

ECO 3660: Economics of Gender

Instructor: Bipasha Maity

Ashoka University Spring 2024

Course Description

This course aims at undertaking an economic analysis of the issues affecting women in the economy. The discrimination faced by women in market scenarios, such as those of labour and credit as well as the impact of globalization on women will be studied. Further, the course will explore issues that women face in non-market situations such as bargaining within the household, marriage and fertility and how market and non-market scenarios interact to influence women's well-being. Lastly the roles of education, health-care, property rights, birth control, political franchise and representation in mitigating gender-based inequalities will be studied. Students would be able to understand and appreciate both market and non-market factors that result in or promote gender based inequalities. They would also be able to critically understand why some policies succeed while others may fail to mitigate gender-based inequalities.

Pre-requisites

Microeconomics I and Econometrics at the undergraduate level are pre-requisites for this course.

Instructor Contact Details & Contact Protocol:

Office: AC 04 812

Office Hours: TBA

Email: bipasha.maity@ashoka.edu.in (usage is not encouraged, in general)

Please keep email communication to a minimum and seek course related clarifications during the office hours and in class.

In case you end up sending an email, you must wait 24 hours and then send a reminder email if you don't hear from me. Your emails need to be short and precise; otherwise they will be ignored. Also, emails sent on Fridays after 6:00 pm and all day during Saturday and Sunday may not receive response before the following Monday. Last minute frantic emails around submission deadlines, presentation dates etc. asking for feedback, extensions etc. will be ignored and you are thoroughly discouraged from engaging in such practices.

Evaluation

Course evaluation is as follows:

Class Participation: 5%

Midterm Exam: 25%

In-class quiz: 20%

Presentation of a Research Paper: 25%

In-class Discussion/Debate: 25%

Absolute grading applies for this course. The conversion between the numerical and letter grade is as follows: 85 & above: A, 80-84: A-, 75-79: B+, 70-74: B, 65-69: B-, 60-64: C+, 55-59: C, 50-54: C-, 45-49: D+, 40-44: D, <40: F

Typically the period before the midterm break is when lectures will be held. The lectures will proceed with me asking you questions and discussing slide materials in the spirit of a flipped classroom model. The necessary slides and reading materials will be provided in advance. You are expected to participate actively when I raise questions.

Post midterm break, student presentations of research paper and in-class debate/discussion

will take place. The schedule for these presentations will be announced in advance, at least 1 week before the midterm break commences. Missing the date of your presentation and in-class debate/discussion will result in zero grade for that assignment. Students would need to be organized in groups. Presentation and in-class debate/discussion will be conducted in groups, but students will be marked on their individual performance.

The midterm exam will cover the materials taught in the lectures during the pre-midterm break period.

In the post-midterm break period, in-class quizzes will take place on each of the days when paper presentations are scheduled and on each of the papers that are scheduled to be presented on that day. These quizzes will be MCQ type, non-technical in nature and will test whether you are keeping up with the lecture materials as well as the papers (even if you are not presenting them!). These quizzes will typically take place at the start of class. Missing a quiz will result in zero grade for that quiz. Also, you must come to class on time and no later than 5 minutes after the start of class as you will very likely miss the quiz otherwise and earn a zero grade for that quiz.

Every group will be given a paper to present. You need to prepare presentation slides. An ideal presentation should inform us about the research question, why the question is important academically/policy relevant, the innovativeness of the research design, the data used, empirical strategy and results. Further, the groups should also clearly critically assess at least 1 thing that they found super interesting about the paper and 1 thing that they are critical about and talk about it in the presentation. Copying sentences and using them verbatim from the paper while presenting it is discouraged and will be penalized. You must read the paper, explain it using your own words and critically think about what you liked and what is a limitation of the analysis. That is really the objective of the paper presentation.

In-class debate/discussion will be on a topic that I will provide to you in advance. You will need to prepare slides and use economic logic, academic economics writings for forming your arguments. Use of media publications is allowed sparingly, where appropriate and mostly for the purpose of motivating or closing the debate/discussion.

Course Learning Materials

Study materials will be provided in the form of lecture slides. The slides, themselves are prepared from the content in the following textbooks/documents:

(1) Why Gender Matters in Economics. Author: Mukesh Eswaran. Publisher: Princeton University Press, 2014.

