

Economics of Gender in International Contexts, University of Chicago, Winter 2022
SYLLABUS

Instructor: Alessandra L. González (alg2@uchicago.edu)

Monday/Wednesday 1:20pm-2:50pm; Location: Saieh Hall for Economics 021

Office Hours 12-1pm Tuesdays, via Zoom link:

<https://uchicago.zoom.us/j/94381307598?pwd=dKhDUk4zK0EwdzA3Y2hHL0dtTkQ4UT09>

Teaching Assistant: Rebecca Wu (wur@uchicago.edu)

Discussion Section: Thursdays 5:30pm-6:20pm; Location: Rosenwald Hall 011

Office Hours TBA

Course Description:

In this class, students will engage basic issues, conflicts, and innovative field research in economics of gender in international contexts. In particular, we will review theoretical foundations, data and methods of research, and a review of recent work in international research related to economics of gender. At the end of the course, you will have a suite of research approaches, topics, and methods to investigate gender differences in a variety of economic outcomes and contexts.

This is an elective course that is intended to complement core classes in Economics. We will read top papers in Economics journals and some outside disciplines to understand economic arguments and approaches to issues of economics of gender in international contexts. This course is reading and writing intensive and application of mathematical modeling will be minimal. However, with each reading we will review and discuss the advanced statistical methods utilized in the reading, including regression, instrumental variables, differences-in-differences designs, natural experiments, lab experiments, field experiments, etc. In class we will spend time investigating data sources, applications of each research method, and exercises to put ideas into concrete research designs.

The course serves as a foundation for academic research on topics of economics of gender in international contexts, including Culture, Competition, Education and Human Capital, Politics, Technology, Division of Labor, Gender Roles, Households, Organizations, and Aggregate Implications of Gender Barriers.

Prerequisites: ECON 19800 and ECON 11020, or permission from instructor.

Readings: Articles will be made available on Canvas under Library Course Reserves and Course Reading Materials. You are expected to have read the listed readings before class and be prepared to discuss them in class. Additional resources will be listed to aid you in understanding assigned readings and topics as well as to serve as resources for your Final Paper.

Presentations: (not graded, but provide a public good)

During each class, I will select a group of students to present the motivation, theory, and key results from a paper on the syllabus. Students will be randomly assigned to presentation groups. Your presentation should provide the author's best argument in favor of the approach, as well as your critique. Please prepare no more than 10 presentation slides. These can include points raised in your critical response paper. Students are to meet with the TA to go over their slide content and presentation the week before they present.

Students are encouraged to interrupt, challenge, and discuss the paper during presentations. If a student is unable to present due to scheduling limitations or otherwise, you will be required to submit an extra critical response paper instead of the in-class presentation.

Critical Response Papers: 40% (Best 3 out of 4)

Critical Response Papers: 3-5 pages double-spaced due at the beginning of class on select dates. Guidelines will be posted on Canvas. You should write in response to the week's *upcoming* readings. If your responses show you have not done the reading, your grade will suffer. You will be graded on the best 3 out of 4 papers. You may submit papers in advance but late papers will not be accepted.

Proposal: 20%

Students will have the option to write a final paper or an experiment proposal. See me early on for any questions about topics. You will have optional deadlines for each component of the prospectus to receive early feedback before the proposal is due. The Proposal should be about 3 pages and include: An Abstract, Research Questions and Hypotheses, Outline and Empirical Strategy, and Bibliography. **PROPOSAL DUE MONDAY, FEBRUARY 28 at the beginning of class.**

Final Paper/Experiment: 40%

The final paper will consist of a research topic or experimental design of your choice related to economics of gender. Guidelines will be posted on Canvas. The paper should be 15-20 double-spaced pages. Quality of outside research, robustness of experimental design, clear writing, proper grammar and formatting will count towards your grade. If you need help with your writing, please seek assistance from the UChicago Writing Resources: <http://writing-program.uchicago.edu/resources/tutor.htm>

I would also recommend having your paper peer-reviewed with another student in the class. Late papers will not be accepted. **FINAL PAPER DUE MARCH 9th AT 5PM for graduating seniors and MARCH 14th at 9AM for non-graduating students.**

Late paper policy: I will only allow late submission of assignments for exceptional family and medical emergencies (will require a doctor's note). If under other exceptional circumstances I allow late papers to be graded, there will be one-third of a letter grade deduction from the final grade per day (i.e. A to A-, B+ to B, etc.).

