

**EC316 – Economics and Gender – Winter 2016**  
**Course Syllabus**

**Class: Monday and Wednesday 11:30-12:50**  
**SBE1240**

**A. General information:**

**Professor:** Tammy Schirle  
**Telephone:** (519) 884-0710 x.3849  
**Twitter:** @tammyschirle  
**Office Hours:** Tuesday 10-11 am or by appointment  
**MyLS Chat Hours:** To be announced weekly.

**Office:** P3056  
**Email:** [tschirle@wlu.ca](mailto:tschirle@wlu.ca)

**Textbook:** Mukesh Eswaran, Why Gender Matters in Economics, 2014, Princeton University Press.

**B. Course information**

**i. Course Content:** In this course we study various issues of interest to economists, particularly where gender differentials exist in economic outcomes and/or behaviours.

NOTICE: The course content has changed from previous years. This is the first year we are using a textbook and we have introduced new topics. As a courtesy, you will be provided past exams and materials, but it is your responsibility to identify their relevance.

**ii. Contacting your professor:**

Please make sure you've read the syllabus before contacting your professor.

**Email:** Include EC316 in the subject line and ensure the email includes your name. Avoid use of non-WLU email addresses because they are often filtered to junkmail. I regularly check email Monday-Friday 10am-3pm.

Do not send email messages via MyLS, I do not check that mailbox.

General questions that are relevant to the rest of the class may be posted and answered in MyLS announcements or MyLS chat hours.

**Twitter:** Do not contact me via twitter, I will not respond. I have often been able to send short messages via twitter in advance of MyLS, including any class cancellations or delays. Look for #EC316.

**MyLS Chat hours:** Each week I will announce office hours via MyLS chat. These will normally be offered in ½ hour blocks according to my availability and course requirements. I will not be available in my office during these hours.

### iii. Course materials

Materials will be distributed via MyLS. Each week I will provide a short note that describes content and reading materials for class. I am not preparing slides for distribution to the class.

### C. Course requirements - assessment

	<u>Date</u>	<u>Weight</u>
Tests and exams		
Test 1	W Feb. 3	25%
Test 2	W March 16	30%
Final exam (cumulative)	Exam period	0% (see C.i. below)
Term Paper:		
Paper topic statement	January 25	5%
Interim report	February 22	10%
Final paper	April 4	20%
Group presentation		
Paper/Group choice	February 24	-
Video Script	March 21	5%
Presentation	March 21-March 30	5%

All written work is submitted via MyLS. Only one submission per group please.

Grades will be posted in MyLS. All appeals and corrections must be completed before the final exam.

### C.i. Tests and Exams

There will be two term tests held in class. Test 2 is cumulative, although emphasis is placed on the more recent material. Any material discussed in class may be tested.

A final exam will be scheduled in the exam period, but will be worth 0% for anyone who has completed all tests. (No, you may not negotiate changing the weight of the final exam.)

If you miss any test, the weight of that test will be transferred to the final exam. The final exam will be cumulative and will include all information presented and discussed in the group presentations at the end of term.

Documentation is not required if you miss a test.

## C.ii. Term Paper

Suggestions for writing your term paper will be posted in MyLS. You can write the paper **alone, or in pairs**, but all components will have to be with the same authors.

The objective is to ask and answer a very specific research question that would be asked by an economist interested in Economics and Gender. You would attempt to answer that question using economic theory, and by presenting evidence found in the existing economics literature. You are expected to take a broad look at that literature, and not simply rely on a single paper. You might add to the literature by investigating the data yourself. This could be as simple as compiling some existing statistics from Statistics Canada's CANSIM series, or using microdata files from the library to do tabulations or run a regression. If the literature is quite thorough, an investigation of the data is not necessary. You must provide a clear conclusion that would represent an answer. You may include in your paper a discussion of the evidence that is missing from the literature to provide a full and complete answer to your question.

Many students will find topics in this course that inspire **EC481** research papers. You can think of this term paper as a starting point to be built on for future research. If you take this approach, be sure to understand academic integrity rules – notably you cannot hand in the exact same paper for two classes. You can, however, take the research questions that arise while doing this paper and turn them into an EC481 paper. The advantage is being familiar with the literature before you start EC481.

**Paper topic statement** – Due January 25, 11:59 pm. This must be handed in using the appropriate MyLS dropbox. The statement is worth 5 marks. For each 24 hour period after the due date and time, a 1 mark penalty will be applied.

