

**HRTS 3298/ECON 2498/WGSS 3998: Foundations of Gender Inequality**

**Meeting:** Meets on Tu–Th. at 2:00–3:15 p.m., in Oak, Room No 104.

**Professor:** Nishith Prakash. Office hours: Thursday 3:30–4:30 p.m.; Oak Hall (East SSHB), Room 331; telephone 860–486–8958; email: nishith.prakash@uconn.edu.

**Appointments:** Meetings at any other time must be arranged in advance via e-mail or phone. I will make every attempt to respond to class-related emails within 24 hours. This policy does not apply to weekend days, so do not expect responses to emails during the weekend. I will also not respond to emails asking questions that are clearly answered on the syllabus or via prior emails: e.g. “when is the problem set due?”

**Course Requirements:**

- *Grading Scale:* A: 90–100; B: 80–89; C: 70–79; D: 60–69; F: 0–59
- **Note:** I will follow the following tradition in grading. I will assign approximately 25% of the class some form of an A, and 1/3rd of the Bs (including, in each case, the “plus” and “minus” version). I add a further safeguard (for you) that an A will never be harder to get than a 90%, a B 80%, etc. Your grade in this course will be evaluated on the basis of the following components (with relative weights in parenthesis). There will be no extra credit or additional projects, either during the class or after final grades have been assigned.
- 6 Group Presentations: 60%
- Individual Research Paper: 30%
- Presentation of Individual Research Paper: 10%
- **Important Dates:**
  - October 1, Thursday (during office hours): Project Milestone 1–Group members will identify a topic based on the syllabus or discuss an alternative topic, do initial research of its viability and submit a written title with brief description of the project.
  - October 29, Thursday (during office hours): Project Milestone 2–Progress Report on Research Paper.

- November 12, Thursday (during office hours): Project Milestone 3–Progress Report on Research Paper.
- December 10, Thursday (in class): Final Submission of Research Paper–Student will submit their final Research Paper.

**Class Rules:** I will not allow the following

- Use of cell phone in class (calling and texting) unless there is an emergency
- Use of laptop for surfing internet, Facebook etc.
- Chatting with your classmates
- Being disrespectful towards the instructor or your fellow classmates

Anyone who crosses the line will be asked to leave the classroom immediately.

**E-etiquette:** I will delete, without responding, any email that does not include at least a salutation, an indication of who is writing, and some semblance of the proper format (a rubric that includes reasonable attempts at spelling and the proper use of the shift and caps lock keys). In the real world, people do not take this kind of communication seriously, and I certainly do not, so please refrain. I will also ignore any course-administrative questions if their answers are available on the syllabus, Husky CT, or have been announced numerous times in class (unless you have a good excuse for missing ALL these classes).

### **Course Summary:**

- The course is set up around a series of major policy questions central to the gender equality agenda, and linked to the post 2015 international development debates. For e.g. gender gaps in education, employment, political representation, and health. We will start with an overview session about global and regional patterns, each of the subsequent weeks will tackle a series of major policy topics in turn, concluding with an examination of major global proposals. In particular, for each topic we will start by first, describing the gaps; second, we will use economic theory to explain the reasons behind the gaps and; third, we will discuss interventions that led to reduction in gaps.

This class will be ‘policy driven’ and we will make use of empirical results from different policy interventions during the entire course. Towards the end we will do some selected important topics, for e.g. Domestic Violence, Son Ratio and Girls Trafficking, and Dowry. Throughout, we discuss the facts of the matter, describing recent trends and statistics of gender equality. We also analyze a number of potential policy responses to the observed inequalities.

By the end of the class, you will have a solid grasp of the potential reasons behind the gender gaps, and you will be able to use and understand (both the strengths and

weaknesses of) the most commonly-used analytical tools applied by social scientists to approach the topic of gender inequality. Students will be asked to work on a specific policy challenge in a developing country context, applying and developing the findings discussed in class and in the readings. The course is designed to facilitate student questioning, engagement and participation as reflected in the structure and course requirements.

