

**Department of Economics  
Colorado State University  
Econ 211: Gender in the Economy  
Spring 2009, Section 002  
9:00 – 9:50, Clark 337**

**Chian Jones  
Chian.Jones@colostate.edu  
Office: Clark C309C  
Office Hours: MWF 10-11pm (or by appointment)**

**Course Objectives**

1. To gain an understanding of gender as a social category and its importance in understanding the economy
2. To understand the ways in which the economy is gendered
3. To examine gender in a global context
4. To explore alternative approaches to economic theory that promote economic and social justice for women and men
5. To gain an understanding about the links between women and the environment

**Readings**

There will be two sources of readings for this class; of which you are responsible for both:

1. Chapters from *Women and the Economy: A Reader*, edited by Ellen Mutari and Deborah Figart (NY and London: Armonk, 2003). Referred to as *W & E*
2. Book chapters and articles that are available on E-reserve or RamCT

**Expectations**

Read the Syllabus	You are required to read and become aware of all the requirements and responsibilities associated with the class.
Check RamCT	All grades will be posted on RamCT. It is your responsibility to check RamCT frequently to make check for any announcements, changes to the course, and to make sure that yours grades are correctly posted. If a grade is not correctly posted within three days after the assignment is returned in class, it is your responsibility to discuss the discrepancy with me immediately.
Late Assignments	Assignments are due at the beginning of class on the assigned day. Late assignments will be penalized 25 percent each day that they are late.
Exams	There will be no early or make-up exams permitted without an official excuse. Any scheduling conflicts need to be discussed with me before the exam.
Academic Integrity	Each student is required to behave with honesty and integrity. Any evidence of academic dishonesty, including but not limited to plagiarism, falsification, or cheating on exams, will be penalized in accordance to University policy and may lead to a failing grade for the course and will be reported to the Office of Student Affairs. See the University General Catalog for further information. <a href="http://www.catalog.colostate.edu/front/policies.aspx">http://www.catalog.colostate.edu/front/policies.aspx</a>
Respect	This class is unique, in that there will be many class discussions. The subject matter of these discussions is often sensitive with many students having strong feeling about the issues. Each student is expected to be respectful of other students and the instructor. Any student being disrespectful will be asked to leave the classroom and will lose participation credit for that class period. Repeat offenders may lose all participation credit for the course.

## Course Assignments

Participation - 60 pts

Class periods will be composed of both lecture and class discussions. It is expected that you complete the assigned readings before coming to class and be ready to participate in these discussions. Participation may take the form of questions, comments, or answering questions. It is expected that each student will participate in at least **twelve discussions**. Each class that a student participates in will give five points towards participation. **It is your responsibility to come up after class and report to me that you participated.**

Exams – 100 pts each

There will be three in-class exams; two mid-terms and a final. Each test will be short answer and essay worth 100 points. Evaluation will be based on a student's ability to demonstrate comprehension of the arguments presented in class and in the assigned reading, to critically evaluate those arguments, and to construct and defend their own arguments. Grading of the essay questions will further be evaluated on proper use of English grammar and punctuation.

Writing Assignments-  
80 pts each

There will be two outside writing assignments. Each should be a maximum of three double-spaced typed pages. Evaluation will be based on appropriate use of class material, both class lectures and assigned readings, along with proper use of sources, citations, and vocabulary. Grading will also be based on the ability to synthesize information and develop and communicate logical arguments in standard written English. Students also must display an ability to apply information from class sources and be able to reference them appropriately. Please use APA or MLA for citation formatting. Further assistance is available at the CSU Writing Center <http://writing.colostate.edu/wcenter/>.

Group Presentations-  
80 pts

Each student is responsible for presenting with a group of students. Each group of students is responsible for presenting one paper out of the class section they are assigned. Evaluation will be based on knowledge of the subject and presentation style. Out of the possible 80 points, 60 will be based on the student's own presentation. The other 20 points will be based on supporting other groups. Thus, for each presentation, other than the one the student is participating in, students will receive 5 points for their attendance. In all, there will be 5 presentations. Students will be assigned their groups during the first week of class.

## Course Grades

Grades for the course will be determined by the following:

Letter grades are assigned on the scale:

Participation	60 pts	A	90-100%	600-540pts
Exams (3*100)	300pts	B	80-89%	539-480pts
Writing Assignments (2*80)	160pts	C	70-79%	479-420pts
Group Presentations	80pts	D	60-69%	419-360pts
<b>Total</b>	<b>600pts</b>	F	59% or less	≤359pts

+/- may be assigned in certain cases

## Class Schedule

### *Introduction to gender and economics*

- W 1/21 *Introduction to the Course*
- F 1/23 *Introduction to Gender and Feminism*  
Julia Wood, *Gendered Lives: Communication, Gender and Culture*, United States: Wadsworth, 2001, pp 16-30, 38-61.
- M 1/26 *Schools of Economic Thought*  
“The Basics of Neoclassical Economics,” in Randy Albelda, Robert Drago, and Steven Shulman, *Uneven Playing Fields: Understanding Wage Inequality and Discrimination*, pp. 43-60.
- W 1/28 “The Basics of Political Economy,” in Randy Albelda, Robert Drago, and Steven Shulman, *Uneven Playing Fields: Understanding Wage Inequality and Discrimination*, pp. 121-142.
- F 1/30 Discussion
- M 2/2 *Feminist Economics*  
*W&E* chapters 1-3
- W 2/4 Julie Nelson. 1995. “Feminism and Economics,” *The Journal of Economic Perspectives* 9(2): 131-148.

