Course Description: This course provides an introduction to the field of contemporary feminist economics.

First, we will examine the feminist economics project. This literature is critical of the existing approaches in economics for either ignoring or inadequately treating gender differences in their analysis and it seeks to "engender" economic analyses at both the micro and macro levels. The questions range from conceptualization of the economy, work, well-being, and to gender implications of macroeconomic policies.

Second, we will examine contemporary economic inequalities between men and women (also differentiated by race and class) primarily focusing on the United States. This discussion will start with brief historical examination of the emergence of gender division of labor in society and move to examine mainstream (neoclassical) and heterodox theories and evidence on the gender division of labor in the household and in paid work.

Third, we will examine the policies implemented or proposed to address gender inequalities in industrial capitalist economies, such as affirmative action, anti-discrimination, comparable worth, anti-poverty, and “family-friendly” policies. The goal is to identify feminist economic strategy for a gender equitable future.

Required Texts:


- Ellen Mutari and Deborah Figart, 2003. Women and the Economy: A Reader (M&F)

- Readings in electronic form on the course website on Blackboard (formerly WebCT). The required books and paper copies of non-textbook assigned reading are available for 2-hour loan on Reserve at the Marriott Library.

Course Work and Grading:

The course webpage on WebCT (also known as Blackboard Vista) at webct.utah.edu will have an outline of each class meeting, the reading assignment, and
study questions to help review the assigned material. This outline will be posted at the latest by noon the day before the class meeting. In addition, I may post announcements and we may use the “Discussions” tool to continue the discussion after class or share course-related news or information source. Checking WebCT on a regular basis (i.e. at least twice a week) is vital to your success in this class. The webpage also has any additional material that you may need for the course (statistical tables, hand-outs) and links to the library e-reserve, and research organizations, such as the Institute for Women’s Policy Research (IWPR).

Short assignments (10%): These are 1 to 2-page assignments that entail responding to questions in the Mutari and Figart book or looking up statistics and briefly making sense of them, or responding to brief readings (some of them on the web). Often the turnaround time will be short: they will be assigned one class before they are due. Assignments will be due at the beginning of the class. No late assignments are accepted.

**Short Paper on Feminist Economics (20%)**: Synthesis/reflection paper on Part I of the syllabus. A brief guideline will be provided. **Due: Week of September 29.**

**Short Paper on Policy (10%)**: 4-6 page paper on one policy that promises to promote gender equity. A brief guideline will be provided. **Due: December 15.**

**Exams (60%)**: There are two mid-term exams (30% each). Exams will consist of short answers, and essays. Exam questions will be taken from a review guide to be distributed one week before each exam. The mid-terms are scheduled for Tuesday, **October 28** and Thursday, **November 20**.

**Participation**: Class participation is a mark of good citizenship and is required. You teach each other a great deal and indeed teach me with question and comments. It is essential that you attend every class meeting and that you are both prepared and willing to discuss the assigned reading material, respond to questions, engage one another in intellectual conversation. Participation can take many forms: a question, answer, comment, reporting on a current news item related to the topic under discussion. We will often cover topics that may not be explicitly discussed or only peripherally addressed in the readings. There will also be videos viewed in class, which are part of the course assignments. The quality of your participation will affect your grade as well as your learning experience.

Classes will comprise of lectures, small group discussion, whole-class discussion. At times, we may use short in-class writing to start the conversation.

**University Policies:**

**Drop, register, and withdrawal deadlines:**

Wednesday, September 3 is the last day to drop the course;
Monday, September 8 is the last day to add;
Friday, October 24 is the last day to withdraw.

**Americans with Disabilities Act:**
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 the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made
available in alternative format with prior notification to the Center for Disability Services.

**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.

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**Course Schedule and Readings**

Any changes in this schedule or readings will be announced in class and also reflected in the outlines posted on WebCT. For example, at times I will assign brief news articles to complement the readings for discussion in the next class meeting. Each student is responsible for keeping up to date with these changes. **You are expected to bring the assigned reading to each class meeting.**

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**Aug. 26**

**Introductions**

Course objectives, themes, and expectations

**Part I. Feminism and Economics**


- Waring, Marilyn. 1995. *Who’s Counting: Marilyn Waring on Sex, Lies, and Global Economics* (Film to be shown in class.) 52 mins.