Given the breadth of the topics covered, many students will find this to be a challenging course. The professor will do his utmost to help students master the material, but students will be expected to contribute their best, sustained, and consistent effort in attending classes, studying notes, reading the text, journal articles, solving problems, and consulting with the professor in office hours.

**Text Books:**

- No specific textbook is prescribed. There will normally be 2-3 required readings each week – a paper and/or book chapters – and additional readings for greater depth.
- Journal articles and handouts will be posted on Husky CT or sent via Professor's email.

**Useful Links:**

- WAPP's Gender Action Portal: <http://gap.hks.harvard.edu/>
- World Bank engender IMPACT A Gateway to Gender-Related Impact Evaluations: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:234578SitePK:336868,00.html>
- UN Knowledge Gateway: <http://www.empowerwomen.org/>
- World Bank Gender Data Portal includes Women, Business & the Law database: <http://datatopics.worldbank.org/gender/aboutportal>
- United Nations, Gender Statistics: <http://genderstats.org/>
- The International Knowledge Network of Women in Politics (iKNOW Politics) is an online workspace to help elected officials, candidates, political party leaders and members, researchers, students and other practitioners interested in advancing women in politics: <http://iknowpolitics.org/en>
- The Global Gender Gap Report 2014, World Economic Forum: <http://www3.weforum.org/docs/G>

**Course Requirements and Grading**

- *Participation and attendance:* I will not take attendance, and I do not assign participation points. I do, however, reserve the right to present “new” material in class and expect knowledge of that material on exams. Further, since the material of the class has broad interdisciplinary interest, hearing the perspectives of your classmates is an important part of the learning process. **This is all to say: attendance is both non-mandatory and very important. Allocate your time and effort accordingly.**
- *Group Presentations (60%):* After each topic, there will be group presentation based on a paper from the topic or related paper, therefore 6 in total. Students will form their group after the first week of class and submit their names to the Professor. Each student group take about 10 minutes to present (one or two students can present on behalf of the group), and 5 minutes for questions and discussion. Each group can choose a paper of their interest. Presentations are a good occasions to discuss a specific policy or program and if it's in line with theory, what worked, what didn't, etc. This will

be the basis of the group's presentation grade. Further specifics will be explained and discussed in class.

- *Research Paper (30%)*: Each student will write a paper based on a topic from the syllabus—or another topic agreed in advance with the Professor. The class discussion of the topic is an excellent opportunity to discuss key ideas and to get feedback from the class. The paper is an individual assignment where you may consult with others but must write up in your own words. The paper is a maximum of ten pages double spaced 12 point font, including references. Grading of the paper will be based on overall impression, persuasiveness of the argument, strength of the evidence, consideration of the counter evidence, range of sources, organization, clarity and style, and proper citations. You should indicate on the cover page the names of the any classmates you worked with. The deadline to submit the paper is December 10, Thursday, during class hours.
- *Presentation of the Research Paper (10%)*: During the last two weeks of the class, each student will be required to make presentation of their research paper. Each student will take about 15 minutes to present, and 5 minutes for questions and discussion.
- *Legible Handwriting*: If I am not able to clearly discern what is written then you will receive no credit for the particular section(s) that are illegible. For this reason, I strongly recommend that you use print handwriting rather than cursive handwriting.

**Academic Integrity** Students are expected to abide by the honor code. The following are details on academic integrity as it relates to this class. Exams will be closed-book; collaboration on examinations is prohibited. Students may obtain help from others on problem sets and are indeed encouraged to work together on them in study groups.

**Husky CT** Handouts, lecture notes and problem sets will be made available on Husky CT. All the articles can be downloaded from google.com or JSTOR. It is students responsibility to print them in advance.

**Disabilities** Students with learning, physical, or psychiatric disabilities enrolled in this course that may need disability-related classroom accommodations are encouraged to make an office appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the Student Disability Services office may be consulted to discuss appropriate implementation of any accommodation requested.

