

ECB 320-5  
Women, Men and the Labor Market Seminar

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Office Hours:

M	11:30 - 12:30
T	11:30 - 12:30
TH	11:30 - 12:30

Class Hours:

M	9:00 - 11:30
T	9:00 - 11:30
W	9:00 - 11:30
TH	9:00 - 11:30
F	9:00 - 11:30

No hours will be added to this class schedule.

This course will require significant time outside of class to complete the reading assignments and the course paper. Students should expect to spend approximately four (4) to five (5) hours each day outside of class to successfully complete the course.

Course Description:

The seminar examines male/female differences in labor market outcomes. Theoretical explanations will be confronted with empirical evidence. Topics to be covered include: labor supply behavior and the allocation of time in the household, human capital investments in education and labor market experience, discrimination against women in the acquisition of human capital, labor market discrimination against women and the pay gap, and the economics of anti-discrimination laws.

Course Prerequisites:

ECB 102 Microeconomics and either STA 201 Statistical Methods I or  
STA 348 Mathematical Statistics II

Course Objectives:

The primary objective of this seminar is to examine, compare and contrast the labor market outcomes of men and women. Along the way we will explore recent research on the labor supply behavior of men and women, male/female differences in human capital investment, with particular attention paid to male/female differences in education and the returns to education, and male/female differences in labor market earnings.

#### Educational Priorities and Outcomes:

This course supports the Educational Priorities and Outcomes of Cornell College with emphasis on **inquiry** (apply economic models and statistical techniques to develop insights into male/female differences in labor market outcomes), **reasoning** (employ graphical, mathematical, and statistical models to facilitate economic analyses and support conclusions), and **communication** (develop verbal communication skills during in-class discussion sessions and develop written communication skills through the completion of a course paper).

#### Reading Materials:

- (1) Francine Blau and Anne Winkler, *The Economics of Women, Men, and Work*, 2018 (8th edition)
- (2) assorted articles

PDF copies of the articles on the attached reading list can be found at K:\JSavitsky\2018-2019\ECB 320-5\Readings.JanFeb 2019 on the Cornell network. Please note that you must be logged onto the Cornell network to get access to these articles.

#### Laptop Computers:

You will need to bring a laptop computer with you to class every day. If you do not own a laptop, then see Matt Zhorne, Audiovisual Specialist (118 Cole Library) about borrowing a college laptop for the duration of the course.

Your laptop must have internet access, be able to open PDF documents, have working copies of Microsoft Word and Excel, and be able to access the statistical package STATA via the Remote App utility. For information on how to set up the Remote App utility see the “Virtual Labs” tab on the Information Technology homepage.

We will be using the laptops in class primarily to refer to the assigned readings and to conduct/discuss the statistical analyses related to the course paper (see below).

#### Class Participation/Engagement:

We will devote a substantial amount of classroom time to discussing the assigned articles. You are expected to contribute to these discussions in an informed, thoughtful manner.

For each assigned article, you should be ready, willing, and able to:

- (1) identify the primary research question(s)
- (2) summarize the statistical methodology employed, including the characteristics/properties of the data set and the variables of primary interest (where applicable)
- (3) identify the primary findings/conclusions
- (4) evaluate and critique the primary findings/conclusions
- (5) integrate with related reading assignments.

You should have paper or electronic copies of the assigned articles and a brief set of notes for each assigned article with you when you come to class.

#### Article Overviews:

You will be required to submit a (yet to be determined) number of article overviews. The overviews will be due at the beginning of the corresponding class discussions. In most cases, these overviews should be no more than one (1) single-spaced, typed page in length and should be presented in outline/bullet point format. While there is no "recipe" for what to include in any given overview, a good place to start is with items (1)-(4) listed above under Class Participation/Engagement. These overviews will be evaluated for content and accuracy on a Pass/Marginal Pass/Fail basis.

#### Course Paper:

A course paper is required. This paper will focus on race-based differences in the male/female pay gap in the US labor market. Your work on this paper will, in large part, relate to and coincide with assigned readings and in-class discussions.

This project will require you to employ a data set constructed from the Current Population Survey (CPS) to derive descriptive statistics and to estimate earnings regressions that can be used to examine the components of the male/female pay gap. The CPS data can be found at K:\JSavitsky\2018-2019\ECB 320-5\Course Paper CPS Files on the Cornell network. Again, please note that you must be logged onto the Cornell network to get access to these files.

