Women, Gender and Work

Prof. M. Naples

Fall 2009 BB 128

OH: TF 8-8:30, 11:30-12:30, by appt. naples@tenj.edu x2896

Week

THE CONTEXT

I Methodology
Assign weeks for Research Articles to summarize
Blau, Ferber, Winkler ch 1
Mutari & Figart, section 1 (Methodologies)

II History: Gender, Household Production and Wage Labor
Choose topics for Oral Presentations Weeks X-XIII (~ 6 Groups of 4): Choose weeks to present
Blau, Ferber, Winkler ch 2, 5
Mutari & Figart, section 2
J. Jacobsen, The Economics of Gender Appendix, ch 7 243-47
Herman, Judith ch 1, A Forgotten History, in Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror

THEORY

III, IV The Labor Market: Perfect, Imperfect, Strategic Competition, Political Economy
Blau, Ferber, Winkler Appendix ch 1, ch 4
Albelda, Drago, Shulman 4
Naples, “Labor Supply under Strategic Competition”
*Albelda, Drago, Shulman 3

Review the Labor Market in your intro microeconomics text or course notes
See Handout

LABOR SUPPLY:

V Neoclassicals: Gender Differences in Individual Choices, Comparative Advantage

Utilitarian Theory of the Household, Bargaining Models:
Blau, Ferber, Winkler 3
Mutari & Figart ch 14

Human Capital Theory:
Blau, Ferber, Winkler 6
Mutari & Figart ch 13
VI Turn in bibliography for paper topic Tuesday October 6

Strategic Competition: Alternative Feminist Theories of the Family:
   Bergmann ch 1
   H. Hartmann, "The Family as the Locus of Gender, Class, and Political Struggle; the
   Example of Housework," in S. Harding, Feminism and Methodology 109-134
   & P. Rothenberg, Feminist Frameworks 155-171
   Feminist Economics 10(3) (November): 3-19

VII Political Economy: Alternative Feminist Theories of the Family:
   H. Fraad, S. Resnick & R. Wolff, Bringing it All Back Home: Class, Gender and Power
   in the Modern Household 1-32
   N. Folbre & H. Hartmann, The Persistence of Patriarchal Capitalism, in Fraad, Resnick &
   Wolff 57-62

VIII MIDTERM EXAM

   DISCRIMINATION (DEMAND FOR LABOR):

IX Perfect Competition: Irrationality; Almost Perfect Competition: Crowding
   Blau, Ferber, Winkler 7
   *Albelda, Drago, Shulman 5

Strategic Competition: Market Power, Wage Discrimination, Range of Indeterminacy
   Naples 2009, Labor Demand Under Strategic Competition And the Cyclical Profit
   Squeeze, 1-9, in Goldstein, J. and Hillard, M., Eds., Heterodox Macroeconomics: Keynes, Marx
   and Globalization.

Institutionalism: Internal Labor Markets, Queues
   B. Kaufman & J. Hotchkiss, 2006 The Economics of Labor Markets

X Political Economy: Deskilling, Unionization, Labor Market Segmentation, Globalization
   Albelda, Drago, Shulman 7, 8
   Mutari & Figart ch 17 (Shulman), 19 (Figart)

XI Topic of choice (2)

XII Topic of choice (2)

XIII Research Paper Due Tuesday 11/24 Topic of Choice (2)

XIV Review Session
REQUIRED TEXTS:
Albelda, Randy, Drago, Robert, and Shulman, Steven, 2009 Unlevel Playing Fields; Understanding Wage Inequality and Discrimination. Boston: Dollars & Sense

RECOMMENDED TEXTS (in bookstore):
Bergmann, Barbara, 2005 The Economic Emergence of Women New York: Basic Books.
Jacobsen, Joyce. 2008 The Economics of Gender Malden MA: Blackwell Publishing
Kaufman, Bruce and Hotchkiss, Julie. 2006. The Economics of Labor Markets.

GRADES: Each assignment contributes to your final grade as follows: Problem sets, 5 of 6 @ 2% = 10%; research articles & discussion 3%; midterm 25%; paper 15%; oral group presentation 15%; final exam 25%, attendance & participation 7%.

SOCS: The materials necessary for this course (syllabus, problem sets, handouts) will all be available on SOCS.

Send any questions you have about the problem sets, exams, course material, course policy, to everyone in the class via SOCS email. That way, everyone in the class will get the same information. If someone knows the answer, use Reply All; if there is more to say, I will. Courtesy and professionalism are expected; any hostility (flaming) via SOCS will lower your grade and can lead to the loss of email privileges on campus. If you prefer to receive mail at a non-TCNJ email, program your TCNJ email to be forwarded to your home account.

