



BACHELOR OF
ECONOMICS
THAMMASAT UNIVERSITY

Course Outline

Course ID: EE 364

COURSE TITLE: GENDER ECONOMICS

Semester 1/2022 (August 8 - November 26, 2022)

**Number of Credit:**

3 credits

Prerequisite:

a) EE210 or b) EE211 and EE212 or

c) EE213 and EE214

Course Description:

- Evolution of male and female roles in the economic system.
- Theories of family formation. Differences in gender-related time allocation for market and non-market activities.
- Supply and demand factors determining gender-related differences in occupation and income, and gender roles switching in occupation.
- Roles of female in socio-economy and politics.
- Different effects of policies or welfare programs on gender.
- Gender in the aging economy. Effects of economic crisis on family and gender in the labor market. Roles of the LGBT in the economy. Gender equality in international criteria, and other interesting issues.



Course Objectives:

To provide students with basic theories and empirical studies related to topics in gender economics and to prepare students to further their research in the future.

Class Time and Logistic

Class day: Tuesday and Thursday

Class time: 9.30 -11.00 AM

Venue: Room 101, Ground floor, Faculty of Economics

Teaching Materials Platform: [\[BE Moodle -http://bemoodle.econ.tu.ac.th/\]](http://bemoodle.econ.tu.ac.th/)

Enrollment key #BE Moodle: 9478



Instructor:

- Name:** Associate Professor Dr. Sasiwimon Warunsiri Paweenawat
- Office Hours:** Tuesday and Thursday
(Room 472, 11.00 am-12noon & by appointment)
- Email:** sasiwimon@econ.tu.ac.th
- Phone:** 081-8443426

Main Text:

- Blau, F., and Winkler, A. 2017. *The Economics of Women, Men, and Work* (8th Edition), Oxford University Press.
- Hoffman, S. and Averett, S. 2021. *Women and the Economy: Family, Work, and Pay* (4th edition), Red Globe Press.
- Jacobsen, J. 2007. *The Economics of Gender* (3rd Edition), Blackwell Publishing.

Recommended Texts & Materials:

- Averett, S., Argys, L., and Hoffman, S. 2018. *The Oxford Handbook of Women and the Economy* (Illustrated edition), Oxford University Press.
- Eswaran, M. 2014. *Why Gender Matters in Economics* (1st edition), Princeton University Press.
- Goldin, C. 1990. *Understanding the Gender Gap: An Economic History of American Women*, Oxford University Press.
- Wooldridge, J. 2003. *Introductory Econometrics*. Thomson Learning.

Suggested Readings:



- Adams, R. and Ferreira, D. 2009. "Women in the boardroom and their impact on governance and performance," *Journal of Financial Economics*, 94(2): 291–309
- Alon, T. M., Doepke, M., Olmstead-Rumsey, J. and Tertilt, M. 2020. "The Impact of COVID-19 on Gender Equality." *NBER Working Paper 26947*.
- Blau, F. and Kahn, L., 2007. "Changes in the labor supply behavior of married women: 1980-2000," *Journal of Labor Economics*, 25, 393–438.
- Blau, F. and Kahn, L, 2017. "The Gender Wage Gap: Extent, Trends, and Explanations," *Journal of Economic Literature*, 55(3): 789-865.
- Blinder, A. S., 1973. "Wage Discrimination: Reduced Form and Structural Estimates," *Journal of Human Resources*, 8(4): 436-455.
- Dollar, D., Fisman, R. and Gatti, R. 2001. "Are women really the "fairer" sex? Corruption and women in government," *Journal of Economic Behavior & Organization*, 46(4): 423–429
- Duflo, E. 2012. "Women Empowerment and Economic Development," *Journal of Economic Literature*, 50(4): 1051-1079
- Liao, L., and Paweenawat, S.W. 2020. "Alternative Boomerang Kids, Intergenerational Co-residence, and Maternal Labor Supply." *Review of Economics of Household* (Forthcoming 2022)
- Liao, L., and Paweenawat, S.W. 2021. "The Inversion of Married Women's Labor Supply and Wage: Evidence from Thailand," *Asian-Pacific Economic Literature*, 35(1): 82–98
- Oaxaca, R. L., 1973. "Male-Female Wage Differentials in Urban Labor Markets," *International Economic Review*, 14(3): 693-709.

