

HARVARD KENNEDY SCHOOL



Closing the Global Gender Gap

PED-317Y

ECON 1376

SYLLABUS, Year 2010-11

Fall 2010: Input sessions (select Wednesdays, 4:10-6p.m., one Friday, 2:40-5:30p.m.)

January 10-14, 2011: Workshop

Spring 2011: Closing session (one Wednesday, 4:10-6p.m.) and conference

All classes and review sessions will take place in the WAPPP Cason Seminar Room, which is located on the first floor of the Taubman Building. Please consult the syllabus for exact dates and times of classes.

Faculty:	Iris Bohnet, Professor of Public Policy Rohini Pande, Mohammed Kamal Professor of Public Policy
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Course assistant:	Theresa Lund, Associate Director for Research, Women and Public Policy Program Theresa_Lund@harvard.edu , Taubman 110, 617 496-6609
Teaching fellow:	Sara Nadel, Doctoral Student, PPOL Sara_Nadel@hksphd.harvard.edu

COURSE GOALS and PROCEDURES:

Understanding the role of gender in shaping the political, economic and social opportunities available to individuals can help us evaluate whether and how societies may close gender gaps in human capital investments, economic participation and political opportunity. It can also shed light on the substantial variation in the size of the gaps across countries and areas and the role of economic development and management and leadership in closing the gaps.

This course introduces an analytical and empirical framework for evaluating why gender gaps exist and designing policies to close gender gaps. Building on insights from Behavioral Decision Making and Development Economics, it provides a framework to diagnose when and why gender gaps emerge, analyze their consequences, and evaluate to what degree public policy and management can close these gaps.

The course will adopt a micro-perspective and critically evaluate how preferences, psychological biases, social norms and the level of economic development cause outcomes to vary by gender.

Using program evaluation techniques, the course will train students on how to combine analytical frameworks and the judicious use of data to design and test specific interventions.

The format of this course differs from the norm to maximize student learning, interaction with faculty and guest experts, and opportunities to share insights with decision makers in the field. The course is co-taught and conceived as a year-long course with a period of intense training and interaction in January. It runs in conjunction with a weekly seminar on *Gender in Public Policy and Leadership* organized by the Women and Public Policy Program that takes place every Thursday from 11:40-1p.m. We invite you to attend (not mandatory): <http://www.hks.harvard.edu/centers/wappp/teaching-training/seminar-series> . It will culminate with a spring conference on *Gender in the Developing World* at the Radcliffe Institute for Advanced Study, cosponsored by the Women and Public Policy Program, in which the students of this class will participate.

The goal of the course is to enable students to develop their own research and policy questions, examine them over the course of the year and share their insights with a larger audience in the spring. Students are welcome to use this course to further develop material useful for their PAEs, SYPAs or other research/policy papers. Students will receive 1 course credit for this course.

The course will presume statistical knowledge and training in economics. The course is open to graduate and undergraduate students who satisfy prerequisites. Please consult with the instructors, the TF or the CA whether you meet the prerequisites.

Note to PhD-students: This course satisfies the PPOL public management field requirement.

READINGS:

Thaler, Richard & Sunstein, Cass (2009). Nudge: Improving Decisions about Health, Wealth and Happiness (Revised and Expanded Edition). The Penguin Group.

This book is available for purchase at the COOP. Several copies will also be kept on reserve at the HKS library. All of the remaining required readings are available online, with links provided either in this syllabus (also posted on course web page) or during class. Most of the background reading material is also available online, with the remainder available on reserve at the HKS library.

COURSE COMPONENTS AND GRADING:

Grading will be based on your cumulative point total for the components listed below.

(1) Group reflection project (25% of final grade): Due on November 10, 2010

(2) Policy proposal (20% of final grade): Due on January 7, 2011

(3) Final individual paper (45% of final grade): Due on March 30, 2011

(4) Class participation (10% of final grade): A sizable portion of material covered in class will not appear in the readings. It is important, therefore, to attend and participate in each class. We expect that everyone will have something to contribute and we expect you to come to class prepared to discuss the readings either by raising questions and comments about the articles or by relating the material to your own experience or current events. We will evaluate your participation based on how well you know the material when called upon, the TF's records of class participation, and how much effort you put into making the class work, e.g., by building on others' comments when making a statement or giving constructive feedback on others' work.

