

# Gender and Policy: PPHA 41740

Yana Gallen

Winter 2025

## *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 Keller 0010. Office hours: My office hours are Mondays 9:30-10:30AM in Keller 2045, if you prefer to zoom we can do that as well just let me know.

## *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.

**Expanding discussion project:** Each day, a different student or student group (depending on class size) will be in charge of expanding our discussion. I will start the class with some slides covering the material in the paper, but will leave 10 minutes for the presenters for that day to help us see the issues discussed in a new way, or to bring in some new information which was not available in the paper. For example, if we were reading about how women got the right to vote in the US, you might present us with information on the timing of the right to vote in other countries and some discussion of whether the hypotheses for how the right to vote came about in the US likely apply in these other countries. Women got the right to vote in Saudi Arabia in 2015. Why then? Why not before? How does this relate to the history of suffrage? Does it matter that women have the right to vote there? You will be graded on a 40 point scale, with 10 points for presentation, 10 points for novelty of information provided, and 10 points for creativity, and 10 points for critical thinking. Try to think of ideas 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.

**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% expanding discussion 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>. The University of Chicago Policy on Academic Honesty & Plagiarism can be found at <https://studentmanual.uchicago.edu/academic-policies/academic-honesty-plagiarism/>

*Tentative Outline*

- Monday, January 6: Gender Differences in Work over Time: An Overview
  - Introductory in-class lecture (no reading ahead)
- Wednesday, January 8: The Role of Norms
  - Alesina, A., Giuliano, P., and Nunn, N. (2013). On the Origins of Gender Roles: Women and the Plough. *The Quarterly Journal of Economics*, 128(2):469–530
  - Boelmann, B., Raute, A., and Schonberg, U. (2020). Wind of Change? Cultural Determinants of Maternal Labor Supply. CReAM Discussion Paper Series 2020, Centre for Research and Analysis of Migration (CReAM), Department of Economics, University College London
- Monday, January 13: Policies to Get Women Working During WWII (and to get them back home after...)
  - Olivetti, C. and Petrongolo, B. (2017). The economic consequences of family policies: Lessons from a century of legislation in high-income countries. *Journal of Economic Perspectives*, 31(1):205–30
  - Herbst, C. M. (2017). Universal child care, maternal employment, and children’s long-run outcomes: Evidence from the us lanham act of 1940. *Journal of Labor Economics*, 35(2):519–564
- Wednesday, January 15: The Pill, Technology, and Freedom
  - Goldin, C. and Katz, L. F. (2002). The power of the pill: Oral contraceptives and women’s career and marriage decisions. *Journal of Political Economy*, 110(4):730–770
  - Bailey, M. J. (2006). More power to the pill: The impact of contraceptive freedom on women’s life cycle labor supply. *The Quarterly Journal of Economics*, 121(1):289–320
  - Greenwood, J., Seshadri, A., and Yorukoglu, M. (2005). Engines of liberation. *The Review of Economic Studies*, 72(1):109–133
- Monday, January 20: No class (MLK day)
- Wednesday, January 22: Big Changes (Law and Work)
  - Martha J. Bailey, T. H. and Stuart, B. A. (2021). How the 1963 equal pay act and 1964 civil rights act shaped the u.s. gender gap. Technical report, Mimeo
  - Waldfogel, J. (1999). The impact of the family and medical leave act. *Journal of Policy Analysis and Management*, 18(2):281–302
- Monday, January 27: Sexual Harassment and Violence at Work
  - Adams-Prassl, A., Huttunen, K., Nix, E., and Zhang, N. (2023). Violence Against Women at Work\*. *The Quarterly Journal of Economics*, page qjad045
- Wednesday, January 29: Who Works? Education and the Evolving Returns to Skill
  - Chapters 5 & 6 of *Career & Family: Women’s Century-Long Journey Toward Equity*. By Claudia Goldin.
  - Mulligan, C. B. and Rubinstein, Y. (2008). Selection, investment, and women’s relative wages over time. *The Quarterly Journal of Economics*, 123(3):1061–1110
  - Sloane, C., Hurst, E., and Black, D. (2019). A cross-cohort analysis of human capital specialization and the college gender wage gap. Working Paper 26348, National Bureau of Economic Research
  - Breda, T. and Napp, C. (2019). Girls’ comparative advantage in reading can largely explain the gender gap in math-related fields. *Proceedings of the National Academy of Sciences*, 116(31):15435–15440

