

Syllabus: ECON 5170 / 6170 – Feminist Economics

Instructor: Dr. Sarah Small, Assistant Professor, Department of Economics

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Office location: Gardner Commons #4029

Office Hours: Tuesdays & Thursdays
10:30am-11:20am and by appointment

Class meetings: Tuesdays and Thursdays from 9:10am -10:30am in GC 2675.

Credit Hours: 3

Semester: Fall 2023

Course Overview:

The course introduces the feminist project in economics.

Part I examines the emergence of feminist economics since the early 1990s. This literature is critical of the existing approaches in economics for either ignoring or inadequately incorporating gender differences in analysis and it seeks to "engender" economic analyses at both the micro and macro levels and to create a more adequate economics. Feminist economists are not a homogeneous group: while they are all feminist in that they are committed to advancing equality across gender, they differ in what this might entail and the economics frameworks they rely on. Some generate work using neoclassical tools, others question the conceptualization of the economy, economic agency, work, well-being, and gender-unaware policymaking.

Part II applies feminist economics perspectives to examine the nature, causes, and consequences of contemporary gender inequalities in how people secure their livelihoods. This discussion starts with a brief historical examination of the emergence of gender division of labor in US and moves to examine mainstream (neoclassical) and non-mainstream feminist approaches to gender inequalities in the household and the labor market.

Part III builds on the analyses in Part II and examines feminist economic policies for a more equitable society, focusing mainly on the US. These include cover issues of anti-discrimination, workplace, anti-poverty, work-family balance.

Course Objectives

By the end of the course, students can expect to become proficient in the following areas:

(1) *Substantive Knowledge of Feminist Economics:* Students should gain an understanding of the core concepts and chains of reasoning in feminist perspectives in economics, in particular on the causes, consequences, and policy/strategies pertaining to gender and intersectional inequalities.

(2) *Critical Analysis:* Students should be able to critically analyze competing explanations of economic phenomena and policy proposals for promoting gender equality from a feminist economics perspective.

(3) *Articulation and Application*: Students should be able to clearly articulate feminist economics ideas in interpreting statistics and current discussions of intersecting gender economic inequalities.

Required Materials

There is no required textbook. All required readings on the syllabus are/will be available in electronic form on the course website on Canvas.

Teaching and Learning Methods

Canvas: The course page on Canvas provides access to all course materials. It will have the most up to date information on the course plans, readings, and assignments. Students are responsible for checking Canvas regularly and paying attention to messages from me on Announcements. Be sure you have turned on Canvas notifications in order to receive these messages.

Teaching Modality: This is an in-person class. Classes will consist of presentations, small group, and whole class discussion. Class discussions are central to your learning and will take place in person. I will post my slide presentations on Canvas as the topic is covered in class.

Attendance & Participation: Since this is an in-person class, these are expected, but not graded. I expect regular attendance in class. If you feel sick however, do not come to class, and do keep me posted. You should attend class regularly if you want a) to learn the material by engaging me and each other, and b) to be better able to show what you have learned on the exams and in papers. At times, brief in-class writing (i.e. response to a question on the reading) will be used to start the conversation.

Course Expectations

Instructor Expectations:

- I will respond to emails within 48 hours, not including weekends and holidays. If I do not respond to an email within 48 hours, please email me again.
- I will also be available for individual consultation via virtual or in-person office hours.
- I will provide feedback on the assignments in a timely manner.
- I will follow all official University of Utah policies regarding conduct in the classroom, incompletes, and accommodations. Students' accommodations will met with required documentation.

Student Expectations:

- If students have any questions, are struggling with course materials, or need further assistance from their instructor, they will take the initiative to contact their instructor via email.
- Students will engage with the course, students, and the instructor in a respectful and professional manner at all times.

- I would like to be referred to with she/her pronouns and you can address me as Professor or Dr. Small or Sarah (but not Mrs or Ms Small, please).
- This class is meant to be participatory, so students should read the assigned material before posting discussions or taking quizzes.
- Behave with honesty and integrity. Academic dishonesty is not acceptable behavior and evidence of cheating will result in failing the class and being reported to the Judicial Affairs Officer.

