

Professor: Dr. Melissa Spencer

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Office: RSB 231

Office Hours: 4-5 PM Tuesdays or by appointment Fridays

### **Course Description**

The transformation of women's lives in the past century is among the most significant and far-reaching social and economic phenomenon, affecting not only women, but also their partners, their children, and society as a whole. In both developed and developing countries, women are acquiring more education, marrying later, having fewer children and spending a far greater fraction of their adult lives in the labor force. While women are catching up to men in many economic outcomes, persistent differences remain, particularly in occupational distributions and earnings.

This course will examine economic theories and empirical evidence relating to the role of gender in the economy, with a focus on women in the workforce, family formation (marriage and children), and current issues. In taking this course, students will learn to apply economic research methods to the study of gender and to engage with cutting-edge economic research on topics such as the Me-Too movement, LGBTQ economics, the effect of the COVID-19 pandemic on women's work, and women in political and corporate leadership.

Some of the theories and results discussed in class may be controversial, and you are expected to bring an open mind to the material and a respectful attitude to group discussions.

This course fulfills the following objectives as part of the Economics Department's learning goals:

- Learning Goal 1: Our graduates will be able to analyze and think critically to solve complex economic problems.
  - Objective 1.2 Students will identify core issues, and evaluate and apply evidence in support of a coherent position or recommendation.
- Learning Goal 2: Our graduates will be effective communicators.
  - Objective 2.1 Students will make a professional and effective oral presentation.
  - Objective 2.2 Students will write a cogent analysis of an economic situation.
- Learning Goal 4: Our graduates will demonstrate economic knowledge.
  - Objective 4.1 Students will demonstrate an understanding of economic theory and practical applications.

### **Materials**

There is no required textbook for this course. I will post all required readings and materials in Blackboard. You are responsible for completing the assigned readings prior to class each day. Your notes on the readings as well as your class notes will also be a critical reference when studying for the midterms and working on your literature review project.

## Expectations of Students

I have high expectations of students and set challenging goals for you. Students are expected to:

- Participate in class.
- Be on time for class and stay for the entire period.
- Be respectful of other students and the instructor.
- Complete readings and assignments prior to each class.
- Take handwritten notes during class. Laptop or cell phone use is not permitted in class or during exams, except when discussing assigned readings which you may access on your laptop. Multiple studies show that writing notes by hand improves learning. Please see me to request an exception to this policy.<sup>1</sup>
- Ask questions (either in class, via e-mail, or during office hours) when clarification is needed and otherwise be active participants in the learning process.

## Office Hours and Email

Office hours are listed at the top of the syllabus. These hours are a time for you to ask questions, express concerns, get help with assignments or concepts, confirm your understanding, or explore topics further. You do not need to make an appointment for regularly scheduled office hours. I also encourage you to email me with questions, concerns, or ideas at any time. I will respond to your email within one business day.

## Assignments and Grading Policies

Your grade in this course will be determined as follows:

- |                                |       |
|--------------------------------|-------|
| • 5-Minute Paper Presentation  | 5%    |
| • Participation and Attendance | 5%    |
| • Homework                     | 10%   |
| • Midterm 1                    | 17.5% |
| • Midterm 2                    | 17.5% |
| • Literature Review Project    | 45%   |
| ○ Literature List              | 5%    |
| ○ Annotated Bibliography       | 5%    |
| ○ Outline                      | 5%    |
| ○ Presentation                 | 10%   |
| ○ Final Paper                  | 20%   |

### 5-Minute Paper Presentation

Each of you will sign up for one class period to give a 5-minute paper presentation. You will have 5 minutes at the beginning of class to give a presentation on an assigned paper related to the previous lecture's topic. I am available to meet with you prior to your presentation to help you better understand the assigned paper.