(2) Progress of the World's Women 2019-2020: Families in a Changing World. Publisher: UN Women, 2019 (freely downloadable from UN Women website).

A significant part of the course also relies on materials from published papers in academic economics journals. You would be able to download the papers when you are connected to the Ashoka network as Ashoka library provides access to the vast majority of academic economics journals.

Topics

The topics to be covered include:

Introductory Class: Discussion on Why Gender is Important in Economics & Some Statistics

Some Behavioural/Experimental Biology/Psychology Stuff: Do Men & Women Behave Differently? If so, what are the explanations?

Intra-Household Determinants of Autonomy & Origin of Patriarchy: A Game-Theoretic Approach to Understanding these Issues

Institution of Marriage: Economic & Evolutionary Theories of Marriage, Dowry & Bride Price, Consequences of Marriage, Spousal Violence, Marriage Dissolution

Laws & Cultural Norms: Discriminatory Laws & Norms, Son Preference, Fertility Choice, Fertility Decline & "Missing Women"

Gender in Markets: Women & the Labour Market, Gender Gaps in Labour Force Participation, Gender Wage Gaps, Women & Credit Markets, Female Entrepreneurs (& also economists?)

Gender & Globalization: Women & International Trade, FDI & Trafficking of Women

Empowerment: Birth Control & its effects on Women

Empowerment: Political Suffrage & Representation

Empowerment: Other Possible Mechanisms for Empowerment

Tentative Set of Readings that would be used for class presentations (these are subject to some changes):

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

Lowes, Sara. 2020. "Kinship Structure and Women: Evidence from Economics." *Daedalus, Special Issue on Women and Equality*, edited by N. Keohane and F. Rosenbluth.

Lowes, Sara. 2018. "Kinship Structure, Stress and the Gender Gap in Competition", *Unpublished Manuscript*.

Anderson, Steffen, Seda Ertac, Uri Gneezy, John A. List, and Sandra Maximiano. 2013. "Gender, Competitiveness, and Socialization at a Young Age: Evidence from a Matrilineal and a Patriarchal Society", *The Review of Economics and Statistics*, 95(4): 1438-1443.

Brenøe, Anne Ardila. 2022. "Brothers increase women's gender conformity", *Journal of Population Economics*, 35, pp. 1859-1896.

Anderson, Siwan. 2007. "The Economics of Dowry and Brideprice." *Journal of Economic Perspectives*, Volume 21 (4): pp. 151-174.

Lowes, Sara, and Nathan Nunn. 2018 "Bride Price and the Well-Being of Women." in Anderson, Siwan, Lori Beaman, and Jean-Philippe Platteau (eds.). *Towards Gender Equity In Development*, Oxford University Press.

Lambert, Sylvie, Dominique van de Walle, and Paola Villar. 2018. "Marital Trajectories, Women's Autonomy, and Women's Well-Being in Senegal." in Anderson, Siwan, Lori Beaman, and Jean-Philippe Platteau (eds.). *Towards Gender Equity In Development*, Oxford University Press.

Milazzo, Annamaria, and Dominique van de Walle. 2021. "Nutrition, Religion, and Widowhood in Nigeria", *Economic Development and Cultural Change*, Volume 69, Issue 3, pp. 951-1001.

Anderson, Siwan, and Debraj Ray. 2010. "Missing Women: Age and Disease", *The Review of Economic Studies*, vol 77, pp. 1262-1300.

Milazzo, Annamaria. 2018. “Why are adult women missing? Son preference and maternal survival in India”, *Journal of Development Economics*, Volume 134, pp. 467-484.

Alesina, Alberto, Benedetta Brioschi, and, Eliana La Ferrara. “Violence Against Women: A Cross-cultural Analysis for Africa,” *Economica*, forthcoming.

Gulesci, Selim. 2018. “Forced Migration and Attitudes Towards Domestic Violence.” in Anderson, Siwan, Lori Beaman, and Jean-Philippe Platteau (eds.). *Towards Gender Equity In Development*, Oxford University Press.