The statement should include the following in single page:

1. Clearly stated research question (one simple question)
2. A single paragraph that motivates your research question.
3. One academic journal article citation that is relevant for answering your question

**Interim report** – Due February 22, 11:59 pm. This must be handed in using the appropriate MyLS dropbox. The report is worth 10 marks. For each 24 hour period after the due date and time, a 2 mark penalty will be applied.

The interim report will outline the content you are planning for your term paper. It does not require formal writing (eg. make use of bullet points), but must be well organized (Introduction, content with section headings, tentative conclusions, bibliography). The points will describe what you have learned and plan to write about. You may also include a list of questions and issues that you need to address to complete your term paper.

Please use credible sources. While popular media sites can be useful for motivating a research question, they are rarely useful for informing your research.

**Term paper** – Due Monday April 4, 11:59 pm. This must be handed in using the appropriate MyLS dropbox. The report is worth 20 marks. For each 24 hour period after the due date and time, a 4 mark penalty will be applied.

The entire report (including tables and graphs, but not the bibliography) should not exceed 7 pages.

### **C.iii. Group presentation**

Groups of up to 5 individuals will be responsible for choosing an appropriate academic article (preferably with Canadian content or authors) and preparing a short presentation to summarize the main content of the article for the class. With permission, the group project may be used to prepare a video for the Think Like a Canadian Economist series (see [www.lcerpa.org/TLCE](http://www.lcerpa.org/TLCE) )

The first step is to prepare a **video script**. For examples of length and language style for the script you should visit [www.lcerpa.org/TLCE](http://www.lcerpa.org/TLCE) . The text should be approximately 1000 words, read at a reasonable pace in about 5-8 minutes. Alongside the script itself, you should include suggestions for graphics or other content to be used in the video that can illustrate your discussion of the article. There is no need to be elaborate, the use of stick figures or simple descriptions will suffice. If a graph can be prepared to summarize results, you should prepare that graph. **The video script is due before class on March 21 (11:29 am)** and must be handed in using the appropriate MyLS dropbox. For each 24 hour period after the due date and time, a 1 mark penalty will be applied.

The second step is to prepare a **presentation** for the class. You will be allocated roughly 15-20 minutes per presentation. The presentation itself should take 5-10 minutes, allowing some time for discussion of the paper and the presentation.

The format of the presentation should be one of the following:

- a video that matches your script
- a reading of the script with a presentation of graphics using standard software such as powerpoint

A copy of the presentation must be handed in using the appropriate MyLS dropbox before March 30, 11:59 pm or the group will face a 1 mark penalty for each 24 hour period after the due date and time. Your grade for the presentation is based on what is shown and discussed in class.

## D. Course content

The following offers a tentative timeline for the course. ME refers to the textbook by Mukesh Eswaran. Additional reading and reference materials will be posted on MyLS.

Week 1	<i>Introduction to the course</i> Reading: ME Introduction
Week 2	<i>Do women and men behave differently in economic situations?</i> Reading: ME Ch. 2 Sarsons, H. and G.Xu, 2015. "Confidence men? Gender and confidence: evidence among top economists." Working Paper <a href="http://guoxu.org/docs/confidence.pdf">http://guoxu.org/docs/confidence.pdf</a>
Week 3	<i>What determines the balance of power?</i> Reading: ME Ch. 3 (select sections TBA) Alesina, A. F., P. Giuliano and N. Nunn. 2013 "On the origins of gender roles: women and the plough," Quarterly Journal of Economics, 128, pp. 469-530. <a href="http://qje.oxfordjournals.org/content/128/2/469.full.pdf">http://qje.oxfordjournals.org/content/128/2/469.full.pdf</a>
Week 4	<i>Are women discriminated against in the labour market?</i> Reading: ME Ch. 4 Schirle, T. 2015. "The gender wage gap in the Canadian provinces, 1997-2014." Canadian Public Policy, December 2015. Working paper: <a href="http://tammyschirle.org/researchdocs/Schirle-gender-gap-April2015.pdf">http://tammyschirle.org/researchdocs/Schirle-gender-gap-April2015.pdf</a>
Week 5	Continuation of gender gaps. Review Test 1
Week 6	<i>The labour supply decision and public policy</i> Reading: Benjamin et al. Labour Market Economics, Ch. 2 appendix and Ch. 3 (emphasis on pages 99-102, child care), check course reserves. Koebel, K. and T. Schirle. Forthcoming. "The differential impact of universal child benefits on the labour supply of married and single mothers." <i>Canadian Public Policy</i> , expected May 2016. Working paper: <a href="http://www.lcerpa.org/public/papers/LCERPA_2015_11.pdf">http://www.lcerpa.org/public/papers/LCERPA_2015_11.pdf</a> Blau, Francine D., and Lawrence M. Kahn. 2013. "Female Labor Supply: Why Is the United States Falling Behind?" <i>American Economic Review</i> , 103(3): 251-56. <a href="http://www.aeaweb.org/articles.php?doi=10.1257/aer.103.3.251">http://www.aeaweb.org/articles.php?doi=10.1257/aer.103.3.251</a>
Week 7	READING WEEK