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<sup>1</sup> <https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/>

### Participation and Attendance

Class participation, including responding to questions, raising your own questions, sharing insights, and actively participating in classroom discussion and activities are an important part of this course. You will be given a grade between 0 and 5 for class participation: 2 points earned in classes before midterm 1, 2 points earned in classes between midterms 1 and 2, and 1 point earned between midterm 2 and the end of the semester. I will update you after each midterm and at the end of the semester to let you know your current standing for the participation grade and how you can improve, including the option to submit an additional reflective writing assignment to raise your participation grade. In addition, one point will be lost for each unexcused absence and these points cannot be made up via additional assignments.

### Homework

There will be assigned readings prior to each class. Your homework for each class will be submitted via Blackboard. Most homework assignments will consist of 2 multiple choice questions and one short answer question about the readings. Short answer questions will be graded rigorously on both content and writing quality. However, some homework assignments will be graded only on completion to balance out the more difficult assignments. At the end of the semester, I will also drop your lowest homework grade.

### Midterms

You will have two midterms in this course. These midterms will take place during class.

### Literature Review Project

Your final project will be a literature review on a topic of your choosing. In addition to your final paper and a final presentation, you will complete assignments throughout the semester as you work on the literature review.

### Extra Credit

There are three additional assignments you can complete in any order throughout the semester for extra credit.

Extra Credit Assignment 1 (2 extra points on Midterm 1): Attend an event on campus related to the topics covered in class and write a brief 1-2 paragraph description and reflection of the event. I will provide a list of events as I hear of opportunities, but you are also welcome to suggest events.

Extra Credit Assignment 2 (2 extra points on Midterm 2): After completing either your Annotated Bibliography or your Paper Outline, create a personalized writing checklist based on feedback provided on previous writing assignments in this class. Edit your assignment using your checklist, and submit your original draft, your checklist, and the edited draft.

Extra Credit Assignment 3 (2 extra points on your Final Paper): Meet with this class's assigned writing consultant to discuss either your Annotated Bibliography, your Paper Outline, or your Final Paper. Submit a 1 paragraph summary of what you learned from the consultation.

**Honor Code**

Students are expected to abide by the University of Richmond Honor Code. Violations of the honor code include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices including artificial intelligence tools such as ChatGPT, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Violations will result in a 0 on the assignment at a minimum.

**Accommodations**

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with disabilities can work with the Office of Disability Services to discuss a range of options to removing barriers in this course, including official accommodations. If you already have a Disability Accommodation Notice, please make an appointment with me as soon as possible so that I am aware of your accommodations. <https://disability.richmond.edu/>

**Religious Observance Policy**

Students needing to miss class because of religious observance should contact me within the first two weeks of the semester to discuss the absence. The University's full religious observance policy can be found here: <https://registrar.richmond.edu/services/policies/religious-observances.html>

**Diversity and Inclusion**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

*I welcome your feedback about the course at any time during the semester or after its completion. If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.*

**Additional Resources**

The University offers a variety of services that may be helpful to students taking Economics and/or in navigating the many personal, social, and academic challenges they may encounter in a university environment. See, for example, the links for the links below and other resources maintained at the following website: <http://commonground.richmond.edu/rst-gen/resources.html>.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email Roger Mancastropa ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and Hope Walton ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for coaching appointments in academic and life skills.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and research guides ([libguides.richmond.edu](http://libguides.richmond.edu)). Students can contact an individual librarian ([library.richmond.edu/help/liaison-librarians.html](http://library.richmond.edu/help/liaison-librarians.html)) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or chat ([library.richmond.edu/chat.html](http://library.richmond.edu/chat.html)).

**Career Services:** ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://speech.richmond.edu) or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**Tentative Course Schedule**

This schedule is subject to change.

Required materials will be posted on Blackboard.