Heath, Rachel, Melissa Hidrobo, and Shalini Roy. 2020. “Cash Transfers, Polygamy, and Intimate Partner Violence: Experimental Evidence from Mali.” *Journal of Development Economics*, Vol 143.

Bernard, Tanguy, Cheryl Doss, Melissa Hidrobo, Jessica Hoel, and Caitlin Kieran. 2020. “Ask me why: Patterns of intrahousehold decision-making”, *World Development*, Vol 125.

Dizon-Ross, Rebecca, and Seema Jayachandran. “Detecting Mother-Father Differences in Spending on Children: A New Approach Using Willingness-to-Pay Elicitation”, *American Economic Review: Insights*, forthcoming.

Asadullah, Niaz M., Nazia Mansoor, Teresa Randazzo, and Zaki Wahhaj. 2021. “Is son preference disappearing from Bangladesh?”, *World Development*, 105353.

Bhalotra, Sonia, Rachel Brulé, and Sanchari Roy. 2020. “Women’s inheritance rights reform and the preference for sons in India”, *Journal of Development Economics*, Vol. 146.

Heckert, Jessica, Audrey Pereira, Cheryl Doss, Emily C. Myers, and Agnes Quisumbing. 2020. “Structural Transformation and Gendered Transitions to Adulthood among Rural Youth: Cross-National Evidence from Low- and Middle-Income Countries”, *The Journal of Development Studies*, 57(4): pp. 614-634.

Cameron, Lisa, Diana Contreras Suarez, and Susan Wieczkiewicz. 2022. “Child marriage: using the Indonesian family life survey to examine the lives of women and men who married at an early age”, *Review of Economics of the Household*, forthcoming.

Jayachandran, Seema. 2021. “Social Norms as a Barrier to Women’s Employment in Developing Countries.” *IMF Economic Review*, forthcoming.

Alkire, Sabina, Ruth Meinzen-Dick, Amber Peterman, Agnes R. Quisumbing, Greg Seymour, and Ana Vaz. 2013. “The women’s empowerment in agriculture index”, *World Development*, Vol 52, pp. 71-91.

Bonis-Profumo, Gianna, Natasha Stacey, and Julie Brimblecombe. 2021. "Measuring women's empowerment in agriculture, food production, and child and maternal dietary diversity in Timor-Leste", *Food Policy*, Vol. 102.

Vemireddy, Vidya, and Prabhu L. Pingali. 2021. "Seasonal time trade-offs and nutrition outcomes for women in agriculture: Evidence from rural India", *Food Policy*, Vol. 101.

Heath, Rachel and Ahmed Mushfiq Mobarak. 2015. "Manufacturing growth and the lives of Bangladeshi women", *Journal of Development Economics*, Vol 115(C), pp. 1-15.

Hardy, Morgan, and Gisella Kagy. 2020 "It's Getting Crowded in Here: Experimental Evidence of Demand Constraints in the Gender Profit Gap", *The Economic Journal*, 130.631: pp. 2272-2290.

Lei, Lei, Sonalde Desai, and Reeve Vanneman. 2019. "The Impact of Transportation Infrastructure on Women's Employment in India", *Feminist Economics*, vol 25 (4), pp. 94-125.

Evans, David K., Pamela Jakiela, and Heather A. Knauer. 2021. "The impact of early childhood interventions on mothers", *Science*, 372(6544): pp. 794-796.

Seymour, Greg, Hazel Malapit, and Agnes Quisumbing. 2020. "Measuring Time-Use in Developing Country Agriculture: Evidence from Bangladesh and Uganda", *Feminist Economics*, 26(3): pp. 169-199.

Heath, Rachel and Seema Jayachandran. 2018. "The Causes and Consequences of Increased Female Education and Labor Force Participation in Developing Countries", in the *Oxford Handbook on the Economics of Women*, ed. Susan L. Averett, Laura M. Argys and Saul D. Hoffman. New York: Oxford University Press.

Dhar, Diva, Tarun Jain, and Seema Jayachandran. 2019. "Intergenerational Transmission of Gender Attitudes: Evidence From India," *The Journal of Development Studies*, 55(12): pp. 2572-2592.