Evaluation and Grading

The due dates on quizzes and assignments are intended to help you stay on track in the course. It is your responsibility to turn in each assignment on the required date. All assignments turned in after the scheduled due date will be lowered 10% for each 24 hour period in which they are late. The exceptions that may be considered is due to sickness, university excused function, or circumstances beyond the students' control. The instructor reserves the sole right to determine what grounds constitutes a reasonable excuse for missing or submitting a late work assignment, the right to require the student to submit proper verification of such excuse. **Vacations are not an excuse for missing or submitting a late assignment.** You have *one week* after the due date to contact me regarding a late submission or you will be penalized. If you foresee a problem with meeting a deadline, please reach out to the professor as soon as possible.

Final course grades will follow the grading system below. Final grades will not be rounded up (please do not ask). Requests for regrades of a particular assignment must be made (formally via email) within **1 week** of the grade being posted on Canvas. Instructors and graders reserve the right to regrade the entire assignment, which may result in a higher or lower grade than the initial grade.

94%-100%	A
90%-93.9%	A-
87%-89.9%	B+
84%-86.9%	B
80%-83.9%	B-
77%-79.9%	C+
74%-76.9%	C
70%-73.9%	C-
67%-69.9%	D+
64%-66.9%	D
60%-63.9%	D-
0%-59.9%	E

Assignments

Grade will be distributed among the following assignments. There will be no extra credit assignments.

Graded Assignment	Frequency	Share of total course grade (for 5170 students)	Share of total course grade (for 6170 students)
Reflection Exercises	5	50% (10% each)	30% (6% each)
Paper on Feminist Economics	1	20%	20%
Paper on Policy	1	20%	20%
Presenting an Article	1	10%	10%
Research paper	1 (only 6170 students)	n/a	20%

Reflection Exercises: There will be five reflection exercises throughout the semester. I will provide a few questions to which students are expected to respond in written form. Reflection exercises often describe personal experiences or impressions, so there is often not a ‘right’ answer, but students engage with the material and provide evidence that they have been learning the material.

Paper on Feminist Economics: A 1500–1800-word paper on Part I of syllabus to discuss feminist economics in the context of a scholarly journal article. A guideline and choice of articles will be provided.

Paper on Policy: An 1500-1800-word paper on one policy topic in Part III of syllabus. A guideline and suggested sources will be provided.

Presenting an Article: Students will provide a brief (10 minute) presentation of one of the assigned readings.

Research/Synthesis Paper (for Econ 6170 students): A 12-15-page paper on a course-related topic of student’s choice, to enable the student to build the foundation for more extensive research in the future. The guideline is posted on Canvas.

Keep a copy of all work created for this course, including work submitted through Canvas.

This syllabus and schedule are meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be posted to Canvas under Announcements.

University-Wide Important Dates:

Classes begin	Monday, August 21
Last day to add without a permission code	Friday, August 25
Last day to wait list	Friday, August 25

Last day to add, drop (delete), elect CR/NC, or audit classes	Friday, September 1
Last day to withdraw from classes	Friday, October 20
Last day to reverse CR/NC option	Friday, December 1
Classes end	Thursday, December 7
Reading day	Friday, December 8
<u>Final exam period</u>	Mon.-Fri., Dec. 11-15

Americans with Disabilities Act (ADA): The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu. In cases of domestic violence or the threat of domestic violence (including intimate partner danger in a dating relationship), another source of assistance is the Utah Domestic Violence Coalition, whose phone number is 800-897-5465. (Inclusion of the previous sentence in U of U syllabi was recommended by Washington State University Prof. Jill McCluskey, whose daughter was a U of U student murdered on the U campus in 2018 by a man she had dated.)

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Student Wellness: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc. can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness www.wellness.utah.edu; 801-581-7776.