The following represents a rough outline for the course paper:

Working Title: Does the Male/Female Pay Gap Differ by Race? Evidence from the Current Population Survey

Introduction  
Descriptive Statistics  
Regression Results  
Decomposition Analysis  
Evaluation and Discussion  
References

We will discuss this paper, including the statistical work you will be expected to conduct, in more detail and at some length as we move through the course. A complete, "hard copy" of your paper will be due in my office **at** 11:30 AM on Wednesday, February 6. Electronic copies of your paper (in PDF format) and your statistical work (STATA output and Excel workbook) will be due (via Cornell e-mail) **by** 11:30 AM on Wednesday, February 6.

#### Course Grades:

Your course grade will be determined by your performance in the following areas:

- (1) course paper - 50%
- (2) article overviews - 20%
- (3) class participation/engagement - 30%.

(NOTE: At the end of the term you will be asked to evaluate and comment on your participation in the class discussions and on your engagement with the material covered in the seminar.)

#### Electronic Gizmos and Gadgets:

Cell phones must be **TURNED OFF** and put away (completely out of sight and out of reach) during class. We will be using laptop computers in class on a regular basis this block. You are expected to remain **ON TASK** when using the laptops in class. Those who violate these expectations/regulations will be "asked" to leave the classroom for the remainder of the session and will be penalized five (5) percentage points on the class participation/engagement grade for each occurrence.

#### Academic Honesty:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading "Academic Policies – Honesty in Academic Work."

#### Americans with Disabilities Act (ADA):

Cornell College makes reasonable accommodations for persons with disabilities.

Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see

<http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

## Reading List (January/February 2019)

### **Introduction**

1. Ronald Ehrenberg and Robert Smith, "Statistical Testing of Labor Market Hypotheses," in *Modern Labor Economics* (1991), Appendix 1A, pp. 13-20.
2. U.S. Department of Commerce, *Women in America: Indicators of Social and Economic Well-Being*, March 2011.
3. U.S. Bureau of Labor Statistics, *Highlights of Women's Earnings in 2017*, August 2018.
4. American Association of University Women, *The Simple Truth About the Gender Pay Gap*, Fall 2018.
5. Center on Education and the Workforce, *Women Can't Win*, 2018.
6. Stephen Rose and Heidi Hartmann, "Still a Man's Labor Market: The Slowly Narrowing Gender Wage Gap," Institute for Women's Policy Research, November 2018.

### **Economics of the Family**

7. Ann Foster and Craig Kreisler, "Wife's Employment and Allocation of Resources in Families with Children," *Monthly Labor Review*, 135(9) September 2012, pp. 3-13.
8. Chinhui Juhn and Kristin McCue, "Specialization Then and Now: Marriage, Children, and the Gender Earnings Gap Across Cohorts," *Journal of Economic Perspectives*, 31(1) Winter 2017, pp. 183-204.
9. Anne E. Winkler, "Earnings of Husbands and Wives in Dual-Earner Families," *Monthly Labor Review*, 121(4) April 1998, pp. 42-48.
10. Jeremy Greenwood, et al, "Marry Your Like: Assortive Mating and Income Inequality," *American Economic Review: Papers and Proceedings*, 104(5) May 2014, pp. 348-353.
11. Sarah Fleche, et al, "Gender Norms and Relative Working Hours: Why Do Women Suffer More Than Men from Working Longer Hours Than Their Partners?," *American Economic Review: Papers and Proceedings*, 108(5) May 2018, pp. 163-168.
12. Jeanne Lafortune and Corinne Low, "Tying the Double-Knot: The Role of Assets in Marriage Commitment," *American Economic Review: Papers and Proceedings*, 107(5) May 2017, pp. 163-167.
13. Leonardo Bursztyn, et al, "'Acting Wife': Marriage Market Incentives and Labor Market Investments," *American Economic Review*, 107(11) November 2017, pp. 3288-3319.

14. Alison Aughinbaugh, et al, "Marriage and Divorce: Patterns by Gender, Race, and Educational Attainment," *Monthly Labor Review*, October 2013.
15. Shelly Lundberg, et al, "Family Inequality: Diverging Patterns in Marriage, Cohabitation, and Childbearing," *Journal of Economic Perspectives*, 30(2) Spring 2016, pp. 79-102.
16. Alison Aughinbaugh and Hugette Sun, "Fertility of Women in the NLS79," *Monthly Labor Review*, April 2016.
17. Pew Research Center, *After Decades of Decline, A Rise in Stay-at-Home Mothers*, April 8, 2014.
18. Fred Furlong, "Household Formation Among Young Adults," *FRBSF Economic Letter*, May 23, 2016.

