WIDENER UNIVERSITY
SCHOOL OF BUSINESS ADMINISTRATION

Women, Men, & Work (EC 315 / GWS 315)
Syllabus – Spring 2015

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Web Page: *http://muse.widener.edu/~kleppel/index.html*
Office hours: MTWTh 10:00 a.m. – 11:15 p.m.

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Note: This course is cross-listed as an **Economics** course and a **Gender and Women's Studies** course, and also counts as a **Human Resource Management (MHR)** elective.

Prerequisite: EC 202 (Principles of Microeconomics).

Classroom Rules: The School of Business Administration of Widener University seeks to prepare students for successful careers. In your career, you will be judged both on your competence and on your professionalism, which includes showing respect for others and taking responsibility for your actions. This course is a training ground not only for analytical thinking, but also for professionalism. Consequently, you are expected to act according to the following rules.

Do:
- Attend class regularly and punctually.
- Remain in the classroom for the duration of the class.
- Remain awake and attentive throughout the class.
- Bring to class appropriate materials and tools, such as notes and writing utensils.
- Come to class prepared, having completed readings and other assignments.

During class meetings, do NOT:
- engage in extraneous and distracting conversation.
- talk on cell phones or send text messages.
- do work pertaining to other courses.
- Send/read e-mail, surf the Internet, play computer games, etc.

Students who behave inappropriately will be asked to promptly discontinue the behavior or leave the classroom. Habitual violators will be required to meet with the Assistant Dean of the School of Business Administration to discuss the situation. If no acceptable resolution is achieved, the matter will be forwarded to the campus judicial system.

Course Objective: This course is designed to provide students with an understanding of work-related gender issues and to enable students to analyze the issues using the tools of economics.

Learning Objectives: At the completion of this course, the student should be able to:

(1) discuss the history and trends of women and men in the labor force.

(2) compare and contrast the allocation of market and non-market time in different households.

(3) use the analysis of income and substitution effects to determine how changes in government policies and changes in wages can influence labor force participation.

(4) explain verbally and with a table how occupational segregation operates.

(5) explain how education and training influence occupations and earnings.

(6) explain how discrimination influences occupations and earnings, and the concepts of affirmative action and comparable worth.
(7) distinguish the different types of unemployment and explain how they affect men and women differently.
(8) explain demographic differences in union membership and implications of different types of arbitration.
(9) recognize sexual harassment and respond appropriately from individual and corporate perspectives.
(10) explain factors influencing work and retirement decisions.
(11) recognize and work with people with different communication and leadership styles.
(12) explain how labor force participation, employment discrimination, relative wages, and unemployment differ around the world.

Primary Textbook: Blau, F.D., Ferber, M.A., & Winkler, A.E. (BFW). *The Economics of Women, Men and Work,* 7th ed. Upper Saddle River, NJ: Prentice-Hall, 2010. ISBN: 0132992817 . (You may also use the 2006 6th edition which is ISBN: 0136084257 .)

Other Readings: All articles can be obtained through CampusCruiser shared files.

Why do the reading? If an instructor does not include material on the exam that was in the reading but not in the lectures, students claim that there is no reason to do the reading. But that is not true. We learn better if we are see/hear material multiple times in multiple ways. Doing the reading helps to reinforce and clarify what is presented in the lecture.

Learning Techniques: Lectures, Discussion, Films, Group problem-solving, Papers, and Group presentations.

Skills Outcomes:
Skills in: Basic understanding of microeconomic principles
Skills out: Ability to apply economic principles to analyze in writing and orally gender issues relating to work.

COURSE POLICY

Lecture notes: ***Notes are provided at my website. In order to perform activities, students are required to bring the notes to class in either printed form (six-slides to a page is recommended) or in digital form on an electronic device.***

Course Grade Determination
(Note that pluses and minuses are not used for course grades):

3 Exams (20% each)	60%
Individual Paper	20%
Group Project	20%

Exams: There will be three exams. They will be given after syllabus sections IV, VIII, and XII. Makeup exams will not be given without a written excuse from a physician or other appropriate authority.