Academic Honesty/Plagiarism: In compliance with strict standards of academic honesty, in your papers you should always cite/reference any words or ideas that are not your own. Sharing of others' essays, uses of pre-written, purchased, or downloaded materials also violates academic honesty, which are grounds for failure or dismissal from the course and from the University. Making a habit of using your own words as much as possible is helpful in guarding against problems in this respect. Whenever in doubt, please ask me.

Student Names & Personal Pronouns: Class rosters are provided to me with the student's legal name as well as "Preferred first name" (if previously entered by you in the student profile section of your CIS account). Do advise me of any mistakes/mispronunciations and any changes in your name or pronouns (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Policy on Children in Class: The University does not have a policy on children in the classroom, but my policy reflects my commitment to student parents. All exclusively breastfeeding babies are welcome in class as often as necessary. I understand that unforeseen disruptions in childcare can put parents in position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. In all cases where babies and children come to class, I ask that you sit close to the door so that if your child requires special attention or is disrupting learning for other students, you may step outside until their needs are met. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that supports your school-parenting balance.

Course Schedule:

Week	Topic	Content to Read/Watch	Graded Assignment
Week 1: August 21-26	Introduction to the course and defining feminist economics	Required video: 1. <u>What is Feminist Economics?</u> With Diana Strassmann Optional reading: 1. Danby, C. (2007). Political economy and the closet: heteronormativity in feminist economics. <i>Feminist Economics</i> , 13(2), 29-53.	
Part I. Introduction to Feminist Economics: Questions and Approaches			
Week 2: August 27- September 2	What is gender and why it matters in economics	Required reading: 1. Wolfers, Justin. 2018, Feb. 2. "Why Women's Voices are Scarce in Economics." <i>New York Times</i> . Optional reading: 1. Joey Sprague. "Chapter 2: Seeing Through Science, Epistemologies" <i>Feminist methodologies for critical researchers: Bridging differences</i> . Rowman & Littlefield, 2016.	
Week 3: September 3-9	Critiques of mainstream micro and macro economics	Required reading: 1. Nelson, Julie. 1995. "Feminism and Economics" <i>Journal of Economic Perspectives</i> 9 (2): 131-148. Optional reading: 1. Seguno, Stephanie. 2019. "Engendering Macroeconomic Theory and Policy" <i>Feminist Economics</i> .	Reflection Exercise 1: Due September 9 by 11:59pm MT Presentation article selection due by September 9 by 11:59pm MT
Week 4: September 10-16	Critique: Undervaluation of unpaid work	Required video: 1. <i>Who's Counting: Marilyn Waring on Sex, Lies, and Global Economics</i> Optional reading: 1. Power, Marilyn. 2004. "Social Provisioning as a Starting Point for Feminist Economics" <i>Feminist Economics</i> 10 (3), pp. 3-8	(no class on Thursday September 14) Reflection Exercise 2: Due September 16 by 11:59pm MT

Week 5: September 17-23	Critiques of Marxist Approaches	Required video and reading: <ol style="list-style-type: none"> 1. <u>What is Social Reproduction Theory?</u> With Tithi Bhattacharya 2. Hartmann, Heidi I. 1979. "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union." <i>Capital & Class</i> 3(2): 1-33. 	
Week 6: September 24- September 30	Gender-Aware Measurements	Optional reading: <ol style="list-style-type: none"> 1. Nussbaum. Martha 2003. "Capabilities as Fundamental Entitlements: Sen and Social Justice," <i>Feminist Economics</i>, 9 (2/3), July/November: 33–50. 2. Banks, Nina. 2021. "Intersectional Identities and Analysis" Berik & Kongar, eds. <i>The Routledge Handbook of Feminist Economics</i>, pp. 118-126. 3. Berik, G. (2018). To measure and to narrate: Paths toward a sustainable future. <i>Feminist Economics</i>, 24(3), 136-159. 	
Part II. Applied Research in Feminist Economics			
Week 7: October 1-7	Unpaid Care Work and Time Use	Optional reading: <ol style="list-style-type: none"> 1. Banks, Nina. 2020. "Black Women in the United States and Unpaid Collective Work: Theorizing the Community as a Site of Production." <i>Review of Black Political Economy</i> 47(4): 343-362 2. Nancy Folbre and Julie Nelson. 2000. "For love or money – or both?" <i>Journal of Economic Perspectives</i> 14(4): 123-140. 3. Heidi Hartmann. 1981. "The Family as the Locus of Gender, Class, and Political Struggle: The Example of Housework." <i>Signs: Journal of Women in Culture and Society</i> 6(3): 366-94. 	Reflection Exercise 3: Due October 7 by 11:59pm MT
Week 8: October 8-14	FALL BREAK		FALL BREAK