- Monday, February 3: What Do We Know About Fundamental Gender Differences (and what is the role of publication bias?)
  - Bandiera, O., Fischer, G., Prat, A., and Ytsma, E. (2021). Do women respond less to performance pay? building evidence from multiple experiments. *American Economic Review: Insights*, 3(4):435–54
  - Economist article “Are results in top journals to be trusted?”
  - Gneezy, U., Leonard, K., and List, J. (2009). Gender differences in competition: Evidence from a matrilineal and a patriarchal society. *Econometrica*, 77(5):1637–1664
- Wednesday, February 5: What is Going on With Young Men?
  - Autor, D., Figlio, D., Karbownik, K., Roth, J., and Wasserman, M. (2019). Family disadvantage and the gender gap in behavioral and educational outcomes. *American Economic Journal: Applied Economics*, 11(3):338–81
  - Aguiar, M., Bils, M., Charles, K. K., and Hurst, E. (2021). Leisure luxuries and the labor supply of young men. *Journal of Political Economy*, 129(2):337–382
- Monday, February 10: The Motherhood Penalty
  - Kleven, H., Landais, C., and Sogaard, J. E. (2019). Children and gender inequality: Evidence from denmark. *American Economic Journal: Applied Economics*, 11(4):181–209
- Wednesday, February 12: Long hours and Flexibility
  - Goldin, C. (2014). A grand gender convergence: Its last chapter. *American Economic Review*, 104(4):1091–1119
  - Wasserman, M. (2022). Hours constraints, occupational choice, and gender: Evidence from medical residents. *Review of Economic Studies*, Forthcoming
- Monday, February 17: Maternity Leave
  - Bailey, M. J., Byker, T. S., Patel, E., and Ramnath, S. (2019). The long-term effects of california’s 2004 paid family leave act on women’s careers: Evidence from u.s. tax data. Working Paper 26416, National Bureau of Economic Research
  - Kleven, H., Landais, C., Posch, J., Steinhauer, A., and Zweimuller, J. (2020). Do family policies reduce gender inequality? evidence from 60 years of policy experimentation. Working Paper 28082, National Bureau of Economic Research
- Wednesday, February 19: Universal Childcare
  - Havnes, T. and Mogstad, M. (2011). Money for nothing? universal child care and maternal employment. *Journal of Public Economics*, 95(11):1455–1465. Special Issue: International Seminar for Public Economics on Normative Tax Theory
  - Baker, M., Gruber, J., and Milligan, K. (2008). Universal child care, maternal labor supply, and family well-being. *Journal of Political Economy*, 116(4):709–745
- Monday, February 24: Bargaining and Negotiation
  - Biasi, B. and Sarsons, H. (2021). Flexible Wages, Bargaining, and the Gender Gap. *The Quarterly Journal of Economics*, 137(1):215–266
  - Lean In Chapter
  - Card, D., Cardoso, A. R., and Kline, P. (2015). Bargaining, Sorting, and the Gender Wage Gap: Quantifying the Impact of Firms on the Relative Pay of Women. *The Quarterly Journal of Economics*, 131(2):633–686
  - Roussile, N. (2021). The central role of the ask gap in gender pay inequality. *working paper*

- Wednesday, February 26: Bias
  - Goldin, C. and Rouse, C. (2000). Orchestrating impartiality: The impact of "blind" auditions on female musicians. *American Economic Review*, 90(4):715–741
  - Eyal, T. and Epley, N. (2017). Exaggerating accessible differences: When gender stereotypes overestimate actual group differences. *Personality and Social Psychology Bulletin*, 43(9):1323–1336. PMID: 28903680
  - Gallen, Y. and Wasserman, M. (2021). Informed choices: Gender gaps in career advice. *Working Paper*
- Monday, March 3: Norms Revisited: Paternity Leave and Pollution
  - Ekberg, J., Eriksson, R., and Friebel, G. (2013). Parental leave: a policy evaluation of the swedish daddy-month reform. *Journal of Public Economics*, 97:131–143
  - Delfino, A. (2020). Breaking gender barriers: Experimental evidence on men in pink-collar jobs. *IZA Discussion Paper 14083*
- Wednesday, March 5: LARCs, Abortion, Fertility, and the Future
  - Miller, S., Wherry, L. R., and Foster, D. G. (2023). The economic consequences of being denied an abortion. *American Economic Journal: Economic Policy*, 15(1):394–437
- Wednesday, March 12: In-class presentations 10:30AM-12:00PM in Keller 1002