

Economics and Gender Inequality

Code: 105804
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Alberta Toniolo
Email: Alberta.Toniolo@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

There are no formal pre-requisites.

Objectives and Contextualisation

The general objective of the curs is to equip oneself with the knowledge and intellectual tools to: 1. be able to analyze the relationship between the economy and gender inequality; 2. be able to understand why the gender inequality is largely the result of economic inequality.

Concrete objectives are:

- Identifying the factors that drive the construction and reproduction of gender socio-economic inequality, with special attention to cultural values, norms and institutions that affect differences in unequal status.
- Knowing the qualitative and quantitative variables that provide information on the phenomena of gender inequality associated with those of income inequality.
- Adopting an analysis perspective that allows the integration of economic facts and processes with those of an institutional and sociocultural nature.
- Distinguishing the socio-economic mechanisms that, in the past as well as today, have characterized gender relations, binary and non-binary.
- Knowing what are - and can be - effective policy actions to reduce the economic gap between genders.
 1. Understanding the mechanisms through which economic inequality is constructed and reproduced. In particular, the educative system, the labor market (occupational segregation, wage gap), unpaid domestic work, and Public expenditure.
 2. Knowing the statistical sources that provide information on the different variables used in the course.
 3. Knowing and correctly interpreting the demographic and economic indicators and methods more commonly used to measure inequalities in living standards and wellbeing.

Competences

- Formulate, argue and discuss your own and others' ideas in a respectful, critical and reasoned way.
- Identify the basic legal concepts, legislation and jurisprudence related to the rights of the collectives affected by gender inequalities.
- Incorporate the non-androcentric perspective in the work carried out.
- Participate in the preparation, implementation and dissemination of equality policies in the economic sphere (budgets, work organization, structural inequality) and in the labor market (salaries, promotion, conciliation).
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning Outcomes

1. Identify specific indicators of welfare that allow the elaboration of public policies.
2. Incorporate the non-androcentric perspective in the work carried out.
3. Integrate the gender perspective in the preparation of a budget.
4. Interpret labor standards, doctrine and jurisprudence with a gender perspective.
5. Prepare an organized and correct speech, orally and in writing, in the corresponding language.
6. Propose solutions to the issues raised with the Equality Law.
7. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
8. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
9. Use instruments to alleviate or reverse inequalities in the workplace.
10. Use the specific technical vocabulary and own interpretation of the required disciplines.

Content

Introduction.

Socio-economic analysis as an interpretive key in gender studies. A multidisciplinary approach.

Section 1.

1.1. From the economy of identity to that of gender.

1.2. The role in economics of gender norms, cultural values and institutions.

Section 2.

2.1. The use of time, social reproduction and the economy of care.

2.2. How gender difference plays into the functioning of the labor market and labor pay.

Section 3.

3.1. Economy and collective violence against population groups based on their gender and status. Case analysis in history.

3.2. Migration, poverty and globalization: new social scenarios and economic policies with a gender perspective.

Conclusion.

A humanist economy.

Methodology

Four complementary learning activities:

1. Lectures
2. In-class discussion
3. Individual work by the students (reading and information search)
4. Tutorials

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes with the use of ITC	48	1.92	5, 1, 2, 3, 8, 7, 10
Type: Supervised			
Tutorials	10	0.4	5, 1, 2, 3, 7, 10
Type: Autonomous			
Reading and studying	49	1.96	5, 8, 7, 10
Three written essays based on recommended readings	43	1.72	5, 1, 2, 3, 8, 10, 9

Assessment

- The individual realization of three written essays, on the questions posed in the field of each thematic section. For each thematic section a compulsory essay, which must be delivered within the deadlines indicated below: 1st essay = March 2021; 2nd essay = April 2021; 3rd essay = May 2021. Each essay will be worth 15% of the course mark, but the Non-delivery of a essay within the established deadlines will lead to a mark equivalent to 0, with the loss of the corresponding 15% of the course mark.

- A written exam at the end of the course based on essay questions that will be worth 45% of the course mark.
 - The remaining 10% of the course mark will be obtained through active participation: contribution to class and CV discussions, answering questions, asking questions and reflections relevant to the contents covered in class.

Re-sitting exam. Those students with a final mark between 4 and 4.9 can re-sit. The maximum mark for this exam will be 5.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (the original weighing will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Instructors will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities, the student will receive a zero as the final grade for the class.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in classes	10% of the final mark	0	0	5, 1, 2, 3, 6, 7, 10, 9
Final final exam based on essay questions	45% of the final mark	0	0	5, 1, 2, 3, 10, 9
Three written essays on issues raised within the scope of the program, on recommended readings and search for materials	Total 45% of the final mark (each essay done = 15% of the final mark)	0	0	5, 1, 2, 3, 4, 6, 8, 7, 10, 9

Bibliography

Orientative bibliography

Akelorf, G.A. - Kranton, R.E. (2010), *Identity Economics. How ours Identities Shape our Work, Wages, and Well-Being*, Princeton University Press: Oxfordshire.

Becchio, G. (2019), *A History of Feminism and Gender Economics*. Routledge: Oxfordshire.