<b>Date</b>	<b>Topic</b>	<b>Project Assignments Due</b>
M 1/9	<i>Class Canceled</i>	
W 1/11	1 Why Gender Economics?	
M 1/16	<i>No Class – MLK Day</i>	
W 1/18	2 Microeconomic Analysis	
M 1/23	3 The History of Women's Labor Force Participation	
W 1/25	4 Current Issues: Women in the Workplace	
M 1/30	5 Gender and Educational Attainment	
W 2/1	6 Measuring the Gender Pay Gap	
M 2/6	7 Causes of the Gender Pay Gap	
W 2/8	8 Women in Corporate Leadership	2-3 Topic Ideas
M 2/13	9 Women in Political Leadership	
W 2/15	<b>Midterm 1</b>	
M 2/20	10 Marriage Markets	
W 2/22	11 Children	
M 2/27	12 Contraception and Unintended Pregnancy	Literature List
W 3/1	13 Abortion	
M 3/6	<i>No Class – Spring Break</i>	
W 3/8	<i>No Class – Spring Break</i>	
M 3/13	14 Family-Friendly Workplace Policies	
W 3/15	Debate: Gender Neutral Parental Leave Policies	
M 3/20	15 Domestic Violence	Annotated Bibliography
W 3/22	16 Women in Developing Countries	
M 3/27	17 Women in Developing Countries	
W 3/29	<b>Midterm 2</b>	
M 4/3	18 LGBTQ Economics	
W 4/5	19 Data Bias and Gender	Paper Outline
M 4/10	20 Women in the Economics Profession	
W 4/12	Guest Speakers – UVA Economics PhD Students	
M 4/17	Student Project Presentations	Slides before class
W 4/19	Student Project Presentations	Slides before class

**Final Papers and Extra Credit Assignments are due no later than Friday, April 28<sup>th</sup> at 11:59 PM.**

**Required Readings and Materials**Unit 1: Women and Paid Work**1. Why Gender Economics?**

Maglaty, Jeanne. (2011). "When did girls start wearing pink?" Smithsonian.com.  
<https://www.smithsonianmag.com/arts-culture/when-did-girls-start-wearing-pink-1370097/>

Lafayette College. (2015) "Kimberlé Crenshaw Discusses 'Intersectional Feminism'."  
[https://www.youtube.com/watch?v=ROwquxC\\_Gxc](https://www.youtube.com/watch?v=ROwquxC_Gxc)

## Learning Objectives:

- a. Distinguish between biological sex and gender and describe how gender as a social construct affects our daily lives.
- b. Describe the reasons for studying gender economics as a separate field.
- c. Discuss the role of intersectionality in conducting economic analysis.

Terms & Concepts: Biological sex, Gender, Gender as a social construct, Intersectionality

**2. Microeconomic Analysis**

Lee, J. (2017, December 30). How to Read Academic Papers without Freaking Out. *Medium*. <https://medium.com/ai-saturdays/how-to-read-academic-paperswithout-freaking-out-3f7ef43a070f>

Havnes, T., & Mogstad, M. (2011). Money for Nothing? Universal Child Care and Maternal Employment. *Journal of Public Economics*, 95(11-12), 1455-1465.

\* PDF of article on Blackboard. Skip Section 7 when reading.

## Learning Objectives:

- a. Describe the concepts of utility and constrained maximization.
- b. Describe the empirical tools used by economists to estimate causal effects.
- c. Use critical thinking skills to read and synthesize information from academic articles.

Terms & Concepts: Microeconomics, Constrained Maximization, Utility, Cost-Benefit Analysis, Counterfactual, Causal Inference, Randomized Control Trial, Natural Experiment, Difference-in-Differences

**3. The History of Women's Labor Force Participation**

Figart, F. M., Mutari, E., and Power, M. (2003). Breadwinners and Other Workers: Gender and Race-Ethnicity in the Evolution of the Labor Force. In E. Mutari and D.M. Figart. *Women and the Economy: A Reader*.

Goldin, C. (2021). Journey Across a Century of Women. *Milken Institute Review*.  
<https://www.milkenreview.org/articles/journey-across-a-century-of-women?IssueID=40>

Learning Objectives:

- 3.1 Describe trends in women's labor force participation since 1900 and correctly interpret graphs and tables showing labor statistics.
- 3.2 Apply economic models of labor markets and specialization to a discussion of women's labor force participation.
- 3.3 Discuss the causes of changes in white and Black women's labor force participation rate overtime.

