Overview of the Class
For the past 70 years, women have made remarkable advances in the labor market in the US—the experiences of women in past generations are almost unimaginable in today's labor market. Women are now more educated than men. However, progress has stalled and the lifetime labor market outcomes of women are different from those of men on average. Why? What is the role for policy? In this course we will think about how differences in preferences, norms, and abilities potentially contribute to differences in outcomes by gender. If there are such differences, does policy intervention hurt or help, and whom does policy intervention hurt or help? What should be the aims of policy with respect to gender?

Text
There is no required text for this course. Rather, I will post chapters of book and academic articles on canvas each week which you should read in preparation for class the following week.

Logistics
This course meets M, W 10:30 AM - 11:50 AM in . You need to go to the section you registered for because the rooms are at maximum capacity. I don’t plan on having any remote component to this course and nothing will be recorded. Office hours: My office hours are Tuesdays 10:30-11:30AM in Keller 2045.

Formal Requirements
Formal requirements for this class are one final project, an in-class discussion/presentation, and in-class participation.

Class Participation: Please do the reading ahead of class, and come prepared to discuss. I will summarize the material in class and highlight some of the more technical issues as needed. You will be asked to participate, to ask questions, and to come to class with questions each day.

Discussion leader project: Each day, a different student or student group (depending on class size) will be the “discussion leader.” I will start the class with some slides covering the material in the paper, but it will be up to the discussion leader to come to class having carefully read the papers for that day and to have prepared several discussion questions based on what they read. Here is an example of a good discussion question “when the author did this exercise, they assumed that men and women have the same underlying preferences for what kinds of jobs they have. How might including/allowing for differences in preferences change the conclusions this paper came to about discrimination?” Try to think of questions that will generate discussion, that go beyond what the papers were directly able to answer, and that bring into focus the important assumptions in the papers and how those assumptions may be wrong. You can share interesting multimedia, such as a clip from a podcast you found that is related to the reading, or a newspaper article. You may also bring a small presentation of your own to generate discussion, or you may want to do something more creative, like facilitate an in-class debate. Whatever you do, you will be graded on the degree to which you were able to 1. demonstrate that you did all of the reading for that day 2. demonstrate that you were able to think critically about the reading and help your classmates to do so as well.
Final project: Pick a policy which we did not discuss in class which has a gender component. Find academic articles (when available) about this policy and prepare a 15 minute in class presentation on the topic. Your presentation should 1. discuss any current policy proposals concerning this topic 2. discuss the data on this topic from academic papers and 3. summarize your recommendations/concerns with the impact of this policy on the gender pay gap or other gender related issues. You may discuss with me potential topics (I have lots of ideas!) and what you should be citing. Everyone should meet with me by around week 4 to get their topic approved.

Your final grade will be based on the following weighting of the assignments:

- 40% discussion leader project
- 40% final project
- 20% in-class participation

Academic Integrity
Please read and understand the University of Chicago’s statement on Academic Honesty and Plagiarism:

It is contrary to justice, academic integrity, and to the spirit of intellectual inquiry to submit another’s statements or ideas of work as one’s own. To do so is plagiarism or cheating, offenses punishable under the University’s disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously.

Proper acknowledgment of another’s ideas, whether by direct quotation or paraphrase, is expected. In particular, if any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author, title, and page number, or by website and date accessed. Any doubts about what constitutes “use” should be addressed to the instructor.

All University of Chicago students are expected to uphold the highest standards of academic integrity and honesty. Among other things, this means that students shall not represent another’s work as their own, use un-allowed materials during exams, or otherwise gain unfair academic advantage. All students suspected of academic dishonesty will be reported to the Dean of Students for investigation and adjudication. The disciplinary process can result in sanctions up to and including suspension or expulsion from the University. In addition to disciplinary sanctions, I reserve the right to give any students who have committed academic dishonesty a failing grade in the course, regardless of their performance on components of the course. The Harris policy and procedures related to academic integrity can be found at [https://harris.uchicago.edu/gateways/current-students/policies](https://harris.uchicago.edu/gateways/current-students/policies). The University of Chicago Policy on Academic Honesty & Plagiarism can be found at [https://studentmanual.uchicago.edu/academic-policies/academic-honesty-plagiarism/](https://studentmanual.uchicago.edu/academic-policies/academic-honesty-plagiarism/)
Tentative Outline

• Wednesday, January 4: Gender Differences in Work over Time: An Overview
  – Introductory in-class lecture (no reading ahead)

• Monday, January 9: The Role of Norms

• Wednesday, January 11: Policies to Get Women Working During WWII (and to get them back home after...)

• Monday, January 16: No class (MLK day)

• Wednesday, January 18: The Pill, Technology, and Freedom

• Monday, January 23: Big Changes (Law and Work)

• Wednesday, January 25: Who Works? Education and the Evolving Returns to Skill

• Monday, January 20: What Do We Know About Fundamental Gender Differences (and what is the role of publication bias?)
Syllabus

Gender and Policy: Gallen 2023


– Economist article “Are results in top journals to be trusted?”


• Wednesday, February 1: What is Going on With Young Men?


• Monday, February 6: The Motherhood Penalty


• Wednesday, February 8: Long hours and Flexibility


• Monday, February 13: Maternity Leave


• Wednesday, February 15: Universal Childcare


• Monday, February 20: Bargaining and Negotiation


  – Lean In Chapter


• Wednesday, February 22: Bias


• Monday, February 27: Norms Revisited: Paternity Leave and Pollution


• Wednesday, March 1st: LARCs, Abortion, Fertility, and the Future

• Finals Week: In-class presentations