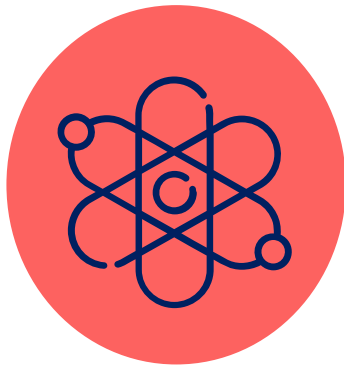
Suggested Readings:



- Paweenawat, S.W. 2018. "The Gender-Corruption Nexus in Asia," *Asian-Pacific Economic Literature*, 32 (1): 18–28.
- Paweenawat, S.W. 2019. "Women on Boards and Corporate Governance: Evidence from Listed Companies in Thailand," *International Journal of Business Governance and Ethics*, 13 (4): 408–425.
- Paweenawat, S.W. and Liao, L. 2019. "Parenthood Penalty and Gender Wage Gap: Recent Evidence from Thailand." *Journal of Asian Economics - Forthcoming 2022*.
- Paweenawat, S.W., and Liao, L. 2019. "'Gold Miss' or 'Earthy Mom'? Evidence from Thailand." *PIER Discussion Paper 110*, Puey Ungphakorn Institute for Economic Research.
- Paweenawat, S.W., and Liao, L. 2020. "A Shesession? The Impact Of COVID-19 Pandemic on Labor Market in Thailand." *ERIA Research on COVID-19 and Regional Economic Integration*, Economic Research Institute for ASEAN and East Asia.
- Paweenawat, S.W., and McNown, R. 2018. "A Synthetic Cohort Analysis of Female Labour Supply: The Case of Thailand," *Applied Economics*, 50 (5): 527–544.
- Paweenawat, S.W., and Vechbanyongratana, J. 2015. "Transfer Payments and Upper Secondary Outcomes: The Case of Low-income Female Students in Thailand," *Singapore Economic Review*, 60(5): 1550082 (19 pages).
- Smith, N. 2014. "Gender quotas on boards of directors," *IZA World of Labor*, 7(7): 408–425.
- UNDP. 2019. Tolerance But Not Inclusion. <https://www.undp.org/content/undp/en/home/librarypage/democratic-governance/tolerance-but-not-inclusion.html>.
- Warunsiri, S. and McNown, R. 2010. "The Returns to Education in Thailand: A Pseudo Panel Approach." *World Development*, 38 (11): 1616–1625.

Grading Criteria:

In-class Exercises/Participation	10%
Assignments/Quizzes	40%
Midterm Examination	20%
Final Examination	30%



Expected Learning Outcomes:

This course is designed for students to have basic knowledge and understanding of theories and empirical studies related to topics in gender economics.



Tentative Class Schedule:

Week	Date	Tentative Topic and Class Activity
1	Aug. 9, 11	Evolution of male and female roles in the economic system.
2	Aug. 16, 18	The role of Thai women in the economy in Thailand.
3	Aug. 23, 25	Theories of family formation.
4	Aug. 30 Sep. 1	Differences in gender-related time allocation for market and non-market activities.
5	Sep. 6, 8	Differences in gender-related time allocation for market and non-market activities. (continued)
6	Sep. 13, 15	Supply and demand factors determining gender-related differences in occupation and income, and gender roles switching in occupation.
7	Sep. 20, 22	Supply and demand factors determining gender-related differences in occupation and income, and gender roles switching in occupation. (continued)
Midterm Exam		
Thursday, September 29, 2022; 09.00 – 11.00 AM		



Tentative Class Schedule:

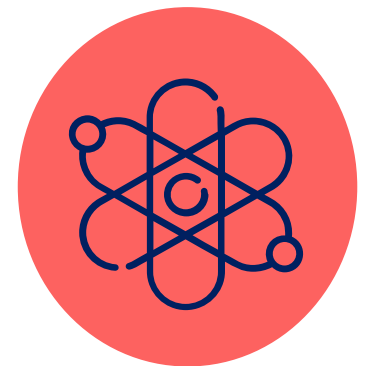
Week	Date	Tentative Topic and Class Activity
8	Oct. 4, 6	Roles of female in socio-economy and politics.
9	Oct. 11	Gender in the aging economy - No class on Oct. 13 (H.M. King Bhumibol Adulyadej The Great Memorial Day) - Make-up class on Oct. 11 (5.00-6.30 PM) Room 206
10	Oct. 18, 20	Gender and informal economy.
11	Oct. 25, 27	Roles of the LGBT in the economy.
12	Nov. 1, 3	Effects of COVID-19 on family and gender in the labor market.
13	Nov. 8, 10	Different effects of policies or welfare programs on gender.
14	Nov. 15, 17	Gender equality in international criteria.
15	Nov. 22, 24	Research issues on gender roles in the economy.

Final Exam

Tuesday, December 6, 2022; 1.30 – 4.30 PM

Detail of Exercises/Assignments/Quizzes:

In-class Exercises/Participation (Individual/Group work)	10%
Assignments/Quizzes	40%
- Quizzes (2 times – Group work) (Announce in class one week before having quiz)	10%
- Assignments	
- Presentation 2 times (Group work)	10%
Group work - Form a group (5-6 people/group)	
- Synthesis Paper (Individual/group) (1-3 people/paper)	20%

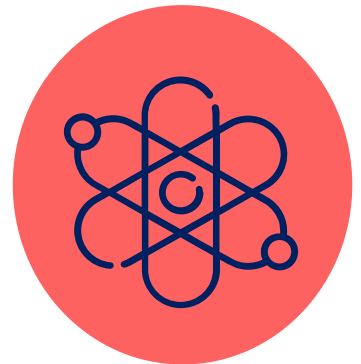


Detail of Presentation

- Presentation 2 times (Group work) 10%
 - Presentation#1 (Before Midterm)
 - Presentation#2 (After Midterm)

Guideline

- Reading assigned research paper
- Summarizing key points/figures/information
- PowerPoint presentation (20-25 slides)
- Presentation in class (20-25 mins)

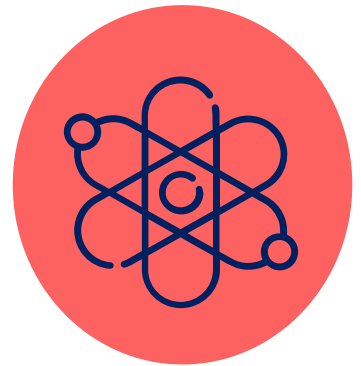


Assigned research paper & Presentation date

-  Group1_Education and LFP_23Aug22
-  Group2_Labor mkt and development_25...
-  Group3_Marriage mkt_30Aug22
-  Group4_Women work family_1Sep22
-  Group5_Occupation and gender_6Sep22
-  Group6_Gender gap_8Sep22
-  Group7_tax and labor_13Sep22
-  Group8_Workplace_15Sep22
-  Group9_Maternal status_20Sep22
-  Group10_Maternity leave_22Sep22

Presentation #1

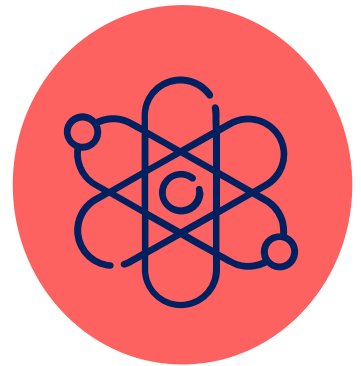
- Group 1 – Aug. 23
- Group 2 – Aug. 25
- Group 3 – Aug. 30
- Group 4 – Sep. 1
- Group 5 – Sep. 6
- Group 6 – Sep. 8
- Group 7 – Sep. 13
- Group 8 – Sep. 15
- Group 9 – Sep. 20
- Group 10 – Sep. 22



Synthesis Paper

- 1) Writing a synthesis paper (1-3 students/group)
- 2) 3,500-4,000 words (excluding cover page and references)
- 3) Presentation - 15-24 November 2022
- 4) Submission - 25 November 2022