Individual Paper (due about the third week of March):

Each student must do one of the two options below. For your option, answer **all** parts of **all** the indicated questions in complete well-structured sentences or paragraphs. **Number** your answers to correspond with the questions. Papers must be typed (12-point font), 900-1200 words, double-spaced with one-inch margins. Both content and form will be considered in the grading of the paper. Proofread your paper! Read it out loud to yourself; you may find errors and awkward sections that you might not notice when you read silently. Then ask a friend or relative to read it and tell you about any errors (misspellings, incorrect punctuation, fragments, run-on sentences, etc.), as well as where your answers are unclear or do not flow smoothly. The Writing Center can also be helpful; to schedule some time for assistance with your paper, be sure to contact the Center well in advance. In addition, students must be prepared to explain their findings in a class discussion.

Option I: Service-Learning. Do 10 hours of community service for a non-profit organization. Then, following the directions above, answer the questions below. If your service was performed at a location that is part of a larger organization, you may answer your questions either for your specific location or for the larger organization. However, you must clearly indicate this information in the relevant answers. You will probably need to ask a staff member or administrator some of these questions. Remember to use complete sentences and number your answers.

1. What is the name of the organization and what service(s) does it provide?
2. How did you learn about this organization, and why did you choose it for your service?
3. a. Explain the service you performed for the organization.
   b. Include in your paper a picture of you on site; the picture must have a caption describing what the picture shows. If possible, the picture should show you performing your service for the organization.
4. From where does the organization receive its funding?
5. a. How many paid employees and how many volunteers work for the organization?
   b. What education and/or training is required or provided for the paid employees to do their jobs?
   c. What education and/or training is required or provided for the volunteers to do their jobs?
6. Describe the organization's clients. What is the demographic composition (gender, race, age, etc.) of the clients?
7. What individual behaviors, personal characteristics, economic problems, or social factors have led the clients to seek this organization's services?
8. Identify something that the organization does particularly well.
9. a. Identify something that the organization does poorly or could do better.
   b. What recommendations would you give the organization to help it function better? Even in well-run organizations there is room for improvement.
10. What did you learn from working with this organization (economics-related and otherwise)? What things surprised you?

(Option II on next page)

Option II: Interviews. Interview the members of two households/families (other than your own immediate family) about how they allocate household and work responsibilities. Try to pick two households that you expect will have significant differences. Do **not** include as part of the household college students who are only home on weekends. Following the directions on the previous page, answer the questions below. Start with a brief introductory paragraph explaining what the paper will do. Then answer questions 1 through 7 for household A, then questions 1 through 7 for household B, and lastly questions 8, 9, 10, and 11. Remember to use complete sentences and number your answers.

1. Household introductions. State who is in the household, the ages of any children, and how you know this household.
2. Clearly show how many hours are spent by each individual in employment, commuting, chores, schoolwork, etc., using a single, <u>titled</u> table or graph for all members of the household. The table title should be something like: Time Allocation of Members of Household A.
3. Explain the key ideas demonstrated in your table/graph. (For example, these ideas may include something like the following: the mother spends less time in employment but does more household work than the father, and the children do very little household work but a lot of schoolwork).
4. What chores are done by whom in the household?
5. Identify something about the distribution of responsibilities that works well in the household.
6. Identify something about the distribution of responsibilities that does not work well or that could work better in the household.
7. How do the members of the household feel about the distribution of responsibilities?
8. How are the distributions of responsibilities of the interviewed families similar to and/or different from each other? You are comparing the two families here.
9. How are the attitudes/feelings about the distributions of responsibilities of the interviewed families similar to and/or different from each other? You are comparing the two families here.
10. How does your own experience compare to that of the families you interviewed? You may use either (1) your experience growing up in your family, (2) your current family experience if you still live with your family, or (3) your current experience if you are living with other individuals and are responsible for cooking and other household chores. Do NOT use your current family situation if you are not currently living with your family. Also, do NOT use your current situation if you live in a dorm where household responsibilities are limited.
11. What have you learned from this exercise (economics-related and/or otherwise)? What things surprised you?