**Sept. 2 & 4 What is Feminist Economics?**

- **Barker and Feiner**, Ch. 1.

- Strober “Rethinking Economics Through a Feminist Lens” in *M&F*: 5-12

- Acker “Revisiting Class…” in *M&F*: 13-24


**Sept. 9**

Sept. 16    Retheorizing Human Well-Being


Sept. 18    Social Provisioning


Sept. 23    Engendering Macroeconomics


Part II. Social Division of Labor by Gender

A. Gender Division of Labor in Historical Perspective

Figart, Mutari and Power, “Breadwinners and Other Workers” in M&F:39-53

Rau and Wazienski, “Industrialization, Female Labor Force Participation, and the Modern Division of Labor by Sex” in M&F: 54-64

Lewchuk, “Men and Monotony: Fraternalism as a Managerial Strategy at the Ford Motor Company” in M&F: 65-79

Goldin, “Exploring the ‘Present Through the Past’…” in M&F: 80-83

Cohen and Bianchi, “Marriage, Children and Women’s Employment…” in M&F: 84-93

Week of Sept 29 paper on feminist economics is due in 316 KDGB

B. Gender Division of Labor: Work and Bargaining in the Household

Oct. 2&7 Barker and Feiner Ch. 2 “Family Matters” 31-40.
Blau, Ferber, Winkler, Ch. 3 “The Family as an Economic Unit” pp. 37-49


Oct. 9  Folbre and Nelson, “For Love or Money-Or Both?” in M&F: 108-123


October 13-18—FALL BREAK—No Classes


Oct. 28  FIRST MID-TERM EXAM

C. Gender Division of Labor in the Labor Market: Mainstream Approaches

Oct. 23, 30 & Nov. 4

Barker and Feiner, Ch. 4 “Women, Work, and National Policies” 56-71

Levin, “The Earnings Gap ad Family Choices” in M&F: 155-164

Weinberger, “Gender Wage Gaps in the Market for Recent College Graduates” in M&F: 165-174


D. Gender Division of Labor in the Labor Market: Heterodox Approaches to Labor Market Outcomes

Nov. 6 & 11


King, “Black Women’s Breakthrough into Clerical Work…” in M&F: 221-233

Figart, “Gender as More than a Dummy Variable …” in M&F: 234-247
Tolich and Briar, “Just Checking it Out:…American Supermarket Employees” in M&F: 248-256

Part III. Policies for a Gender Equitable Future

Nov. 13&18  Labor Market Policies: Antidiscrimination and Comparable Worth

Barker and Feiner, Ch. 4 “Women, Work, and National Policies” 71-74.
Peterson, “The Challenge of Comparable Worth…” in M&F: 277-283

Nov. 20       SECOND MIDTERM EXAM

Nov. 25 & Dec. 2   Women and Poverty

Barker and Feiner, Ch. 5 “Women and Poverty in Industrialized Countries”


Bergmann, “Curing Child Poverty in the U.S” in M&F: 291-298

Nov. 27      THANKSGIVING BREAK—NO CLASS

Dec. 4 & 9  Balancing Employment and Family, Valuing Caring Work

Barker and Feiner Ch. 3 “Love’s Labor, Care’s Costs”


Folbre, Valuing Children, Ch. 8 “Subsidising Parents”

Dec. 11    Achieving Gender Equity: Tackling Macroeconomic Policies and Global Institutional Changes

Barker and Feiner, Ch. 8 “The Liberated Economy”

Folbre, Valuing Children, Ch.10 “Who Should Pay for the Kids”

“Convention on the Elimination of All Forms of Discrimination Against Women” in M&F: 337-346

Dec. 11 Wrap-up and Conclusions

Monday, Dec. 15, paper on policy is due in 316 KDGB by 5 p.m.