Terms & Concepts: Labor Force Participation Rate, Percentage Change vs Percentage Point Change, Labor Supply & Labor Demand, Comparative Advantage & Specialization

#### 4. Current Issues: Women in the Workplace

Podcast: The Pandemic Worsened Inequities for Working Women. What Now? *Timely Topics*. St. Louis Federal Reserve Bank. April 14, 2021.  
<https://www.stlouisfed.org/timely-topics/pandemic-worsened-inequities-working-women-what-now>

The Me-Too Movement (In class you will sign up to read *one* of the following papers).

Calder-Wang, S., Gompers, P., & Sweeney, P. (2021). Venture Capital's "Me Too" Moment (No. w28679). National Bureau of Economic Research.  
[https://www.nber.org/system/files/working\\_papers/w28679/w28679.pdf](https://www.nber.org/system/files/working_papers/w28679/w28679.pdf)

Adams-Prassl, A., Huttunen, K., Nix, E., & Zhang, N. (2022). Violence against women at work.  
<https://drive.google.com/file/d/1Lt96KMoNJAhsSPWGNcQILkSTnins00Ch/view>

Luo, H., & Zhang, L. (2022). Scandal, social movement, and change: Evidence from# MeToo in Hollywood. *Management Science*, 68(2), 1278-1296.  
<https://doi.org/10.1287/mnsc.2021.3982>

Gauthier, G. (2022). Measuring Crime Reporting and Incidence: Method and Application to# MeToo. Available at SSRN 4242506.  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4242506](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4242506)

Learning Objectives:



- 4.1 Interpret and evaluate the empirical evidence on the effects of the COVID-19 pandemic on women and work.
- 4.2 Explain how economic tools can be applied to the analysis of social movements, such as Me Too.

Terms & Concepts: Unemployment Rate

## 5. Gender and Educational Attainment

Goldin, C., Katz, L. F., & Kuziemko, I. (2006). The Homecoming of American College Women: The Reversal of the College Gender Gap. *Journal of Economic Perspectives*, 20(4), 133-156.

Bursztyn, L., Fujiwara, T., & Pallais, A. (2017). 'Acting Wife': Marriage Market Incentives and Labor Market Investments. *American Economic Review*, 107(11), 3288-3319.

\*This paper is available in Blackboard for your reference, but reading the paper is optional. Instead, watch this video summarizing the paper:

Do Women Face a Choice Between Labor Market and Marriage Market Success? *Econimate*.

<https://www.youtube.com/watch?v=2ln5uHa6Zmc&list=PLMR7YToRbjlbN3Xx-q97YaW0dKiW4eNe1&index=6>

Learning Objectives:

- 5.1 Describe trends in men's and women's educational attainment and the key factors contributing to women's rising education levels.
- 5.2 Identify a question of interest regarding gender and education and design a randomized control trial to answer the question.

Terms & Concepts: College wage premium, Randomized Control Trial, External validity

## 6. Measuring the Gender Pay Gap

Lundberg, S. (2022, May). Gender Economics and the Meaning of Discrimination. In *AEA Papers and Proceedings* (Vol. 112, pp. 588-91).

<https://www.aeaweb.org/articles?id=10.1257/pandp.20221086>

Wakabayashi, Daisuke. (2017). "At Google, Employee-Led Effort Finds Men are Paid More than Women." *The New York Times*.

<https://www.nytimes.com/2017/09/08/technology/google-salaries-gender-disparity.html?smid=url-share>

\*PDF of article also on Blackboard.

Learning Objectives:

- a. Correctly interpret different measures of the gender pay gap and explain how these measures are obtained.

- b. Explain the empirical approaches economists use to estimate the role of discrimination in explaining the gender wage gap, and distinguish between taste-based and statistical discrimination.
- c. Critically analyze the uses and limitations of economic theories and analyses of discrimination.

Terms & Concepts: Gender Earnings Ratio vs. Gap, Occupational Segregation, Asymmetric Information, Decomposition Methods, Bad Controls

## 7. Causes of the Gender Pay Gap

Explained: Why Women Are Paid Less. (2018). Vox Media.