Group Project:

Project Selection: Each group selects a region. Then each student in the group selects a country in that region and examines issues studied in this course as they pertain to the specified countries. Then group members explore the similarities and differences between the countries they examined. To avoid duplication, groups must get prior approval of the region they want to study. Each group must submit a written paper, both in hard copy and through turnitin.com. The written paper will be due about two to three weeks before the end of the semester.

Presentation: Each group must also deliver a PowerPoint presentation to the class. The beginning of the presentation must include a map of your region showing the countries you are discussing. Presentations will be delivered during the last two weeks of class. On the day of the presentation, you must submit a copy of your slides; printing six slides to a page is satisfactory.

Before starting your research: Read Chapters 17 and 18 in 7th ed. or Chapter 12 in 6th ed. of your textbook. These chapters highlight some of the relevant topics and show how tables and graphs are incorporated into a paper.

Structure: The title page must indicate the region studied and the person responsible for each country. The paper must have a brief introductory section (100-200 words), a titled section (650-1000 words) for each country, and a titled section (325-650 words) discussing similarities and differences between the countries studied. It is acceptable to have a section run longer than specified; however, it is NOT acceptable for a section to be shorter than specified. Papers must be typed (12-point font) double-spaced, with one-inch margins and page numbers.

Content: The paper must provide both quantitative and qualitative information. Quantitative information involves numbers such as the labor force participation rates for men and women. Qualitative information does not involve numbers; an example might be that a country has equal wage laws but they are not enforced. Some good on-line sources for quantitative information include the *Global Gender Gap Report* by the World Economic Forum, and the *GenderStats Database of Gender Statistics* by the World Bank Group. Tables or graphs <u>must</u> be used to present some of the quantitative information in the section on similarities and differences and may also be used in other sections. Each table and/or graph <u>must</u> have a title.

Coverage: Stay focused on the subject of the course. For example, do NOT discuss the governmental structure and political history of a country. You may, however, indicate if the country has ever had a female head of state (e.g., president or prime minister), because this information is related to the glass ceiling concept discussed in the course. Also, do NOT discuss a country's exports and imports. You may, however, discuss the percentage of the labor force employed in a particular industry.

Sources: At least three sources (not counting the two mentioned above) must be used for each country. In-text citations and full reference listings at the end of the written paper are required. APA (American Psychological Association) format is to be used. In-text citations provide the last name of the author(s) or the name of the organization, as well as the year of the publication. The reference list must have a titled subsection for each country and be alphabetized within each subsection. Some examples of formats for in-text citations and reference listings are shown below.

In-text citations:

1. "Potter (2001) found that ……" or "Research (Potter, 2001) has shown that …."
2. "Blau, Ferber, and Winkler (2010) found that ….." or "Research (Blau, Ferber, & Winkler, 2010) has shown that …."
3. "The World Bank Group (2013) states that the labor force participation rate is …" or "The labor force participation rate is … (World Bank Group, 2013)."
4. "The World Economic Forum (2013) shows that the labor force participation rates for men and women are …" or "The labor force participation rates for men and women are … (World Economic Forum, 2013)."

Reference listings:

1. An article:
   Potter, E.E. (2001). Labor's Love Lost: Changes in the U.S. Environment and Declining Private Sector Unionism. *Journal of Labor Research, 22*, 321-334.
2. A book:
   Blau, F.D., Ferber, M.A., & Winkler, A.E. (2014). *The Economics of Women, Men and Work*. Upper Saddle River, NJ: Prentice-Hall.
3. An on-line reference (Give the organization/individual that sponsors the site, the date, title of the on-line article or the webpage title, complete URL and date that you retrieved the information from the site. If no date is provided, indicate n.d.):

   World Bank Group (2014). *GenderStats: Database of Gender Statistics*. http://datatopics.worldbank.org/gender/ (Retrieved December 1, 2014).
4. Appropriate form for the Global Gender Gap Report listing is:
   World Economic Forum (2014). The Global Gender Gap Report 2014. Geneva, Switzerland: World Economic Forum. http://www3.weforum.org/docs/GGGR14/GGGR_CompleteReport_2014.pdf . (Retrieved December 1, 2014).