Week 9: October 15-21	Writing Workshop Household Bargaining		Bring rough draft, paper on feminist economics due October 21
Week 10: October 22-28	Household Bargaining continued and Marriage Markets	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Bergmann, B. R. (1981). The economic risks of being a housewife. <i>The American economic review</i>, 71(2), 81-86. <p>Optional reading:</p> <ol style="list-style-type: none"> 2. Katz, Elizabeth. 1997. "The Intra-Household Economics of Voice and Exit." <i>Feminist Economics</i> 3(3): 25-46. 3. Shelly Lundberg and Robert A. Pollak. 2014. "Cohabitation and the Uneven Retreat from Marriage in the United States, 1950-2010," in Leah Platt Boustan, Carola Frydman and Robert Margo, eds. <i>Human Capital in History: The American Record</i>. Chicago: University of Chicago Press, pp. 241-272. 	
Week 11: October 29- November 4	Labor Markets: LFP and Wage Gaps	<p>Optional reading:</p> <ol style="list-style-type: none"> 1. Krause and Sawhill. 2017. "What we know and don't know about declining labor force participation: A review." Washington, DC: The Brookings Institution. 2. Shulman. 2003. "The political economy of labor market discrimination: A classroom friendly presentation of the theory." <i>Women and the Economy: A Reader</i>. Ellen Mutari and Deborah Figart (eds.). 	Reflection Exercise 4: Due November 4 by 11:59pm MT
Week 12: November 6-12	Occupational Segregation and Paid Care Work	<p>Optional reading:</p> <ol style="list-style-type: none"> 1. Folbre, N., Gautham, L., & Smith, K. (2021). Essential workers and care penalties in the United States. <i>Feminist Economics</i>, 27(1-2), 173-187. 	

Week 13: November 13-19	Globalization and development	Optional reading: 1. Barker, Drucilla, and Susan Feiner. 2004. "Globalization is a Feminist Issue." In <i>Liberating Economics</i> . Ann Arbor: U of Michigan Press. 95-117. 2. Stephanie Seguino. 2000. "Gender Inequality and Economic Growth: A Cross-Country Analysis." <i>World Development</i> 28(7): 1211-1230.	Reflection Exercise 5: Due November 19 by 11:59pm MT
Week 14: November 20-26	Globalization and development, cont.	Required film: <i>1. Maquilapolis: City of Factories: Activism for Low Wage Workers in Mexico</i>	Thanksgiving week
Part III. Policy for a Feminist Economy			
Week 15: November 27- December 3	Policy Solutions	Required reading OR video (pick one): 1. Casey, Judi, and Karen Corday. "Parental leave policies in 21 countries: Assessing generosity and gender equality." (2008). 2. <u>Maternity Leave and Why the United States is the Only Developed Nation Without It</u> Optional reading: 1. <u>Raising the Minimum Wage Would Be Transformative for Women</u> by Boesch, Bleiweis, and Haider 2. <u>How Baby Bonds could help close the racial wealth gap</u> by Darrick Hamilton 3. <u>Unions help narrow the gender wage gap</u> by Gould and McNicholars	
Week 16: December 4-10	Catch Up	Writing Workshop: Reviewing Policy Papers in Small Groups	
Final exam week: December 11-17	Policy Paper Due Research Paper Due (For 6170 students)		Policy Paper due by December 12 Research Paper Due by December 15