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community—students, employees, or visitors. Academic and professional

excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

**Sexual Assault Reporting Policy** To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

**Course Outline:** Below is a rough outline for the course. It details the order of materials to be covered, and the dates of graded assignments. The exact timing of when we cover each topic may be adjusted over the course of the semester as the pace of the course dictates.

### Detailed Reading List:

- **(Topic 1) Introduction (5 Lectures)**

- Overview of gender gap around the world
- How do we measure gender gap?
- Some correlates and causes of gender gap
- Gender equality and economic development
  - \* Jayachandran, Seema. “The Roots of Gender Inequality in Developing Countries,” *Annual Review of Economics*, 2015
  - \* Hausmann, Ricardo; Laura D. Tyson and Saadia Zahidi. “The Global Gender Gap Report 2012”
  - \* Beaman, L, Chattopadhyay, R, Duflo, E, Pande, R, and Topaloya, P. “Powerful Women: Does Exposure Reduce Bias?”
  - \* Duflo, Esther. “Gender Equality in Development.” BREAD Policy Paper No. 011, December 2005
  - \* Duflo, Esther. “Women’s Empowerment and Economic Development.” *Journal of Economic Literature*, 50(4), 2012: 1051-79.
  - \* Jensen, Robert and Emily Oster. “The Power of TV: Cable Television and Womens Status in India.” *Quarterly Journal of Economics*, 124(3), 2009: 1057-1094.

- **(Topic 2) Gender Gap in Education (3 Lectures)**

- Many countries have expanded access to schooling. But according to the latest UNESCO data, only 60 percent of countries had achieved gender parity in primary education in 2011; fewer than 40 percent of countries had achieved parity in secondary education, and with much lower rates among low-income countries, averaging 8 percent at the upper secondary level. Persistent gaps include exclusion of poor and disadvantaged groups, poor learning outcomes and streaming in secondary and tertiary education. In this topic we will study. What have been drivers behind the expansion of girls’ education? Why do gaps persist? What is the relative importance of supply and demand side interventions?
  - Trends in gender gap in education
  - Plausible causes behind the gender gap in education
  - Some successful policy intervention from developing countries

- \* UNESCO, Global Education For All Report, 2013/14. Gender Summary. <http://unesdoc.unesco.org/images/0022/002266/226662e.pdf>
- \* Muralidharan, Karthik and Prakash, Nishith. “Cycling to School: Increasing Secondary School Enrollment for Girls in India”, Working Paper, 2013
- \* Muralidharan, Karthik and Sheth, Ketki. “Bridging Education Gender Gaps in Developing Countries: The Role of Female Teachers”, Working Paper 2013
- \* Carrell, S., M. Page, and J. West. “Sex and Science: How Professor Gender Perpetuates the Gender Gap,” Quarterly Journal of Economics, 2010
- \* Jensen, Robert. “The (Perceived) Return to Education and the Demand for Schooling”, Quarterly Journal of Economics, 125(2), 2010: 515-548.

• **(Topic 3) Economic Opportunities: Why do women still do worse in the labour market? (4 Lecture)**

- In this topic we will study the following. What are the key patterns and trends in women’s labour force participation, occupations and earnings? Why is a multidimensional approach important to understanding inequality in economic opportunities? How do constraints arise and differ across the life cycle in different parts of the economy? Which policies and programs can make a difference?

- Trends in gender gap in employment
- Gender difference in labor force participation and occupation
- Racial and male-female occupational differences; occupational segregation
- Racial and male-female earning differences
- Plausible causes behind the gender gap in employment
- Human capital model; human capital and earnings; gender differences in human capital investments; discrimination, sexism in education and hence labor markets
- Models of labor market discrimination: Tastes for discrimination, statistical discrimination, societal discrimination
- Evidence of labor market discrimination
- Policy Interventions: Role of Affirmative Action Policies
  - \* World Bank 2014, Gender at Work: <http://www.worldbank.org/content/dam/Worldbank>
  - \* Ghani, Ejaz, Mani, Anandi and O’Connell, Stephen D. “Can Political Empowerment Help Economic Empowerment? Women Leaders and Female Labor Force Participation in India.” World Bank Policy Research Working Paper 6675, Oct 2013.
  - \* Prakash, Nishith. “Improving the Labor Market Outcomes of Minorities: The Role of Employment Quota,” Working Paper, 2010
  - \* OECD 2012 Closing the Gap: <http://www.oecd.org/gender/Executive%20Summary>

