ECON 460:
Women, Work, and the World Economy from 5,000 BC to the Present

Department of Economics
Williams College
Fall 2024

1 Contact Information and Course Logistics

1.1 Instructors

- Professor: Dr. Pamela Jakiela (`pj5@williams.edu`)

- Teaching Assistant: Caprice Turchiano (`cft1@williams.edu`)

1.2 Course Meetings

Mondays and Wednesdays from 11:00 AM to 12:15 PM in 141 Schapiro

1.3 Course Websites

`https://pjakiela.github.io/ECON460/`

Course materials are available on the public website for the course: `https://pjakiela.github.io/ECON460/`. That is where I will post information about assignments, reading guides, the course schedule, and other important information.

`https://www.gradescope.com/courses/853960`

All assignments are submitted through gradescope. You'll receive an email inviting you to join the course, and that will allow you to set up a gradescope account linked to your Williams email address.

1.4 Office Hours

My drop-in office hours are on Fridays from 10:15 to 12:15 in 339 Schapiro.

If you have a course that conflicts with my scheduled office hours, you can email me for the link to my one-on-one appointment schedule.

TA Caprice Turchiano will hold weekly Stata-support office hours on Sundays from 5:00 to 7:00 PM, location TBA.

1.5 Communication

Email is the best way to contact me (`pj5@williams.edu`). I will try to respond to course-related emails withing two working days. I am sometimes overwhelmed by the volume of email I receive; if I have not responded within two working days, please feel free to send me an email reminder.

2 Course Description

2.1 From the Course Catalog

Now and throughout history, views of the appropriate role for women in society have varied tremendously across cultures and communities: are women autonomous productive agents, are they men's property, or do they fall somewhere in between? In this course, we explore the causes and consequences of women's position in society for growth and economic development, analyzing women's economic roles in historical and cultural perspective. Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.

2.2 What Is ECON 460 About and How Does It Work?

ECON 460 is a senior seminar for economics majors. As such, it involves "a significant research and writing component" (see the economics department website for more information about senior seminars in economics). It is a survey course, which means that we will study a broad range of topics that are related to the economics of gender and women's participation in the economy. We will read papers in economic history, labor economics, development, behavioral economics; and we will also read work by anthropologists, biologists, historians, and scholars in gender and women's studies (as well as economists, of course).

I have two main objectives for the course:

1. To get you familiar with, and excited about, the literature on the economics of gender, broadly defined; and

2. To build your research skills in empirical microeconomics.

All of the assignments in the course are built with these objectives in mind.

We will read **a lot**. You should expect to spend at least 8-10 hours reading each week (particularly in the first half of the course). One of the main goals of the course is to introduce you to the literature on the economics of gender; there is no way to do that without asking you to read the literature.

We will also be working to build your empirical research and data analysis skills. In the first half of the course, you will complete a series of semi-structured empirical assignments analyzing different data sets. In the first half of the term, we will have five Methods Mondays to review and expand your data analysis and research skills. In the second half of the semester, you will complete an empirical research project of your own devising.

2.3 Who Should Take ECON 460?

ECON 460 is appropriate for junior and seniors majoring in economics who have completed ECON 251 and ECON 255. At least one additional elective with a data analysis component is strongly recommended as preparation for the course. The course is time-intensive, and students are expected to be able to keep up with a heavy load of reading and to conduct data analysis using Stata or R.

3 Tentative Class Schedule and Important Dates

Student presentations will take place on Wednesday September 25, Wednesday December 4, and **Friday** December 6. **If you have a foreseeable conflict with any of those dates, you should not take the course.**

Date	Description
9/6	Introductions
9/9	Methods Monday: Data Management
9/11	Gender Norms Among Non-Human Primates
9/16	Methods Monday: Research Designs in Empirical Microeconomics
9/18	Lessons from Ancient DNA
9/23	Methods Monday: Giving a Presentation
9/25	**Deep Roots of Gender Norms Mini-Presentations**
9/30	Methods Monday: Difference-in-Differences
10/2	Women in Early Modern Europe
10/7	Methods Monday: Literature Reviews and Citations
10/9	The World Wars and the Emergence of Modern Gender Norms
10/14	*Reading Period*
10/16	Missing Women and Investments in Girls
10/21	Girls' Education
10/23	Women's Labor Force Participation in Patriarchal Societies
10/28	Women in the Military (talk takes place from 12:00 to 1:00)
	Guest speaker: Anna Weber (West Point)
10/30	Parental Leave, Childcare, and the Child Penalty
11/4	Reproductive Rights
11/6	Post-Election Day Movie: Queen of Katwe
11/11	Psychological Constraints and Subconscious Bias
11/13	Interruptions at the Supreme Court
	Guest speaker: Katherine Keith (Williams CS)
11/18	Women in Economics I: Research Productivity and Tenure
11/20	Women in Economics II: Toxicity in Professional Environments
11/25	*Thanksgiving*
12/2	*Group Presentation Troubleshooting*
12/4	**Student Presentations**
12/6	**Student Presentations**

Italics indicates no regularly schedule class meeting.