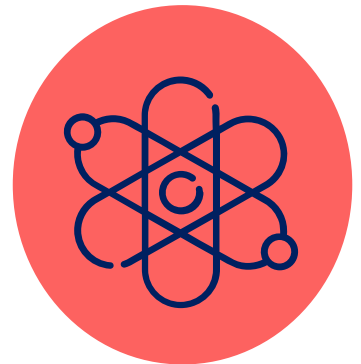
Writing a synthesis paper requires the ability to digest information from your reading and write it in an organized way



Synthesis Paper

Choose Your Topic (Related to Gender Economics)

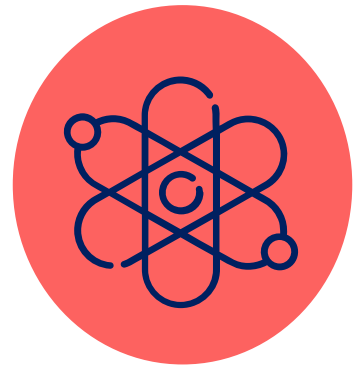
- Finding 10-20 research papers related to your topic
- Reading and extracting information from each paper
- Organizing relevant information gathered from research papers around a theme/topic
 - Then present information (statistics, quotes, examples) in a logical way to support your argument/theme



Synthesis Paper

Example –

- Duflo, Esther. 2012. "Women Empowerment and Economic Development." *Journal of Economic Literature*, 50 (4): 1051-79.
- Alm, James, Stacy Dickert-Conlin, and Leslie A. Whittington. 1999. "Policy Watch: The Marriage Penalty." *Journal of Economic Perspectives*, 13 (3): 193-204.
- Fishback, Price V., and Andrew J. Seltzer. 2021. "The Rise of American Minimum Wages, 1912–1968." *Journal of Economic Perspectives*, 35 (1): 73-96.



Synthesis Paper



EE364 Synthesis_Instructions and Template



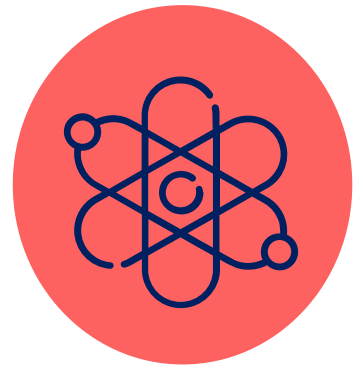
Example_synthesis paper1



Example_synthesis paper2



Example_synthesis paper3



Example

Women Empowerment and Economic Development

Author(s): Esther Duflo

Source: *Journal of Economic Literature*, DECEMBER 2012, Vol. 50, No. 4 (DECEMBER 2012), pp. 1051-1079

Published by: American Economic Association

Stable URL: <https://www.jstor.org/stable/23644911>

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Women Empowerment and Economic Development

ESTHER DUFLO*

Women empowerment and economic development are closely related: in one direction, development alone can play a major role in driving down inequality between men and women; in the other direction, empowering women may benefit development. Does this imply that pushing just one of these two levers would set a virtuous circle in motion? This paper reviews the literature on both sides of the empowerment–development nexus, and argues that the interrelationships are probably too weak to be self-sustaining, and that continuous policy commitment to equality for its own sake may be needed to bring about equality between men and women.

1. Introduction

The persistence of gender inequality is most starkly brought home in the phenomenon of “missing women.” The term was coined by Amartya Sen in a now classic article in the *New York Review of Books* (Sen 1990) to capture the fact that the proportion of women is lower than what would be expected if girls and women throughout the developing world were born and died at the same rate, relative to boys and men, as they do in sub-Saharan Africa. Today, it is estimated that 6 million women are missing every year (World Bank 2011). Of these, 23 percent are never born, 10 percent are missing in early childhood, 21 percent in the reproductive years, and 38 percent

above the age of 60. Stark as the excess mortality is, it still does not capture the fact that throughout their lives, even before birth, women in developing countries are treated differently than their brothers, lagging behind men in many domains. For each missing woman, there are many more women who fail to get an education, a job, or a political responsibility that they would have obtained if they had been men.

Table 1 summarizes some indicators of the relative position of women and men circa 1990 and circa 2009 in poor countries. Both the relative deprivation of women, and the extent to which there have been improvements over the last twenty years, are apparent in a number of spheres. In access to education: in low and moderate income countries, the enrollment rate for girls in secondary school was 34 percent in 2010, while that for boys was 41 percent. Twenty

* Massachusetts Institute of Technology.