Dhar, Diva, Tarun Jain, and Seema Jayachandran. 2020. "Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India," *Unpublished Manuscript*.

Kipchumba, Elijah Kipkech, Catherine Porter, Danila Serra, and Munshi Sulaiman. 2021. "Influencing youths' aspirations and gender attitudes through role models: Evidence from Somali schools", *Unpublished Manuscript*.

Bhalotra, Sonia and Samantha B. Rawlings. 2011. "Intergenerational Persistence in Health in Developing Countries: The penalty of gender inequality?", *Journal of Public Economics*, Vol. 95, pp. 286 - 299.

Baranov, Victoria, Sonia Bhalotra, Pietro Biroli, and Joanna Maselko. 2020. "Maternal Depression, Women's Empowerment, and Parental Investment: Evidence from a Randomized Controlled Trial",

American Economic Review, 110(3): pp. 824-859.

Brulé, Rachel, and Nikhar Gaikwad. 2021. “Culture, Capital, and the Political Economy Gender Gap: Evidence from Meghalaya’s Matrilineal Tribes”, *The Journal of Politics*, 83(3): pp. 834-850.

Chattopadhyay, Raghavendra, and Esther Dufo. 2004. “Women as Policy Makers: Evidence from a India-Wide Randomized Policy Experiment”, *Econometrica*, 72(5): pp. 1409-1443.

Dupas, Pascaline, and Radhika Jain. 2021. “Women Left Behind: Gender Disparities in Utilization of Government Health Insurance in India”, *Unpublished Manuscript*.

O’Connell, Stephen D. 2020. “Can quotas increase the supply of candidates for higher-level positions? Evidence from local government in India”, *Review of Economics and Statistics*, 102(1): pp. 65-78.

Ghani, Ejaz, William R. Kerr, and Stephen D. O’Connell. 2014. “Political Reservations and Women’s Entrepreneurship in India”, *Journal of Development Economics*, Vol. 108, pp. 138-153.

Bhalotra, Sonia, Damian Clarke, Joseph Gomes, and Atheendar Venkataramani. 2018. “Maternal Mortality and Women’s Political Participation,” *IZA DP No. 11590*.

Beaman, Lori, Raghavendra Chattopadhyay, Esther Dufo, and Petia Topalova. 2009. “Powerful Women: Does Exposure Reduce Bias?”, *Quarterly Journal of Economics*, 124 (4): pp. 1497-1540.

Gangadharan, Lata, Tarun Jain, Pushkar Maitra, and Joseph Vecci. (2019). “Female leaders and their response to the social environment”, *Journal of Economic Behavior & Organization*, Vol. 164, pp.256-272.

Attendance, Other Course Policy & Etiquettes to be followed during the course

- In-class quizzes, midterm exam, paper presentation and debate/discussion are key elements of course evaluation. Being absent will result in zero grade for these components.
- There is no scheme of extra credit in this course. Additionally, requesting for rescheduling will typically not be entertained and will be ignored. Students should understand that faculty members have duties beyond teaching a particular class and therefore an unlimited amount of time is not available to faculty members for the purpose of rescheduling existing course presentations and conducting extra credit projects.
- Use of email as a means of communication with the instructor is discouraged. Emails should be kept to a minimum, course doubts should be clarified in class, DS and office hours. Every email sent to me about course related queries, logistics should contain the TFs in cc. Otherwise, it will be ignored.

- The instructor discourages grade obsession and emails whose ultimate objective is grade bargaining will not be answered under any circumstance.
- Even though you must actively participate in class, you should be mindful that hijacking class discussion in a way that you alone/predominantly get to speak and prevent others from speaking by taking up class time is discouraged. The idea is to maintain some sort of a balance such that you as well as your peers get a fair chance of engaging in class discussions.
- The use of mobile phones (smart or otherwise and even on silent mode), laptops (except when one is presenting) and any other electronic devices is strictly prohibited. If caught, such devices will need to be deposited to the instructor's desk and will be returned only at the end of class.
- The course should always be approached with the spirit of learning new ideas and raising questions pertaining to gender issues from the lens of an economist. You should think about gender issues critically and class discussions should be grounded in economic logic and should not be dogmatic.