Week 8	<p><i>Lifecycle view of labour supply – fertility decisions</i></p> <p>Reading: ME Ch. 9 (emphasis section III) and Ch. 8 (section II)</p> <p>Bailey, M. J. 2006. "More power to the pill: the impact of contraceptive freedom on women's life cycle labor supply" <i>Quarterly Journal of Economics</i>, 121, pp. 289-320.</p>
Week 9	<p><i>Lifecycle view of labour supply continued</i></p> <p>Fortin, N.M., P. Oreopoulos, and S. Phipps. 2015. "Leaving boys behind: Gender disparities in high academic achievement." <i>Journal of Human Resources</i>, 50(3), 549-579.  <a href="http://muse.jhu.edu/journals/journal_of_human_resources/v050/50.3.fortin.html">http://muse.jhu.edu/journals/journal_of_human_resources/v050/50.3.fortin.html</a></p> <p>This section may also cover occupational segregation, job interruptions, and retirement decisions, readings and references TBA.</p>
Week 10	<p><i>Missing women and son preference</i></p> <p>Reading: ME Ch. 8 (sections VIII, VI, X)</p> <p>Douglas Almond, Lena Edlund, Kevin Milligan. 2013. "Son Preference and the Persistence of Culture: Evidence from South and East Asian Immigrants to Canada" <i>Population and Development Review</i>. Volume 39, issue 1, pages 75-95.  <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1728-4457.2013.00574.x/abstract">http://onlinelibrary.wiley.com/doi/10.1111/j.1728-4457.2013.00574.x/abstract</a></p> <p>Gordon B. Dahl and Enrico Moretti. 2008. "The Demand for Sons" <i>The Review of Economic Studies</i>. Volume 75(4), 1085-1120.  <a href="http://restud.oxfordjournals.org/content/75/4/1085.short">http://restud.oxfordjournals.org/content/75/4/1085.short</a></p> <p>Michael Baker and Kevin Milligan. 2013. "Boy-Girl Differences in Parental Time Investments: Evidence from Three Countries" NBER Working Paper no. 18893, March 2013.  <a href="http://www.nber.org/papers/w18893">http://www.nber.org/papers/w18893</a></p>
Week 11	Review and Test 2
Week 12	Class presentations
Week 13	Class presentations

## E. Information required or recommended by the University

***Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.***

*You are reminded that the University will levy sanctions on students who are found to have committed, or have attempted to commit, acts of academic or research misconduct. You are expected to know what constitutes an academic offense, to avoid committing such offenses, and to take responsibility for your academic actions. For information on categories of offenses and types of penalty, please consult the relevant section of the Undergraduate Academic Calendar. If you need clarification of aspects of University policy on Academic and Research Misconduct, please consult your instructor.*

### ***Accessible Learning:***

***Students with disabilities or special needs are advised to contact Laurier's Accessible Learning Centre for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.***



#### **Foot Patrol walk home service | 519.886.FOOT (3668)**

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.



#### **Counselling Services & Peer Help Line | 1-866-281-PEER (7337)**

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referral are available on the 2nd floor of the Student Services Building (across from Health Services), Monday-Thursday 8:30am-8:00pm, Friday 8:30am-4:30pm. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.



#### **Student Food Bank**

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at WLUSU.COM under the Services tab. All dietary restrictions are accommodated, and food hampers typically last up to a week.

For more information visit [WLUSU.com](http://WLUSU.com)

## **Policy on Technology Use**

Mobile devices of any kind are permitted provided they do not take away from the instruction of the course or the learning of other students.

Students found using cell phones, devices, or laptops in a distracting manner will be required to leave. Cell phones should be shut off.