### **Labor Supply**

19. Chinhui Juhn and Kevin M. Murphy, "Wage Inequality and Family Labor Supply," *Journal of Labor Economics*, 15(1) January 1997, pp. 72-97.
20. Kristin Smith and Marybeth Mattingly, "Husbands' Job Loss and Wives' Labor Force Participation During Economic Downturns: Are All Recessions the Same?", *Monthly Labor Review*, September 2014.
21. Francine Blau and Lawrence Kahn, "Female Labor Supply: Why is the United States Falling Behind?", *American Economic Review: Papers and Proceedings*, 103(3) May 2013, pp. 251-256.
22. Jin Young Lee, "The Plateau in U.S. Women's Labor Force Participation: A Cohort Analysis," *Industrial Relations*, 53(1) January 2014, pp. 46-71.
23. Saul Hoffman, "The Changing Impact of Marriage and Children on Women's Labor Force Participation," *Monthly Labor Review*, 132(2) February 2009, pp. 3-14.
24. Lisa Barrow, "An Analysis of Women's Return-to-Work Decisions Following First Birth," *Economic Inquiry*, 37(3) July 1999, pp. 432-451.
25. Wen-Jui Han, et al, "The Timing of Mothers' Employment After Childbirth," *Monthly Labor Review*, 131(6) June 2008, pp. 15-27.
26. Kasey Buckles, "Understanding the Returns to Delayed Childbearing for Working Women," *American Economic Review: Papers and Proceedings*, 98(2) May 2008, pp. 403-407.

27. Jane Herr, "The Labor Supply Effects of Delayed First Birth," *American Economic Review: Papers and Proceedings*, 105(5) May 2015, pp. 630-637.
28. Tanya Byker, "Paid Parental Leave Laws in the United States: Does Short-Duration Leave Affect Women's Labor Force Attachment?", *American Economic Review: Papers and Proceedings*, 106(5) May 2016, pp. 242-246.
29. Sarah Bana, et al, "Trends and Disparities in Leave under California's Family Leave Program: New Evidence from Administrative Data," *American Economic Review: Papers and Proceedings*, 108(5) May 2018, pp. 388-391.
30. Claudia Olivetti and Barbara Petrongolo, "The Economic Consequences of Family Policies: Lessons from a Century of Legislation in High-Income Countries," *Journal of Economic Perspectives*, 31(1) Winter 2017, pp. 205-230.

### **Human Capital - Education and Labor Market Experience**

31. Claudia Goldin and Lawrence Katz, "Career and Marriage in the Age of the Pill," *American Economic Review: Papers and Proceedings*, 90(2) May 2000, pp. 461-465.
32. Claudia Goldin, "The Quiet Revolution That Transformed Women's Employment, Education, and Family," *American Economic Review: Papers and Proceedings*, 96(2) May 2006, pp. 1-21.
33. Claudia Goldin and Lawrence Katz, "Transitions: Career and Family Life Cycles of the Educational Elite," *American Economic Review: Papers and Proceedings*, 98(2) May 2008, pp. 363-369.
34. Claudia Goldin, "A Grand Gender Convergence: Its Last Chapter," *American Economic Review*, 104(4) April 2014, pp. 1091-1119.
35. Claudia Goldin and Joshua Mitchell, "The New Life Cycle of Women's Employment: Disappearing Humps, Sagging Middles, Expanding Tops," *Journal of Economic Perspectives*, 31(1) Winter 2017, pp. 161-182.
36. Vasilios Kosteas, "Gender Role Attitudes, Labor Supply, and Human Capital Formation," *Industrial Relations*, 52(4) October 2013, pp. 915-940.
37. Thomas Luke Spreen, "Recent College Graduates in the U.S. Labor Force: Data from the Current Population Survey," *Monthly Labor Review*, 136(2) February 2013, pp. 3-13.
38. Center on Education and the Workforce, *Hard Times: College Majors, Unemployment and Earnings*, 2015.
39. Eric Bettinger and Bridget Terry Long, "Do Faculty Serve as Role Models? The Impact of Instructor Gender on Female Students," *American Economic Review: Papers and Proceedings*, 95(2) May 2005, pp. 152-157.

40. Robin L. Bartlett, "Attracting 'Otherwise Bright Students' to Economics 101," *American Economic Review: Papers and Proceedings*, 85(2) May 1995, pp. 362-366.
41. Marianne A. Ferber, "The Study of Economics: A Feminist Critique," *American Economic Review: Papers and Proceedings*, 85(2) May 1995, pp. 357-361.
42. Betsey Stevenson and Hanna Zlotnick, "Representation of Men and women in Introductory Economics Textbooks," *American Economic Review: Papers and Proceedings*, 108(5) May 2018, pp. 180-185.
43. Tatyana Avilova and Claudia Goldin, "What Can UWE Do for Economics?," *American Economic Review: Papers and Proceedings*, 108(5) May 2018, pp. 186-190.
44. "Committee on the Status of Women in the Economics Profession," *American Economic Review: Papers and Proceedings*, 108(5) May 2018, pp.704-721.