Grading: Content, writing style, and form will be considered in the grading of the paper. The grade on the project will be based partly on the written paper (85%) and partly on the presentation (15%). For more information on how a research paper is evaluated, see the table included in this syllabus. The grade of an individual student on the project will be based on the contribution of that student to the group.

Plagiarism and Academic Fraud:
The Widener University Undergraduate Catalog states that "academic fraud consists of any action that serves to undermine the integrity of the academic process or that gives the student an unfair advantage…." It includes plagiarism, which is "submitting the work of others as one's own." The catalog also states that "Information from sources—whether quoted, paraphrased, or summarized—must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient. The citation … should clearly indicate the beginning and ending of the referenced material. All sources … must also be listed with full bibliographic details at the end of the paper." **In this course, EC/GWS 315, if a student commits academic fraud on an assignment, the student will receive a zero for the assignment.** Reports of academic fraud are sent to the Associate Provost for Undergraduate Academic Affairs, who maintains a record of the offenses.

Research Paper Evaluation	
Item being Evaluated	Characteristics
A. Ideas	1. The paper focuses on the subject of the course (the work, work environment, earnings, etc. of men and women in the labor force, and/or their work in the household or as volunteers) and does not include extraneous material. 2. The paper includes sufficient original thought and does not simply repeat the ideas of others. 3. The length is appropriate to the assignment and the topic. 4. The central ideas are clearly communicated. 5. The evidence is adequate and convincing, not vague or excessively general. 6. There is sufficient elaboration without excessive redundancy.
B. Organization	1. The organization is logical and easy to follow, with sections as specified in the assignment. Tables or graphs are appropriately used. 2. The introduction clearly explains the purpose of the paper. 3. There is an effective conclusion that does more than summarize the paper. 4. There are appropriate transitions linking ideas.
C. Style	1. Sentences are well-structured and sufficiently varied to keep the paper interesting. 2. Sentence style is sufficiently formal and does not use slang or clichés. 3. Sentences flow smoothly without awkward phrases. 4. The style is not excessively wordy. 5. The language/terminology is appropriate to the subject.
D. Sources	1. The number of sources is appropriate to the assignment. 2. Sources are credible (especially Internet). 3. In-text citations are correctly given in the body of the paper (APA format). 4. Sources are correctly cited in the bibliography and are alphabetically listed by titled subsection (APA format.). 5. All citations included in the bibliography are mentioned in the body of the paper, and all citations mentioned in the body of the paper are included in the bibliography.
E. Mechanics	1. The paper's title, writers' names, and each writer's section are clearly provided on the title page. 2. Paper is correctly formatted, using margins, page numbers, and spacing as specified in the assignment. 3. Paper is free of spelling errors. 4. Paper is free of punctuation errors. 5. Paper is free of grammatical errors such as fragments and run-ons.

COURSE OUTLINE:

I. Introduction and Overview of Supply and Demand in the Labor Market
BFW – Chapter 1
Film: "Talking 9 to 5: Women and Men in the Workplace" (30 minutes).
Topics: opportunity cost, law of supply, law of demand, diminishing marginal productivity, substitution effect, scale effect, equilibrium, change in demand versus change in quantity demanded, change in supply versus change in quantity supplied.
Practice Problem: Labor Supply and Demand Problem

II. Changing Roles in a Changing Economy
BFW – Chapter 2
Film: "Work and Family" (95 minutes) from the series "A Century of Women."
Topics: hunting and gathering societies, horticultural societies, pastoral societies, agricultural societies, early industrialization