DESCRIPTION OF ASSIGNMENTS

(1) Group reflection project (25% of final grade): Due on November 10, 2010

The group project (up to 3 group members) involves a 10-page paper and a short presentation to the class. The purpose of the project is for you to engage with the material presented as “input” to the course in September and creatively use it to either:

- a. Describe and comment on a **book** that contributes to our understanding of gender gaps in economic opportunity, political opportunity, health and education. You may choose your own book and meet with one of the instructors to discuss whether it is appropriate for the course. Once approved, we will indicate on the course web page that your book is no longer available for other groups. You are welcome to find your own book but a list with possible examples is included below. You will note that the list includes some academic and some popular books. Your job is to write a book review critically discussing the content of the book, how successful it was in making its case (analysis clear, empirical evidence convincing, methodology appropriate, insights interesting?), identify open questions and develop your own ideas of how the book could have been improved or extended.

Examples of books to review:

Babcock, Linda and Sara Laschever (2003). *Women Don't Ask: Negotiation and the Gender Divide*. Princeton University Press.

Blau, Francine, Marianne Ferber and Anne Winkler (2010). *The Economics of Women, Men, and Work*, 6th edition. Prentice-Hall.

Borgida, E., & Fiske, S. T. (Eds.). (2008). *Beyond common sense: Psychological science in the courtroom*. London: Wiley-Blackwell.

Eagly Alice H., and Linda L. Carli (2007). *Through the labyrinth: The truth about how women become leaders*. Harvard Business School Press.

Fiske, Susan T., and S.E. Taylor (2008). *Social cognition: From brains to culture.*: McGraw-Hill.

Goldin, Claudia (1990). *Understanding the Gender Gap*. Oxford University Press.

Kristof, Nicholas D. and Sheryl WuDunn (2009). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. Knopf Doubleday Publishing Group.

Krook, Mona Lena (2009). *Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide*. Oxford University Press.

- b. Describe and comment on the research of an **expert** whose work contributes to our understanding of gender gaps in economic opportunity, political opportunity, health and education. You may choose your own expert and meet with one of the instructors to discuss whether the person is appropriate for the course. Once approved, we will indicate on the course web page that your expert is no longer available for other groups. You are welcome to find your own expert, choose a speaker in the Thursday seminar on gender or an author of any of the readings in this syllabus. Your job is to present an overview of the expert's contribution to the field, possibly including an interview with the person (e.g.,

when the person is on campus for the Thursday seminar), background information on the person, how they think about their contribution to the field, how they go about doing research, policy, consulting, etc., identify open questions and develop your own ideas of how the person's research agenda could be improved or extended. (A list of seminar speakers will be available during our first class meeting)

(2) Policy proposal (20% of final grade): Due on January 7 2011

The policy proposal involves an individual paper (max. 5 pages) describing the policy motivation for your final paper and outlining the research strategy for evaluation, and a presentation to a group of peers and one of the instructors for intense discussion and feedback on Friday, January 21. Instructions on how to write a policy proposal will be handed out in the fall, a review section will provide guidelines and individual meetings with the instructors are required.

(3) Final individual paper (45% of final grade): Due on March 30, 2011

Instructions on the final paper will be handed out in the fall.

ONLINE RESOURCES AND PROCEDURES:

To facilitate communication outside of class time, we will use our course website and the associated software. The site includes important course documents as well as announcements and other useful information. For example, all homework assignments will be posted on this site. It is critical, therefore, that you use this resource. **We will assume that you read any announcements we post there.** We will not necessarily repeat announcements in class.

COURSE POLICIES:

Religious observance: If you cannot attend a particular class because of religious reasons, please arrange with instructor ahead of time so we can make alternate plans for covering the material.