<https://www.youtube.com/watch?v=hP8dLUxBfsU>

Cullen, Z. B., & Perez-Truglia, R. (2019). The old boys' club: Schmoozing and the gender gap (No. w26530). National Bureau of Economic Research.

[https://www.nber.org/system/files/working\\_papers/w26530/w26530.pdf](https://www.nber.org/system/files/working_papers/w26530/w26530.pdf)

Learning Objectives:

- a. Discuss the causes the gender pay gap and explain the empirical techniques economists use to identify these causes.

Terms & Concepts: Normative vs Positive Analysis, Audit & Correspondence Studies, Event Study

## 8. Women in Corporate Leadership

Shue, Kelly. (2021). "Women Aren't Promoted Because Managers Underestimate Their Potential." *Yale Insights*. <https://insights.som.yale.edu/insights/women-arent-promoted-because-managers-underestimate-their-potential>

\*In class also discussed:

Bertrand, M., Black, S. E., Jensen, S., & Lleras-Muney, A. (2019). Breaking the glass ceiling? The effect of board quotas on female labour market outcomes in Norway. *The Review of Economic Studies*, 86(1), 191-239.

Matsa, D. A., & Miller, A. R. (2013). A female style in corporate leadership? Evidence from quotas. *American Economic Journal: Applied Economics*, 5(3), 136-69.

Learning Objectives:

- a. Describe the empirical evidence and trends regarding women in corporate leadership.

- b. Discuss economic studies on the effects of quotas on women's representation and corporate outcomes.

Terms & Concepts: Glass ceiling, Leaky pipeline, Quota

## 9. Women in Political Leadership

Econimate. (2020). Queens and Lessons on Female Leadership.

<https://www.youtube.com/watch?v=KfMdDU80NN0&list=PLMR7YToRbjlbN3Xx-q97YaW0dKiW4eNe1&index=5>

Washington, E. L. (2008). Female Socialization: How Daughters Affect their Legislator Fathers. *American Economic Review*, 98(1), 311-32.

Learning Objectives:

- a. Apply concepts learned thus far in class to a reading of papers on women in political leadership

Terms & Concepts: Instrumental Variable, Fertility Stopping Rule

## 10. Marriage

The Marriage Pact. Planet Money. National Public Radio. March 5, 2021.

<https://www.npr.org/2021/03/02/972943944/the-marriage-pact>

Stevenson, B., & Wolfers, J. (2007). Marriage and Divorce: Changes and their Driving Forces. *Journal of Economic Perspectives*, 21(2), 27-52.

Learning Objectives:

- 10.1 Describe the reasons for marriage according to economic theory.
- 10.2 Apply a supply and demand model of the marriage market to a discussion of changes in marriage rates overtime.
- 10.3 Discuss how the economic theory of marriage relates to cohabitation and divorce.
- 10.4 Explain why marriage is considered a matching market and provide other examples of matching markets.

Terms and Concepts: Intertemporal Commitment Device, Outside Option, Matching Markets, Two-Sided Matching Problem

## 11. Children

Kearney, M. S., Levine, P. B., & Pardue, L. (2022). The Puzzle of Falling US Birth Rates since the Great Recession. *Journal of Economic Perspectives*, 36(1), 151-76.

Learning Objectives:

- 11.1 Apply the concepts of consumer choice theory to the demand for children.
- 11.2 Use economic theory to describe the potential effects of increases in women's wages on fertility.
- 11.3 Evaluate the potential explanations for declining birth rates.

Terms & Concepts: Fertility Rate, Total Fertility Rate, Replacement Fertility, Normal vs. Inferior Goods, Demand for Children, Quality-Quantity Trade-Off, Substitution and Income Effect

## 12. Contraception and Unintended Pregnancy

Bailey, M. J. (2013). Fifty Years of Family Planning: New Evidence on the Long-Run Effects of Increasing Access to Contraception. *Brookings Papers on Economic Activity*, 2013, 341.

Learning Objectives:

- 12.1 Explain why it is difficult to estimate the causal effects of unintended pregnancy and the economic approaches used to overcome these challenges.
- 12.2 Identify and describe key legal changes and programs that have affected access to contraceptives in the United States.
- 12.3 Describe the effects of contraceptive access on fertility, women's outcomes, and children's outcomes, as documented in the economic literature.