• **(Topic 4) Gender Gap in Political Representation and Women Empowerment (4 Lectures)**



- What are the key patterns of political participation – especially representation in parliaments, cabinets and leadership? Why are women systematically under-represented in politics? What do we know about what has worked to enhance representation? How does higher female decision-making power correlate with other outcomes of interest?
  - Trends in gender gap in political representation
  - Plausible causes behind the gender gap in political representation
  - Political representation and women empowerment/disadvantaged groups
  - Role of microfinance
  - Role of TV
  - Discussion of some successful policy interventions from India
    - \* UN General Assembly Report, Measures Taken and Progress Achieved in the Promotion of Women and Political Participation (2013) <http://www.un.org/ga/search/view.asp?symbol=A/68/184&Lang=E>
    - \* Chin, Aimee and Nishith, Prakash. “The Redistributive Effects of Political Reservation for Minorities: Evidence from India”. *Journal of Development Economics*, 2011
    - \* Pande, Rohini. “Can Mandated Political Representation Increase Policy Influence for Disadvantaged Minorities? Theory and Evidence from India”. *American Economic Review*, September 2003, 93 (4), pp. 1132–1151
    - \* Krook, Mona and Pippa Norris, “Beyond Quotas: Strategies to Promote Gender Equality in Elected Office”. *Political Studies* 62 (1): 2-20, 2014
    - \* Dufflo et al. “Women as Policy Makers: Evidence from a Randomized Policy Experiment in India.” *Econometrica*, September 2004, 72 (5), pp. 1409–1443
    - \* Esther Dufflo. “Why Political Reservations,” *Journal of the European Economic Association* 3(2-3), May 2005, pp.668-678
    - \* Lori Beaman et al. “Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India,” *Science* 335, 582, 2012
    - \* Lori Beaman et al. “Powerful Women: Does Exposure Reduce Bias?”
    - \* Robert Jensen and Emily Oster. “The Power of TV: Cable Television and Women’s Status in India”, *Quarterly Journal of Economics*, 2009
    - \* Linda Mayoux. “Micro-finance and the empowerment of women”
    - \* Naila Kabeer. “Is Microfinance a ‘Magic Bullet’ for Women’s Empowerment? Analysis of Findings from South Asia,” *Economic and Political Weekly*, Vol. 40, No. 44/45, 2005
    - \* Affirmative Action: Indian reservations, **The Economist**, June 29, 2013 [Link: <http://www.economist.com/node/21580012>]
    - \* Social Science Research Council, “CPPF Working Papers on Women in Politics.” <http://www.ssrc.org/pages/cppf-working-papers-on-women-in-politics/>

- (Topic 5) Gender Gap in Health Outcomes (1 Lectures)

- Trends in gender gap in health
- Plausible causes behind gender gap in health - credit constraint, discrimination, information, and other related issues
- How do we address them?
- Policy interventions
  - \* Yan Liu et al. “Gender gaps in life expectancy: generalized trends and negative associations with development indices in OECD countries,” *The European Journal of Public Health Advance Access* published April 28, 2012
  - \* Alaka Malwade Basu. “Women’s Roles and Gender Gap in Health and Survival,” *Economic and Political Weekly*, Vol. 28, No. 43 (Oct. 23, 1993), pp. 2356-2362
  - \* Seema Jayachandran and Ilyana Kuziemko. “Why do Mothers Breastfeed Girls Less than Boys? Evidence and Implications for Child Health in India”, 2010
  - \* Esther Duflo. “Child Health and Household Resources in South Africa: Evidence from the Old Age Pension Program”

- **(Topic 6) Touching on Important Issues (1 lecture)**

- Child Sex ratio and Girls Trafficking in India
- Domestic Violence
- Dowry