Disability: The teaching team is committed to making the class accessible for all students. Any student needing academic adjustments or accommodations because of a documented disability is requested to present his/her letter from the Accessible Education Office (AEO) and speak with the professor as soon as possible. Failure to do so may result in our inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

Academic integrity and professionalism: Needless to say, we expect full academic integrity from students in this course. At a minimum, this means no cheating on exams and homework. All work handed in must be your own. Substantial paraphrasing or borrowing of ideas without appropriate citation can be construed as plagiarism, so be sure that you understand what constitutes a breach of academic integrity. We encourage you to study together and to discuss your papers, but the entire final product must be your own.

Feedback from you: We enthusiastically welcome input from students. For example, if you particularly like (or dislike) a reading, please let us know. We welcome you to meet with us in office hours or to contact us via email or phone. Finally, we encourage you to contribute topic-relevant comments and questions during class time or post them on the course website (Discussion section).

Attendance and participation: Because the lectures will cover material that is not contained in the readings, class attendance is essential. Repeated late arrivals to class, or talking while the instructor or other students are speaking, are disrespectful to the instructor and other class members. Please be punctual and do not talk in class while others are speaking.

Cell phones and other devices: Before each class session begins, please turn off **ALL** cell phones. Voice recorders are allowed with prior approval from the instructor.

Laptop policy: Before each class session begins, please turn off your wireless access, internet browser, instant message program, and email program. ***There should be no internet use during class time.*** If you have any questions about how to disable the access on your machine, please ask the Teaching Fellow.

CLASS SCHEDULE

Section I: Conceptual Framework and Techniques (Fall term)

SESSION 1 Input 1: A Framework for analyzing gender gaps

Wednesday, Sept. 15 (4:10-6pm) Why gender gaps matter and the role of policy and management

This class introduces a conceptual framework for understanding the relationship between gender inequality and societal development and discusses implications for policy.

Readings for class:

Duflo, Esther (2005). Gender Equality in Development. Working paper, MIT.
<http://econ-www.mit.edu/files/799>

The Global Gender Gap Reports 2006-2009, World Economic Forum.
<http://www.weforum.org/en/Communities/Women%20Leaders%20and%20Gender%20Parity/GenderGapNetwork/index.htm>

Blau, Francine and Lawrence Kahn (2003). Understanding International Differences in the Gender Pay Gap. *Journal of Labor Economics* 21(1): 106-144.
<http://info.worldbank.org/etools/docs/library/230114/JOLE%20gender%20pay%20gap.pdf>

Background material:

Bertrand, Marianne, Claudia Goldin and Lawrence F. Katz (2010). Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors. *American Economic Journal: Applied Economics*, 2 (3).
http://www.economics.harvard.edu/faculty/goldin/files/AEJ_App_2009_0244_finalpaper.pdf

Fiske, Susan T., Donald N. Bersoff, Eugene Borgida, Kay Deaux and Madeline E. Heilman (1991). Social Science Research on Trial. Use of Sex Stereotyping Research in Price Waterhouse v. Hopkins. *American Psychologist* 46(10): 1049-1060.
<http://www.psych.umn.edu/courses/spring06/lippmannb/psy4960/fiske1991.pdf>

Goldin, Claudia (2006). The Quiet Revolution That Transformed Women's Employment, Education, and

Family. *American Economic Review, Papers and Proceedings* 96 (May), pp. 1-21.

<http://www.economics.harvard.edu/faculty/goldin/files/GoldinEly.pdf>

Gender and Development, World Bank:

<http://go.worldbank.org/6MGA8V2TN0>

GenderStats, World Bank:

<http://go.worldbank.org/YMPEGXASH0>

SESSION 2 Input 2: How to intervene and evaluate impact

Friday, Sept. 17 (2:40-4pm)

Program evaluation: Understanding Impacts

This class offers a technique for how to evaluate the impact of a given intervention that allows the researcher to understand to what degree the intervention was causal for the changes observed.