Course Grading:

Critical Response Papers (Best 3 out of 4) 40%

Proposal 20%

Final Paper/Experiment 40%

When in class, cell phone use is not allowed, and laptops may only be used to take notes or look up data related to the class. You are expected to participate actively in classroom discussions and discussion sections, and your letter grade may be adjusted upward if your overall grade is on a borderline. Students cannot negotiate/persuade/cajole the instructor to change their grades.

You have until the due date of the last course assignment to Withdraw from the course or change to Pass/Fail.

COURSE OUTLINE:

*Denotes background reading (useful for completing the week's readings)

MM= Mastering Metrics (Angrist and Pischke), available on Course Reserves through Canvas site

**Denotes advanced reading (not required or expected of your final paper/experiment)

ONLINE: Week 1 – Introduction to Economics of Gender in International Contexts: Topics and Approaches

*Regression: MM, Ch. 2; WB Report 2012

Sen, Amartya. 1990. "More Than 100 Million Women Are Missing." *The New York Review of Books*. December 20.

Bertrand, Marianne. 2011. "New Perspectives on Gender," Chapter 17 in *The Handbook of Labor Economics*, Vol. 4, Part B, pp. 1543-1590.

Seema Jayachandran. 2020. "Social Norms as a Barrier to Women's Employment in Developing Countries." *September*.

ONLINE: Week 2 – Where Do Gender Differences Come From?

Monday, January 17th: Martin Luther King Jr. Day - NO CLASS

CRITICAL RESPONSE PAPER #1 DUE at the beginning of Wednesday's class.

*Instrumental Variables: MM, Ch. 3, Ch. 6

Alesina, Alberto, Paola Giuliano, and Nathan Nunn. 2013. "On the Origins of Gender Roles: Women and the Plough," *Quarterly Journal of Economics*, 128(2): 469-530

Fernández, Raquel, "Cultural Change as Learning: The Evolution of Female Labor Force Participation over a Century," *American Economic Review*, 2013, 103(1), 472-500

Jayachandran, Seema, "The Roots of Gender Inequality in Developing Countries," *Annual Review of Economics*, 2015, 7, 63–88.

Duflo, Esther. 2012. "Women Empowerment and Economic Development." *Journal of Economic Literature*, 50(4), 1051-1079.

Week 3 – Gender Differences in Competition

(Optional) *Research Question and Hypotheses*

*Randomized Trials: MM Ch. 1

*Harrison, Glenn W. and John A. List. 2004. "Field Experiments." *Journal of Economic Literature*, Dec., Vol. 42, pp. 1009-1055.

*Levitt and List 2009

*List 2011

*Gneezy & Imas 2016

Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender Differences in Competition: Evidence from a Matrilineal and a Patriarchal Society." *Econometrica*, Vol. 77, No. 5 (September, 2009), 1637-1664.

Leibbrandt, A. and List, J.A., 2014. Do women avoid salary negotiations? Evidence from a large-scale natural field experiment. *Management Science*, 61(9), pp.2016-2024.

Niederle, M. and Vesterlund, L., 2007. Do women shy away from competition? Do men compete too much? *The Quarterly Journal of Economics*, 122(3), pp.1067-1101.

**Duflo, Esther and Abhijit Banerjee. "The Experimental Approach to Development Economics," *Annual Review of Economics*, Vol. 1: 151-178, September 2009. (also see CEPR working paper No. DP7037, NBER working paper No. 14467).

Week 4 – Do Gender Differences Matter for Human Capital Accumulation?

CRITICAL RESPONSE PAPER #2 DUE at the beginning of class.

*Difference-in-Differences: MM Ch. 5

Ashraf, Nava, Natalie Bau, Nathan Nunn, and Alessandra Voena. 2019. "Bride Price and Female Education." *Journal of Political Economy*.

Muralidharan, Karthik and Ketki Sheth. 2016. "Bridging Education Gender Gaps in Developing Countries: The Role of Female Teachers". *Journal of Human Resources*, 2016, Vol. 51, No. 2, pp. 269-297.

Dhar, D., T. Jain, and Seema Jayachandran. 2020. "Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India." Working Paper. *July 2020*.

Week 5 – Do Gender Differences Matter in Politics and Policy?

Doepke, Matthias, Michele Tertilt, and Alessandra Voena. 2011. "The Economics and Politics of Women's Rights." *Annual Review of Economics*, 4:339-72.

Beaman, Lori, Esther Duflo, Raghavendra Chattopadhyay, Rohini Pande and Petia Topalova. 2009. "Powerful Women: Does Exposure Reduce Bias?" (with Lori Beaman,), *Quarterly Journal of Economics*, Vol. 124(4): 1497-1540, November 2009.