Bold indicates student presentations during class meeting time.

4   Readings

You should have already received a copy of *The Woman That Never Evolved.* Course reading packets and copies of *Who We Are and How We Got Here* will be passed out on the first day of class.

5   Assignments and Grading

Grades are calculated as follows:

Readings Questions	15 points
Data Analysis Assignments	30 points
Class Participation	15 points
Mini-Presentation	3 points
Getting-to-Know-You Survey	1 point
Research Project: Statement of Research Question	2 points
Research Project: Annotated Bibliography	4 points
Research Project: Proposal	5 points
Research Project: Class Presentation	10 points
Research Project: Final Paper	15 points

5.1   Readings Questions

For each of the required readings, you will complete a series of comprehension questions on gradescope that must be submitted before class (by 2:00 AM the day of class). You will be asked to answer a series of (primarily factual) questions about the reading, and you will also provide feedback that will inform class discussion.

5.2   Data Analysis Assignments

You will complete three data analysis assignments in Stata or R. In each of these activities, you will analyze a data set (or multiple data sets). These are not problem sets: as you will see, they will require you to engage with the data sets creatively, and originality will factor into your assignment grades. While you can discuss the assignments with other students in the class, you should work independently and your submissions must represent your own independent work.

5.3   Class Participation

Active, constructive participation in class discussions is a critical part of the course. On each day of class discussion, I will be assigning you a score on a scale of 0 to 10, as follows:

- 10: Genuinely insightful, original contributions to class discussion, demonstrating a thorough understanding of the readings

- 9: Thoughtfully engaging in class discussion

- 8: Present in class and making some reasonable comments

- 6: Present in class, but no meaningful contribution to class discussion

- 5: Physically present but mentally elsewhere

- 0: Not present

I do not expect students to have perfect attendance: if you need to miss class once or twice during the semester, you do not need to seek approval from me in advance (though you are welcome to alert me if you wish). At the end of the semester, I will drop your two lowest class participation scores. If you expect to miss more than two classes, or you encounter challenges (such as illness) that prevent you from attending class consistently, you should discuss these issues with me in office hours or over email. Regular absences will result in a loss of class participation credit unless they are discussed with and approved by me in a timely manner.

5.4 Mini-Presentation

On September 25, you will make a short group presentation of an empirical paper.

5.5 Getting-to-Know-You Survey

After the first class meeting, you will be invited to take a brief survey (through a google form) to provide me with more information about you.

5.6 Research Project

Over the course of the semester, you will complete a group research project, together with up to two other students, on a topic of your choice (related to the economics of gender).

5.7 Late Assignments

Unless otherwise stated, all (unexcused) late assignments will be penalized: the maximum grade will be lowered by 10 percent for every day late for the first five days (including weekends). Assignments can only be submitted more than five days late with permission from the instructor.

6 Honor Code

This is a writing-intensive course. Your written assignments – including your presentation slides, your reading response submissions, and your data analysis assignments – should reflect your own work (or the work of the members of your group, where appropriate). We will discuss appropriate citation practices in class, and you should contact me if you are ever unsure of how to cite someone else's work. To avoid violating the honor code, any material written or prepared by someone else must be identified as such and cited appropriately.

Any assignment containing either an image/figure/graph or more than five consecutive words taken from another source (e.g. a published paper or a website) without attribution will automatically receive a zero.

6.1 ChatGPT, etc.

Generative AI is not particularly good at Stata, but you are welcome to use ChatGPT or other similar tools to help you code both your data analysis assignments and your empirical project. You are responsible for ensuring that your code runs and produces the correct results. I reserve the right to ask you to explain your Stata or R code, and to give you a score of zero for the assignment if you are unable to explain your own work.

Generative AI should only be used to improve your writing style, not to come up with your argument. Any written work that contains unattributed quotes or non-existent references (two hallmarks of AI) will receive zero credit.

7 Health and Accessibility Resources

Students with disabilities or disabling conditions who experience barriers in this course are encouraged to contact me to discuss options for access and full course participation. The Office of Accessible Education is also available to facilitate the removal of barriers and to ensure access and reasonable accommodations. Students with documented disabilities or disabling conditions of any kind who may need accommodations for this course or who have questions about appropriate resources are encouraged to contact the Office of Accessible Education at `oaestaff@williams.edu`.

8 Classroom Culture

The Williams community embraces diversity of age, background, beliefs, ethnicity, gender, gender identity, gender expression, national origin, religious affiliation, sexual orientation, and other visible and non visible categories. I welcome all students in this course and expect that all students contribute to a respectful, welcoming and inclusive environment. If you have any concerns about classroom climate, please come to me to share your concern.

9 Concluding Remarks

Congratulations on making it to the end of the syllabus. Do professors enjoy writing syllabi? Not really. Do students enjoy reading them? Probably not. Hopefully, this document will provide us with a shared set of expectations for the semester, making the course more constructive and enjoyable for everyone. Also, if you send me an email containing an image of a (non-human) monogamous primate before September 13 (subject line: ECON 460 primate), you will earn a point of extra credit.