Readings for class:

Ashraf, Nava, Erica Field and Jean Lee (2009). Household Bargaining and Excess Fertility: An Experimental Study in Zambia. Working paper.

<http://people.hbs.edu/nashraf/ExcessFertility.pdf>

Carrell, Scott E., Marianne E. Page, and James E. West (2010). Sex and Science: How Professor Gender Perpetuates the Gender Gap, *Quarterly Journal of Economics*, 125(3). (forthcoming).

<http://www.econ.ucdavis.edu/faculty/scarrell/gender.pdf>

Background material:

Imbens, Guido W., and Jeffrey M. Wooldridge. (2009). Recent Developments in the Econometrics of Program Evaluation,, *Journal of Economic Literature*, 47(1): 5-86. (READ PAGES 5-20)

http://www.personal.ceu.hu/staff/Gabor_Kezdi/Advanced-Econometrics-2/Imbens-Wooldridge-2009.pdf

Goldin, Claudia and Cecilia Rouse (2000). "Orchestrating Impartiality: The Impact of Blind Auditions on Female Musicians," *American Economic Review* 90(4): 715-741.

http://www.faculty.diversity.ucla.edu/search/searchtoolkit/docs/articles/Orchestrating_Impartiality.pdf

SESSION 3 Input 3: Behavioral foundations of interventions

Friday, Sept. 17 (4:10-5:30pm)

Behavioral Decision Making

This class offers a behavioral lens on what interventions we theoretically expect to impact behavior, building on insights from behavioral economics and decision making.

Readings for class:

Mullainathan, Sendhil. Development Economics Through the Lens of Psychology. *Proceedings of the Annual Bank Conference on Development Economics*, (forthcoming) <http://www.economics.harvard.edu/faculty/mullainathan/files/lens%20of%20psychology.pdf>

Thaler, R.H. and C.R. Sunstein (2009). *Nudge: Improving Decisions about Health, Wealth and Happiness*. The Penguin Group. Whole book.

Background material:

Bazerman, M.H. & Moore, D. (2008). Chapters 2 and 3: Common Biases and Bounded Awareness. In *Judgment in Managerial Decision Making* (Seventh Edition). John Wiley & Sons, Inc, pp. 13-61.

Bertrand, Marianne, Sendhil Mullainathan and Eldar Shafir (2006). Behavioral Economics and Marketing in Aid of Decision Making Among the Poor. *Journal of Public Policy and Marketing* 25(1): 8-23.

Bohnet, I. (2006). "How Institutions Affect Behavior: Insights from Economics and Psychology." In De Cremer, David, Marcel Zeelenberg and Keith J. Murnighan (eds.). *Social Psychology and Economics*. London: Lawrence Erlbaum: 213-238.

Camerer, C. F. (2000). "Prospect Theory in the Wild: Evidence From the Field." In *Choices, Values and Frames* (D. Kahneman, A. Tversky Eds). Russell Sage Foundation; Cambridge University Press: 288-301.

PRACTICE PERIOD Applying insights

Wednesday, Sept. 22

Group meetings with Professor Pande (R 318, times TBD)

Thursday, Sept. 23

Group meetings with Professor Pande (R 318, times TBD)

Friday, Sept. 24

Review with Sara Nadel: Program Evaluation (4:10 – 5:40pm, WAPPP Conference Room)

Friday, Oct. 1 Review with Sara Nadel: Behavioral Decision Making (4:10 – 5:40pm, WAPPP Conference Room)

Friday, Oct. 15 Review with Sara Nadel: Writing the group reflection paper (4:10 – 5:40pm, WAPPP Conference Room)

Group reflection paper due on November 10 (submit electronic copy to course web page)

SESSION 4 A First Take at Diagnosis, Analysis and Remedy

Wednesday, Nov. 17 (4:10-6pm) Learning from group projects

Friday, November 19 Review with Sara Nadel: Developing a policy proposal (4:10 – 5:40pm, WAPPP Conference Room)

Wednesday, December 1 Individual meetings with Professor Bohnet (T 110-A, times TBD)

Thursday, December 2 Individual meetings with Professor Bohnet (T 110-A, times TBD)

SECTION II: Interventions to Close Gender Gaps (January Term)

Breakfast study groups: 8:30-9:30a.m.
Class meetings: 9:30a.m. to 12:30p.m. and 1:30p.m. to 4:30p.m.
TF Office hours: M-TH, 4:30-5:30p.m.

