gap,” <i>Journal of Human Resources</i> 48.3 p. 545 – 595.</li> </ul> <b>Time Use Project Due</b>
<b>Nov. 14</b>	Social Justice Connections (Guest lecturer, Elise Eifler) <ul style="list-style-type: none"> <li>• Readings TBA</li> </ul>
<b>Nov. 16</b>	Gender and Climate Change <ul style="list-style-type: none"> <li>• Nicholas Reksten and Kevin McGee, forthcoming article on gender impacts of climate change in Ethiopia.</li> </ul>
<b>Nov. 21</b>	<b>Draft of paper due for peer review exercise</b>
<b>Nov. 28</b>	Gender and Economic Growth <ul style="list-style-type: none"> <li>• Leanne Roncolato, Caren Grown, and Nicholas Reksten (2017) “Engendering Growth Diagnostics: Examining Constraints to Private Investment and Entrepreneurship,” <i>Development Policy Review</i> 35.2, p. 263-287.</li> </ul>
<b>Nov. 30</b>	Review and reflections
<b>Dec. 5</b>	<b>Exam 2</b>
<b>Dec. 7</b>	Paper presentations (time to be scheduled with other LLC classes)
<b>Dec. 13, noon</b>	Paper presentations (time to be scheduled with other LLC classes) <b>Final papers due Dec. 9-13</b>