Becker, G. (1987), *Tratado sobre la familia*. Alianza Universidad: Madrid. Pp. 9-16 and 128-152.

Benería, L. y Sarasua, C. (2010) "¿A quién afecta el recorte del gasto?", *El País*, 28/10/2010.

Benería, L. - Berik, G. - Floro, M.S. (2018), *Género, desarrollo y globalización. Una visión desde la economía feminista*. Edicions Bellaterra: Barcelona.

Blau, F. - Ferber, M. - Winkler, A. (2016), *The Economics of Women, Men and Work*, Oxford University Press: Oxford.

Blossfeld, H.P. - Skipek, J. - Triventi, M. -Buchholz, S. (Eds) (2015), *Gender, Education and Employment. An International Comparison of School-to-Work Transitions*. Edward Elgar: Cheltenham.

Boll, C. - Leppin, J. - Rossen, A. - Wolf, A. (2016), *Magnitude and Impact Factors on the Gender Pay Gap in EU Countries*. European Commission: Luxemburg.

Cook, J. - Roberts, J. - Waylen, G. (2000), *Towards a Gendered Political Economy*. Palgrave Macmillan: London.

Corriveau, P. - Roth, K. (2011), *Judging Homosexuals: A History of Gay Persecution in Quebec and France*, UBC Press, Vancouver.

Craven Nussbaum, M. (2012), *Las mujeres y el desarrollo humano*. Herder Editorial: Barcelona.

Cunningham, S. - Shah, M. (2016), *The Oxford Handbook of Economics of Prostitution*. Oxford University Press: Oxford.

Dugard, J. - Porter, B. - Ikawa, D. - Chenwi, L. (2020), *Research Handbook on Economic, Social, and Cultural Rights as Human Rights*, Edward Elgar Publishing:Northampton, Massachusetts.

Feci, S. - Schettini L. (2017), "La violenza contro le donne nella storia", Volume 8 of *Storia delle donne e del genere*, Viella Libreria Editrice: Roma.

Goldin, C. (2006), "The quiet revolution that transformed women's employment, education and family", *NBER Working Papers*, 11953 <https://www.nber.org/papers/w11953>

- Heberer, E.M. (2014), *Prostitution. En Economic Perspective on its Past, Present, and Future*. Springer: Berlin.
- Lynch, K. - Feeley, M. (2009): *Gender and Education (and Employment). Gendered Imperatives and their implications for Women and Men. Lessons for Research for Policy Makers*. NESSE and European Commission.
- Lee, R. (2003), "The demographic transition: three centuries of fundamental change", *Journal of Economic Perspectives*, 17, 4, pp. 167-190.
- Lee, R. and others (2014), "Is low fertility really a problem? Population aging, dependency, and consumption. *Science*, 20, pp. 346, 229: [http://www. Sciencemag.org](http://www.Sciencemag.org)
- Matías Cortes, G. - Jaimovich, N. - Siu, H.E. (2016), "The End of Men and Rise of Women in the High-Skilled Labor Market." Working Paper: <http://www.econ.quensu.ca/files/other/Siu%20paper%20endofmen20160920.pdf>
- Meyer, D. (2015), *Violence against Queer People*. Rutgers University Press: New Brunswick, New Jersey.
- Nelson, J. (1995), "Feminism and Economics", *The Journal of Economic Perspectives*, 9, 2, pp. 131-148. www.jstor.org/stable/2138170
- Oster, E.F. (2004), "Witchcraft, Weather and Economic Growth in Renaissance Europe", *Journal of Economic Perspective*, Available at SSRN: <https://ssrn.com/abstract=522403>
- Pazos, Morán, M. (2016), "Roles de género y políticas públicas", *ST73*, pp. 5-23: <https://recyt.fecyt.es/index.php/sociologiatrabajo/article/view/55571>
- Pazos Morán, M. (2008), "Género, orientación del presupuesto y eficiencia económica" En María Pazos-Morán (ed.): *Economía e igualdad de género: retos de la hacienda pública en el siglo XXI*. Instituto de Estudios Fiscales.
- Sampietro, J.L. (2009), *Economía humanista. Algo más que cifras*. Penguin Random House: Barcelona.
- Sarasua, C. (2014), "Por un reenfoque del análisis feminista de la crisis": http://www.carmensarasua.es/descargas/articulospress_prensa/Revista%20digital%20Con%20la%20A%20
- Sen, A.K. (2000), *Desarrollo y libertad*. Planeta: Barcelona.
- Sen, A.K. (2001), *La desigualdad económica*. Fondo de Cultura Económica: México D.F.
- Smakov, A. (2018), "Economic Origins of Witch Hunting", *Studies in Business and Economics*, 13 (3), pp. 214-229.
- Truzzoli, C. (2020), *Desbordando sexo y género. El amplio abanico de las identidades*. Edicions Bellaterra: Barcelona.

Software

At the beginning of the classes, specific instructions will be given on: 1. the software to be used during the course; 2. the coordinates of the online research to look for documentation and data pertinent to the contents of the subject.