III. The Family as an Economic Unit: Specialization and Exchange
BFW – 7th ed.: Chapters 3,4
6th ed.: Chapter 3;
Lachance-Grzela, M., & Bouchard, G. (2010). Why do women do the lion's share of housework? A decade of research. *Sex Roles, 63,* 767 – 780.
Film: "Chore Wars: The Battle over Who Cleans the Toilet" (48 minutes).
Topics: law of comparative advantage, couples' production possibility frontiers, indifference curves and utility maximization, advantages to forming a family (specialization and exchange, economies of scale, public goods, externalities in consumption, marriage-specific investments, risk pooling, institutional benefits), problems with market/household specialization, bargaining models of families, Marxists, Radical Feminists, housework trends, volunteerism, changes in U.S. demographic composition, distribution of housework.
Practice Problem: Comparative Advantage in Home and Market Production

IV. Allocation of Time between the Household and the Labor Market
BFW – 7th ed.: Chapters 5 (except pp. 86-89, which we'll do later) , 6, 13
6th ed.: Chapter 4 (except pp. 86-88, which we'll do later)
and pp. 273-293 in Chapter 10;
Topics: labor force, employed, unemployed, labor force participation (LFP) rate, women's rising LFP, men's falling LFP, LFP patterns for men and women (by race, ethnicity, and education), budget constraint, substitution in household production and consumption, reservation wage, income and substitution effects, added worker effect, discouraged worker effect, trends in marriage and cohabitation, total fertility rate.
Practice Problem: Employment and Unemployment Problem
Practice Problem: Time Allocation Problem
Practice Problem: Income and Substitution Effects Problem

EXAM 1 – covering syllabus sections I through IV.

V. Differences in Occupations and Earnings

BFW – 7th ed.: pp. 135-154 in Chapter 7 and pp. 232-247 in Chap. 10
6th ed.: Chapters 5 and 8;

Topics: racial/ethnic and gender patterns in occupations, index of occupational segregation, gender wage ratios, literature pertaining to earnings and sexual orientation and gender identity (transgender status).

Practice Problem: Occupational Segregation Problem

VI. The Human Capital Model of Differences in Occupations and Earnings

BFW – 7th ed.: Chapters 8 and 9
6th ed.: Chapters 6;

Topics: human capital, racial/ethnic differences in educational attainment, experience-earnings profiles, present value and decision to attend college, implications of discontinuous labor force participation, factors affecting women's career decisions, general training, firm-specific training, tied movers and tied stayers.

Practice Problem: Human Capital Problem

VII. Labor Market Discrimination

BFW – 7th ed: pp. 221-232 in Chapter 10, Chapter 11, and Chapter 12
6th ed.: Chapter 7

Topics: definition of labor market discrimination, measuring discrimination, tastes for discrimination (by employers, employees, and customers), statistical discrimination, overcrowding, internal labor market, dual labor market, institutional discrimination, inefficiency resulting from discrimination, equity or fairness, Equal Pay Act, Civil Rights Act, state antidiscrimination laws pertaining to sexual orientation and gender identity, disparate treatment, disparate impact, Affirmative Action plans, Comparable Worth.

Practice Problem: Discrimination and Underrepresentation Problem
Practice Problem: Occupational Restrictions and Overcrowding Problem
Practice Problem: Comparable Worth Problem

VIII. Sexual Harassment

C. R. Willness, P. Steel, and K. Lee. (2007). A meta-analysis of the antecedents and consequences of workplace sexual harassment. *Personnel Psychology, 60,* 127–162. [Read only pages 127-140 and the last paragraph on pages 155-156 of above article.]

Badgett, M.V.L., Lau, H., Sears, B., and Ho, D., (2007). Bias in the Workplace: Consistent Evidence of Sexual Orientation and Gender Identity Discrimination. Los Angeles: Williams Institute.

Film: "Proactive Management and Sexual Harassment" (21 minutes).
Film: "Out at Work: America Undercover" (58 minutes.)