Duflo, Esther, and Raghavendra Chattopadhyay. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India," (with), *Econometrica* 72(5): 1409-1443.

Week 6 –Can Technology Impact Gender Differences?

CRITICAL RESPONSE PAPER #3 DUE at the beginning of class.

(Optional) Outline and Empirical Strategy

Goldin, Claudia and Lawrence F. Katz. 2002. "The power of the pill: Oral contraceptives and women's career and marriage decisions." *Journal of Political Economy* 110(4): 730-770.

Jensen, Robert and Emily Oster. 2009. "The Power of TV: Cable Television and Women's Status in India." *Quarterly Journal of Economics*. 124 (3): 1057-1094.

Master, A., Cheryan, S., & Meltzoff, A. N. (2016). "Computing whether she belongs: Stereotypes undermine girls' interest and sense of belonging in computer science." *Journal of Educational Psychology*, 108, 424-437.

Week 7 – Where Gender Differences are Replicated: Division of Labor and Gender Roles

(Optional) Bibliography

Becker, Gary S. 1991. "Division of Labor in Households and Families," Chapter 2 in *A Treatise on the Family*. Cambridge: Harvard University Press.

Mas A, Pallais A. "Valuing Alternative Work Arrangements." *American Economic Review*. 2017;107 (12) :3722-3759.

Bursztyn, Leonardo, Thomas Fujiwara, and Amanda Pallais. 2017. "'Acting Wife': Marriage Market Incentives and Labor Market Investments."

Week 8 – Gender Differences in Households and Organizations

FINAL PAPER PROPOSAL DUE at the beginning of class.

CRITICAL RESPONSE PAPER #4 DUE at the beginning of class.

The Pandemic Recession's Gender Gap Podcast:

<https://bfi.uchicago.edu/podcast/the-pandemic-recessions-gender-gap/>

Field, Erica, Rohini Pande, Natalia Rigol, Simone Schaner, and Charity Troyer Moore. "On Her Own Account: How Strengthening Women's Financial Control Impacts Labor Supply and Gender Norms." NBER WP #26294.

Bursztyn, Leonardo, Alessandra L. González, and David Yanagizawa-Drott. 2020. "Misperceived Social Norms: Women Working Outside the Home in Saudi Arabia". October, *American Economic Review*.

Goldin, Claudia and Cecilia Rouse. 2000. "Orchestrating Impartiality: The Impact of 'Blind' Auditions on Female Musicians," *American Economic Review*, 90(4): 715-741.

Bohnet, I., Van Geen, A. and Bazerman, M., 2015. When Performance Trumps Gender Bias: Joint vs. Separate Evaluation. *Management Science*, 62(5), pp.1225-1234.

**DellaVigna, Stefano. 2018. "Structural Behavioral Economics," *Handbook of Behavioral Economics*, Volume 1 (eds. Doug Bernheim, Stefano DellaVigna and David Laibson, Elsevier, October.

**Kremer, Michael, Gautam Rao, Frank Schilbach. 2019. "Behavioral Development Economics". *Handbook of Behavioral Economics, Volume 2*.

**Correll, Shelley J., Cecilia L. Ridgeway, Ezra W. Zuckerman, Sharon Jank, Sara Jordan-Bloch, Sandra Nakagawa, "It's the Conventional Thought That Counts: How Third Order Inference Produces Status Advantage," *American Sociological Review*, 2017, 82(2), 297–327.

Week 9 – Why Should We Care? Aggregate Implications of Gender Barriers

Chiplunkar, Gaurav, and Pinelopi K. Goldberg. "Aggregate Implications of Barriers to Female Entrepreneurship." NBER WP #28486

Djankov, Simeon, Pinelopi K. Goldberg, and Marie Hyland. 2021. "Do Gendered Laws Matter?"

Hsieh, Chang-Tai, Erik Hurst, Charles I. Jones, and Peter J. Klenow. 2019. "The Allocation of Talent and U.S. Economic Growth." *Econometrica*, Vol. 87, No. 5 (September); 1439-1474.

Graduating Students: FINAL PAPER/EXPERIMENT DUE MARCH 9th AT 5PM.

Non-Graduating Students: FINAL PAPER/EXPERIMENT DUE MARCH 14th AT 9AM.

Final Grades for Seniors due Saturday, March 12, 2022.

All Final Grades due by Tuesday, March 22, 2022.