2. *Can Economic Development Cause Women's Empowerment?*

Gender inequality is often greater among the poor, both within and across countries. For example, while the gender gap in primary and secondary gross enrollment has rapidly gone down between 1991 and 2009 worldwide, it is still wider in poor countries (7 percentage points for primary enrollment, 13 percentage points for secondary enrollment) than in middle income countries (3 percentage points for primary enrollment, 2 percentage points for secondary enrollment) and rich countries (0 percentage points for primary, 1 percentage point for secondary). And within countries, gaps between boys and girls persist in poorer and more isolated communities (World Bank 2011). The participation of women in the labor market has grown by 15 percent in East Asia and Latin America between 1971 and 1995, a rate faster than that for men, and the gender

placed in the position to make life or death choices. Because these tragic choices are often resolved at the expense of women's well-being, increasing the resources available to families, as economic development does, reduces the excess vulnerability of women.

Even in the countries where the preference for boys is strongest, the evidence that girls systematically receive less care than boys under normal circumstances is not as clear-cut as one might guess. It is, of course, very difficult to observe whether, for example, girls are given less to eat than boys, since households under observation are likely to change their behavior. Also, when asked to keep diaries of how much each member consumes over a given period, households may misreport the portions given to boys and girls. Finally, households may give the same amount to boys and girls, but girls' needs may be different. Deaton (1989, 1997) proposed an ingenious way to use household consump-

2.2 *Economic Development, Fertility, and Maternal Mortality*

Other than pre-birth and in early childhood, women are most likely to be missing relative to men in childbearing years. This, of course, is not the result of active discrimination, but due to the fact that women carry children and give birth, and that in itself is a dangerous activity. Other than directly affecting the welfare of women (and not men) in a significant way, maternal mortality is potentially a source of lower parental investment in childhood: if parents expect girls to be much more likely to die as young women than boys, they may be more inclined to invest in boys. Jayachandran and Lleras-Muney (2009) find that the sudden reduction in maternal mortality in Sri Lanka (brought about by effective public policy) led to a convergence in the education level of boys and girls. They

and education and age at first birth increases. Age at first birth is a risk factor in maternal mortality: very young mothers are more likely to die or have complications in childbirth. Fertility has declined dramatically in most developing countries over the last two decades, with few countries now having a total fertility rate of 6 or higher. That in itself has had a mechanical impact in reducing the number of missing women by decreasing the number of chances a woman has to die during her childbearing years.

2.3 *Giving Women Hope by Expanding Their Opportunities*

The fact that women have fewer opportunities in the labor market may contribute to their unequal treatment in the household. Parents have lower aspirations for their daughters than for their sons, and female teenagers themselves have lower aspirations.

on the ability to acquire and apply business knowledge. Upper Caste women might have had more to learn than Lower Caste women because they are less likely to be very active participants in the market place before the training. But Muslim women, whose mobility was even more restricted, were not able to put that knowledge to use. This study provides a striking illustration of the trade-off faced by policy: the fact that women face multiple constraints means that relaxing just one may not improve outcomes. In this case, some policies that explicitly target women (for training or for financial resources) may actually not be effective or cost effective.

4. *Conclusion*

Women's empowerment and economic development are closely interrelated. While development itself will bring about women's empowerment, empowering women will bring about changes in decision mak-

In order to bring about equity between men and women, in my view a very desirable goal in and of itself, it will be necessary to continue to take policy actions that favor women at the expense of men, and it may be necessary to continue doing so for a very long time. While this may result in some collateral benefits, those benefits may or may not be sufficient to compensate for the cost of the distortions associated with such redistribution. This measure of realism needs to temper the positions of policymakers on both sides of the development/empowerment debate.

REFERENCES

- Abrevaya, Jason. 2009. "Are There Missing Girls in the United States? Evidence from Birth Data." *American Economic Journal: Applied Economics* 1 (2): 1–34.
- Ali, Rabia, Jishnu Das, Damien de Walque, Kenneth L. Leonard, Mattias Lundberg, and David Peters. 2011. "Patterns of Health Care Interactions in Seven Low and Middle-Income Countries." p. 1076 Background Paper for the *World Development Report 2012*.