Topics: sexual harassment by *quid pro quo* or hostile work environment, employers' responsibility in harassment issues, antecedents and consequences of workplace sexual harassment, LGBT harassment and discrimination.

EXAM 2 – covering syllabus sections V through VIII.

IX. Employment, Unemployment, and Part-time Employment

BFW – 7th ed.: pp. 86-89 in Chapter 5; pp. 157-160 in Chapter 7
6th ed.: pp. 86-88 in Chapter 4; pp. 259 -266 in Chapter 9;
Topics: frictional, structural, and cyclical unemployment, natural rate of unemployment, involuntary part-time employment, nonstandard work force, temporary help agency workers, on-call workers, contract workers, independent contractors, self-employment.

X. Labor Unions

BFW – 7th ed.: pp 155-157 in Chapter 7;
6th ed: pp. 266-271 in Chapter 9
Potter, E.E. (2001). Labor's Love Lost: Changes in the U.S. Environment and Declining Private Sector Unionism. *Journal of Labor Research*, *22*, 321-334.
Topics: supply and demand for union services, differences in union membership by gender, race/ethnicity, age, public/private sector, industry, state, union shop, free-rider problem, right-to-work laws, strike, firm's concession curve and union's resistance curve, settlement point, splitting-the-difference arbitration, final-offer arbitration, decline in union membership, private and social benefits of unions, glass ceiling in union leadership.
Practice Problem: Unions and Arbitration Problem

XI. Poverty and Income

BFW – 7th ed.: Chapter 14 and pp. 330-345 in Chapter 15;
6th ed.: pp. 293-305 in Chapter 10 and pp. 308-324 in Chapter 11
Brown, C. & Kesselring, R. (2003). Female Headship and the Economic Status of Young Men in the United States, 1977-2001. *Journal of Economic Issues, 37,* 343-351.
Film: "SEWA" (52 minutes).
Topics: definition of poverty, poverty differences (based on race/ethnicity, family type, sex, and age), goals of welfare programs, Earned Income Tax Credit (EITC), income taxes and marriage penalties and bonuses, marriage and EITC.
Practice Problem: Welfare Benefits
Practice Problem: Poverty and Income – Earned Income Credit Problem

XII. Retirement

BFW – 7th ed.: pp. 345-348 in Chapter 15;
6th ed.: pp. 324-327 in Chapter 11
Purcell, P.J (2000). Older Workers: Employment and Retirement Trends. *Monthly Labor Review*, October 2000, pp. 19-30.
Topics: retirement characteristics, defined-benefit and defined-contribution pension plans, social security (secondary earners, full retirement age, delayed retirement credit, earnings test), phased retirement.
Practice Problem: Social Security Problem

EXAM 3 – covering syllabus sections IX through XII.

XIII. Leadership Styles

Appelbaum, S.H., Audet, L., & Miller, J.C. (2003). Gender and Leadership? Leadership and Gender? A Journey through the Landscape of Theories. *Leadership & Organization Development Journal, 24*, 43-51.

Film: "Beyond the Glass Ceiling" (41 minutes).

Topics: glass ceiling, "biology is destiny" theories of leadership, gender role theories of leadership, factors affecting women's leadership effectiveness, command and control versus interactive leadership styles.

XIV. Policies to Balance Paid Work and Family

BFW – 7th ed.: Chapter 16

6th ed.: pp.327-345 in Chapter 11;

Zimmerman, S.L. (2000). A Family Policy Agenda to Enhance Families' Transactional Interdependencies over the Life Span. *Families in Society, 81,* 557-566.

Topics: Family and Medical Leave Act of 1993, flextime, job-sharing, home-based work, cafeteria plans, flexible spending accounts, policies for couples, dependent care tax credit, child tax credit, on- or near-site day care, after school programs.

XV. Women, Men & Work Around the World

BFW – 7th ed.: Chapters 17 and 18;

6th ed.: Chapter 12.

Read this chapter before starting your research.

Group presentations