ASSIGNMENTS

Research Articles (3%): By the beginning of the second week of classes, you will find two journal articles on women, gender and work relevant for the week of the course you have been assigned and email them to me the Friday before that week. The articles may be from economics journals or from other disciplines, as long as they concern the topic under discussion. When that week comes, you will briefly discuss the salient points of the articles and turn in your summary. You may search in EconLit or Jstor, two of the library’s search engines for articles. The journal Feminist Economics is a good place to start.

Problem Sets (5@2%): You will be expected to be prepared to present your answers to the class, including, where appropriate, putting it on the board. You will show the problems to me for credit. If you copy an answer from the book you will not get credit since you will not have demonstrated your own understanding of the material. Phrase answers in your own words.

You are encouraged to form study groups and to work together on the problem sets out of class. You will learn much more this way, both from fellow students, and from having to explain to others what you yourself have learned. In the past, students have said that problem sets are the best way to prepare for exams in this course. You are encouraged to use SOCS to email
classmates to plan for study group meetings. However, each student has to prepare his/her own answers to homework problems to learn the material.

Late problem sets will not be accepted after we go over them in class. You can make up a problem set if you were sick, or if you make arrangements in advance because of a religious holiday or other commitment.

**Research Paper (15%)**: Each student writes a paper with two sections. The first 5-10 pages will cover background information and the economic debates on the topic you choose. In addition to the readings provided on the syllabus, seek additional sources representing a range of economic opinion in the library (or via Jstor or EconLit online). Your specific topic and 10 additional sources for your bibliography including different sides of the debate are due by week VI. Your paper will present the salient points of the debates.

The last 5-10 pages will address the economic underpinnings of the debates about appropriate government policy to improve economic gender equity as concerns the topic you have chosen for your class presentation. The focus of this section is theoretical. You need to define the government economic policy question briefly, describe the policy positions taken by opposing sides, then identify the implicit economic arguments and their explicit or hidden assumptions. You may draw heavily on classroom reading, or from the sources for your week. If your sources do not directly address economic theory, you will have to fill in the gaps on the basis of what you have learned in class. Think of this section as a take-home exam with a research component, since it is an exercise requiring you to show your knowledge of different economic theories and how they can be applied to the topic you have chosen for your oral presentation and the associated policy issues. Do not write a position paper that analyzes your topic from only one economic perspective, and/or that ignores economic policy altogether. Your grade will be reduced if you do.

Your paper should use internal footnotes to the extent possible (e.g., (Naples 2006:D2) to cite the 2006 article by Naples on p. D2), and must be 12-point type, have 1" margins, include a full bibliography (Paper Format available on SOCS), and include the following: your ID #, class section, major, campus address, campus phone number. Reliable web sources are only acceptable for data and statistics.

School of Business policy requires students to write well. Get a copy of the School of Business **Writing Guide** and read it, especially the **Grammar Guide** authored by yours truly.

http://www.tcnj.edu/~business/students/writingguide.html

Any mistakes which are warned against in this Guide will cause you to lose points off your paper grade. The paper will receive both a writing grade and a content grade, which will be multiplied to give the paper’s grade. So if you get an A on your writing grade, your content grade will effectively be your paper grade. But poor writing will reduce your paper grade below the content grade. An unsatisfactory writing grade (less than B-) is unacceptable; such a paper must be rewritten to complete the course requirements. If your rewrite is unacceptable, you will fail the paper, so get help if you need it, from me or from other campus resources. Students with writing difficulties are expected to take corrective steps. There are resources available on campus to help
students improve their writing--the Office for Academic Enhancement in Forcina Hall (x 3000).

**Alternative Research Paper:** One member of each group may choose to do a community-based research project. You will still have to do background reading on your chosen topic. Then identify an advocacy group associated with the topic you are addressing. Communicate with them. Ask what they see as the pressing issues and policy debates of the day, and what kind of research you can do for them that would be service to them in promoting gender equity. Part of your oral presentation would report on this research.

**Languages Across the Curriculum:** A one-credit Languages Across the Curriculum independent study may be added to this course for those students who have intermediate level proficiency in another language and who wish to complement the work in this course by utilizing their language skills. Please visit the LAC website for more information.

http://internationalstudies.intrasun.tcnj.edu/grant/lac.html

Students must contact the Director, Dr. Compé (dcompte@tcnj.edu), to enroll in the LAC independent study by the end of the first week of classes, and must first obtain my approval for how they plan to incorporate foreign-language sources into their research paper. This is a great opportunity and resume item that I encourage you to take advantage of.

**Oral Presentation (15%):** You and your group will present the economic debates on the topic you have selected. This will require giving students background on the gender problems associated with your topic as well as applying the economic analyses from the course to the question at hand. Draw on existing economic and gendered analyses that try to explain the problem and propose policy solutions, where you can. In the absence of such literature, it is your job to apply what you have learned about different economic approaches in class to the topic you are examining. What would they say about this? What policy conclusions would they draw? You are required to provide me with a written evaluation of yourself and other group members.