### *Consumerism and the Media*

- F 2/6 *Consumption and Well-being*  
Essay 1 distribution (due on Wednesday 2/11)  
Goodwin et al., Chapter 10, “Consumption and the Consumer Society” in *Microeconomics in Contest*, pp. 326-250.
- M 2/9 Video: *No Logo*
- W 2/11 *Sex in the Media and Popular Culture*  
**Essay 1 due**  
Video: *Tough Guise*, Part I
- F 2/13 Video: *Tough Guise*, Part II

### *Labor Markets*

- M 2/16 *Labor Force Participation*  
*W & E* chapters 4,5
- W 2/18 *W & E* chapter 7
- F 2/20 *Occupational and Earning Differences*  
*W&E* chapter 8

M 2/23 Blau, Ferber and Winkler, Ch. 5 “Differences in Occupations and Earnings: Overview” in *The Economics of Women, Men and Work*, New Jersey: Prentice Hall, 2006.

W 2/25 Discussion

F 2/27 **Test 1**

M 3/2 *Mainstream Approaches to Explaining Differences in the Paid Labor Market*  
*W & E* chapter 13

W 3/4 *W & E* chapter 14

F 3/6 *W & E* chapter 16

M 3/9 *Political Economy Approach to Explaining Differences in the Paid Labor Market*  
*W & E* chapter 17

### ***Marriage, Work and Family***

W 3/11 *Combining Work and Family*  
*W & E* chapter 9

F 3/13 *W & E* chapter 10

M 3/23 Belkin, “You Want It Clean? You Clean It!” *The New York Times*, April 9, 2006.  
Story, “Many Women at Elite Colleges Set Career Path to Motherhood,” *The New York Times*, Sept. 20, 2005.  
Goldin, “Working It Out,” *The New York Times*, March 15, 2006.

W 3/25 *Marriage Markets and the Gender Division of Caring Labor*  
Essay 2 distributed (due on Monday 3/30)  
M. V. Lee Badgett and Nancy Folbre, “Assigning Care: Gender norms and economic outcomes,” *International Labour Review*, **138**(3): 311-326, 1999.  
John Schwartz, “Glass Ceilings at Altar as Well as Boardroom,” *The New York Times*, Dec. 14, 2004.

### ***Wealth and Poverty***

F 3/27 *Overview*  
*W & E* chapters 21 – 22

M 3/30 **Essay 2 Due**  
*W & E* chapters 23 – 24

W 4/1 *Thesis and Patterns*  
Robert Cherry. 2007. “Work Effort Among the Poor,” in *Welfare Transformed*, New York: Oxford University Press, pp. 35-51.

F 4/3 *Welfare System and Support for Families*  
Randy Albelda, “Fallacies of Welfare to Work Policies,” in *Lost Ground: Welfare Reform, Poverty and Beyond*, Randy Albelda and Ann Withorn (eds.), Cambridge: South End Press, 2002, pp. 79-94.

M, W 4/6, 4/8 Video: *Take it From Me*

F 4/10 Discussion

M 4/13 **Test 2**

### ***Women and Globalization***

#### *Background*

W 4/15 Backer and Feiner, "Globalization is a Feminist Issue," in *Liberating Economics*, 2004.

F 4/17 Video: *Rich World, Poor Women*

#### *Globalization and Care*

M 4/20 *W & E* chapter 27

W 4/22 Nancy Folbre. 2001. "CorporNation," in *The Invisible Heart: Economic and Family Values*. New York: The New Press, pp 185-208.

#### *Nannies, Maids and Sex Workers*

F 4/24 Ehrenreich and Hochschild, "Introduction," in *Global Women: Nannies, Maids and Sex Workers in the New Economy*, 2002.

M 4/27 Video: *Frontline: Sex Slaves*

### ***Women and the Environment***

#### *Ecofeminism*

W 4/29 M. McMahon. 1997. "From the Ground Up: Ecofeminism and Ecological Economics," *Ecological Economics* **20**: 163-173.

Julie Nelson. 1997. "Feminism, Ecology, and the Philosophy of Economics," *Ecological Economics* **20**: 155-162.

F 5/1 M. Mellor. 2002. "Ecofeminist Economics: Women, Work, and the Environment," *Women and Environments*: 7-10.

#### *Connections Between Women and the Environment*

M 5/4 *W & E* chapter 28

W 5/6 Discussion

F 5/5 Review

May 12 **Final** (non-cumulative): 11:20 – 1:20

\*Note: Syllabus subject to change by instructor approval.