## 13. Abortion

Economist's Amicus Brief on the case of *Dobbs v. Jackson Women's Health Organization*. September 20, 2021.

[https://www.supremecourt.gov/DocketPDF/19/19-1392/193084/20210920175559884\\_19-1392bsacEconomists.pdf](https://www.supremecourt.gov/DocketPDF/19/19-1392/193084/20210920175559884_19-1392bsacEconomists.pdf)

Learning Objectives:

- 13.1 Explain and provide examples showing how economists have used empirical tools to measure the effects of abortion regulations.

Terms & Concepts: *Roe v. Wade*, *Planned Parenthood v. Casey*, *Dobbs v. Jackson*

## 14. Family-Friendly Workplace Policies

Each student will be assigned one of eight news articles to read.

Learning Objectives:

- 14.1 Use economic analysis to discuss the benefits and potential unintended consequences of family-friendly workplace policies.

## 15. Domestic Violence

Morgan Steiner, Leslie. (2012). "Why Domestic Violence Victims Don't Leave." *TED Talks*.

[https://www.ted.com/talks/leslie\\_morgan\\_steiner\\_why\\_domestic\\_violence\\_victims\\_don\\_t\\_leave?language=en](https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave?language=en)

Ouedraogo, Rasmane and David Stenzel. (2021). "How Domestic Violence is a Threat to Economic Development." *IMF Blog*.

<https://blogs.imf.org/2021/11/24/how-domestic-violence-is-a-threat-to-economic-development/>

Learning Objectives:

15.1 Describe the characteristics and predictions of a household bargaining model and explain how this model is applicable to situations of domestic violence.

15.2 Describe the data sources and limitations for measuring domestic violence.

Terms & Concepts: Unitary vs. Collective Household Model, Bargaining Power, Cooperative vs. Non-Cooperative Model, Outside Option

## 16. Missing Women

Sen, Amartya. "More than 100 million women are missing." *The New York Review of Books* 37, no. 20 (1990): 61-66.

<https://www.nybooks.com/articles/1990/12/20/more-than-100-million-women-are-missing/>

Learning Objectives:

16.1 Explain the concept of "Missing Women," and how it is calculated.

16.2 Discuss the causes sex ratio imbalances and reasons for differences across regions and countries.

Terms & Concepts: Sex Ratio, Missing Women

## 17. Girls' Education

Lu, Joanne. (2021). "How Do You Help Girls Thrive in School? There's A Surprising Answer." *National Public Radio*.

<https://www.npr.org/sections/goatsandsoda/2021/06/27/1009461577/how-do-you-help-girls-thrive-in-school-theres-a-surprising-answer>

Evans, David, Armina Mendez Acosta and Fei Yuan. (2021). "Girls' Education: Going from What Works to What Works at Scale." Blog. *Center for Global Development*.

<https://www.cgdev.org/blog/girls-education-going-what-works-what-works-scale>

Learning Objectives:

17.1 Discuss the evidence on effective ways to increase girls' education and the effects of higher female education.

Terms & Concepts: Randomized Control Trials, Conditional Cash Transfers

## **18. LGBTQ Economics**

Podcast: LGBTQ Economics. (2021). AEA Research Podcast. Interview with Lee Badgett.  
<https://www.aeaweb.org/research/lee-badgett-lgbtq-economics>

Learning Objectives:

- 18.1 Discuss data quality and measurement challenges for economic LGBTQ research
- 18.2 Identify the recent U.S. legal changes regarding same sex marriage and LGBTQ rights and describe how economists have studied the causal effects of these changes.

Terms & Concepts: Gender Identity, Transgender, Sexual orientation

## **19. Data Bias and Gender**

News articles emailed to students before class.

Learning Objectives:

- 19.1 Identify and describe examples of gender bias in data collection and use.

## **20. Women in the Economics Profession**

Learning Objectives:

- 20.1 Describe the statistics and research related to women's representation and experience in the economics profession.