Policy proposal due January 7 (submit electronic copy to course web page)

SESSION 5 Framing Policy: Investments in Human Capital

We start our week-long workshop by first focusing on the gender gap in investments in human capital. Why are boys preferred to girls and how does this affect their health and education? If parents and society value boys more highly than girls, what can be done about this? We discuss the role of incentives, information, norms and bounded awareness.

Monday, January 10 (morning) Missing women

Readings for class:

Qian, Nancy (2008). Missing Women and the Price of Tea in China, *Quarterly Journal of Economics*, 123(3): 1251-1285.
http://www.econ.brown.edu/fac/Nancy_Qian/Papers/misswomen_gjefinal_all.pdf

Jayachandran, Seema and Iliana Kuziemko (2009), `Why do Mothers Breastfeed Girls Less than Boys? Evidence and Implications for Child Health in India. NBER Working Paper Series #15041,(June).

<http://www.nber.org/papers/w15041.pdf>

Background material:

Jensen, Robert (2010), Economic Opportunities and Gender Differences in Human Capital: Experimental Evidence for India NBER Working Paper Series #16021.

http://www.nber.org/papers/w16021.pdf?new_window=1

Jayachandran, Seema and Adriana Lleras-Muney (2009). Life Expectancy and Human Capital Investments: Evidence from Maternal Mortality Declines. *Quarterly Journal of Economics* 124(1): 399-422.

<http://www.stanford.edu/~jayachan/mmr.pdf>

Edlund, Lena and Chulhee Lee (2009). Son Preference, Sex Selection and Economic Development: Theory and Evidence from South Korea. Columbia University Discussion Papers # 0910-04.

<http://www.columbia.edu/cu/economics/discpapr/DP0910-04.pdf>

SESSION 6 Designing Strategy: Investments in Human Capital

Monday, Jan. 10 (afternoon)

Information and incentives

Exercise: Information

Readings for class:

Carter Racing Case Study (to be distributed in class)

Jensen, Robert and Emily Oster (2009). The Power of TV: Cable Television and Women's Status in India, *Quarterly Journal of Economics* 124(3): 1057–1094.

<http://faculty.chicagobooth.edu/emily.oster/papers/tvwomen.pdf>

Background material:

Croson, Rachel and KimMarie McGoldrick (forthcoming). Scaling the Wall: Helping female faculty in economics achieve tenure. In: *Advancing women in science and engineering: Lessons for institutional transformation*, Stewart, Mally and LaVaue-Manty eds., University of Michigan Press.

[http://cbees.utdallas.edu/~crosonr/research/\[56\].pdf](http://cbees.utdallas.edu/~crosonr/research/[56].pdf)

Guiso, Luigi, Ferdinando Monte, Paolo Sapienza and Luigi Zingales (2008). Culture, Gender and Math, *Science*, 320 (5880): 1164-1165.
<http://dan.eqnor.name/math-is-hard.pdf>

Kremer, Michael, Edward Miguel and Rebecca Thornton (2009). Incentives to Learn. *The Review of Economics and Statistics*, 91(3):437-456.
<http://www.mitpressjournals.org/doi/pdf/10.1162/rest.91.3.437>

SESSION 7 Framing Policy: Economic Opportunity and the Household

On our second day, we examine the relationship between the gender gap in economic participation and intra-household decision making. How are resources within a household allocated and how can households commit to smarter financial decisions? We discuss the role of negotiation, bounded willpower, control and commitment.