### **The Pay Gap**

45. Morley Gunderson, "Male-Female Wage Differentials and Policy Responses," *Journal of Economic Literature*, 27(1) March 1989, pp. 47-72.
46. Francine Blau and Lawrence Kahn, "The Gender Wage Gap: Extent, Trends, and Explanations," *Journal of Economic Literature*, 55(3) September 2017, pp. 789-865.
47. Claudia Goldin, et al, "The Expanding Genders Earnings Gap: Evidence from the LEHD-2000 Census," *American Economic Review: Papers and Proceedings*, 107(5) May 2017, pp. 110-114.
48. U.S. Department of Labor, *An Analysis of Reasons for the Disparity in Wages Between Men and Women*, January 2009.
49. Mary Corcoran and Greg Duncan, "Work History, Labor Force Attachment, and Earnings Differences Between the Races and Sexes," *Journal of Human Resources*, 14(1) Winter 1979, pp. 3-20.
50. Stephanie Boraas and William Rodgers, "How Does Gender Play a Role in the Earnings Gap? An Update," *Monthly Labor Review*, 126(3) March 2003, pp. 9-15.
51. John Addison, et al, "The Occupational Feminization of Wages," *Industrial and Labor Relations Review*, 71(1) January 2018, pp. 208-241.
52. June O'Neill and Dave O'Neill, "What Do Wage Differentials Tell Us About Labor Market Discrimination?," National Bureau of Economic Research, March 2005.



53. Joni Hersch, "Male-Female Differences in Hourly Wages: The Role of Human Capital, Working Conditions and Housework," *Industrial and Labor Relations Review*, 44(4) July 1991, pp. 746-759.
54. Paul L. Schumann, et al, "The Effects of Human Capital and Job Characteristics on Pay," *Journal of Human Resources*, 29(2) Spring 1994, pp. 481-503.
55. Roberto Fernandez and Collette Friedrich, "Gender Sorting at the Application Interface," *Industrial Relations*, 50(4) October 2011, pp. 591-609.
56. Roberto Fernandez and Santiago Campero, "Gender Sorting and the Glass Ceiling in High-Tech Firms," *Industrial and Labor Relations Review*, 70(1) January 2017, pp. 73-104.
57. Judith McDonald and Robert Thornton, "Do New Male and Female College Graduates Receive Unequal Pay?" *Journal of Human Resources*, Winter 2007, pp.32-48.
58. Christianne Corbett and Catherine Hill, *Graduating to a Pay Gap: The Earnings of Women and Men One Year After College Graduation*, American Association of University Women, October 2012.
59. Catherine Weinberger, "Mathematical College Majors and the Gender Gap in Wages," *Industrial Relations*, 38(3) July 1999, pp. 407-413.
60. Laurie Morgan, "Majors Matter: A Comparison of the Within-Majors Gender Pay Gap Across College Majors for Early-Career Graduates," *Industrial Relations*, 47(4) October 2008, pp. 625-650.
61. Julie Hotchkiss and Melinda Pitts, "The Role of Labor Market Intermittency in Explaining Gender Wage Differentials," Federal Reserve Bank of Atlanta, February 2007.
62. Pew Research Center, *On Pay Gap, Millennial Women Near Parity – For Now*, December 11, 2013.
63. Marianne Bertrand, et al, "Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors," *American Economic Journal: Applied Economics*, 2(3) July 2010, pp. 228-255.
64. Claudia Goldin and Lawrence Katz, "A Most Egalitarian Profession: Pharmacy and the Evolution of a Family-Friendly Occupation," *Journal of Labor Economics*, 34(3) July 2016, pp. 705-746.
65. Ghazala Azmat and Rosa Ferrer, "Gender Gaps in Performance: Evidence from Young Lawyers." *Journal of Political Economy*, 125(5) October 2017, pp. 1306-1355.

66. Valentin Bolotnyy and Natalia Emanuel, "Why Do Women Earn Less Than Men? Evidence from Bus and Train Operators," working paper, November 2018.
67. Cristina Quintana-Garcia and Marta Elvira, "The Effect of the External Labor Market on the Gender Pay Gap Among Executives," *Industrial and Labor Relations Review*, 71(1) January 2017, pp. 132-159.
68. Chinhui Juhn and Kristin McCue, "Evolution of the Marriage Earnings Gap for Women," *American Economic Review: Papers and Proceedings*, 106(5) May 2016, pp. 252-256.
69. Marlene Kim, "Pay Secrecy and the Gender Wage Gap in the United States," *Industrial Relations*, 54(4) October 2015, pp. 648-667.