Tuesday, Jan. 11 (morning)

Household models: How incomplete contracting leads to gender differences

Readings for class:

Udry, Christopher (1996). Gender, Agricultural Production, and the Theory of the Household, *Journal of Political Economy*, 104 (5):1010-1045.
<http://links.jstor.org/sici?sici=00223808%28199610%29104%3A5%3C1010%3AGAPATT%3E2.0.CO%3B2-G&origin=repec>

Duflo, Esther (2003), Grandmothers and Granddaughters: Old Age Pension and Intra-household Allocation in South Africa, *World Bank Economic Review*, 17 (1):1-25.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.3.2053&rep=rep1&type=pdf>

Ashraf, Nava (2009). Spousal Control and Intra-Household Decision Making: An Experimental Study in the Philippines. *American Economic Review* 99(4): 1245-1277.
http://people.hbs.edu/nashraf/final_forassociate.pdf

Background material:

Lundberg, Shelly and Robert A. Pollak (1996). Bargaining and Distribution in Marriage. *The Journal of Economic Perspectives*. 10(4):139-158.
<http://www.soc.washington.edu/users/brines/lundberg.pdf>

Anderson, Siwan and Jean-Marie Baland. (2002). The economics of roscas and intra-household resource allocation. *Quarterly Journal of Economics*. 117(3):963-995.
<http://faculty.arts.ubc.ca/asiwan/roscaqje-web.pdf>

SESSION 8 Designing Strategy: Economic Opportunity and the Household

Tuesday, Jan. 11 (afternoon)

Negotiation, bounded willpower and commitment

Negotiation simulation

Readings for class:

Negotiation Simulation (to be distributed in class)

Bowles, H. R. & McGinn, K. L. (2008). Gender in job negotiations: A two-level game. *Negotiation Journal*, 24: 393-410.

<http://www.hbs.edu/research/pdf/08-095.pdf>

Background material:

Bowles, H. R. & Babcock, L. (2009). Are outside offers an answer to the compensation negotiation dilemma for women? *Academy of Management Proceedings*.

Ashraf, Nava, Dean Karlan and Wesley Yin. (2006). Tying Odysseus to the Mast: Evidence from a Commitment Savings Product in the Philippines. *Quarterly Journal of Economics* 121(2): 635-672.

<http://karlan.yale.edu/p/SEED.pdf>

Kray, Laura and Leigh Thompson (2005). Gender Stereotypes and Negotiation Performance. An Examination of Theory and Research. *Research in Organizational Behavior Volume 26* : 103-182.

http://www.haas.berkeley.edu/faculty/pdf/Kray_&_Thompson_ROB.pdf

SESSION 9 Framing Policy: Economic Opportunity and Entrepreneurship

The third day focuses on entrepreneurship and economic participation, examining the impact of training on women's economic success. The role of gender differences in preferences, such as, e.g., in willingness to take risk and compete, will be discussed and related to organizational contexts where women are underrepresented in senior management positions.

Wednesday, Jan. 12 (morning)

Entrepreneurship

Readings for class:

de Mel, Suresh, David McKenzie and Chris Woodruff. (2009). Are Women more credit constrained? Experimental Evidence on Gender and Microenterprise Returns. *American Economic Journal-Applied Economics*, 1(3):1-32.

http://siteresources.worldbank.org/DEC/Resources/Are_Women_More_Credit_Constrained.pdf

Feigenberg, Benjamin, Erica Field and Rohini Pande (2010). Building Social Capital Through Microfinance. NBER Working Paper Series #16018 (May).

http://www.nber.org/papers/w16018.pdf?new_window=1

Background material:

Field, Erica, Seema Jayachandran and Rohini Pande. (2010). Do Traditional Institutions Constrain Female Entrepreneurship? A Field Experiment on Business Training in India. *American Economic Review*.

<http://www.stanford.edu/~jayachan/entrepreneurs.pdf>

Dupas, Pascaline and Jonathan Robinson (2009). Savings Constraints and Microenterprise Development: Evidence from a Field Experiment in Kenya. Working paper.

<http://www.econ.ucla.edu/pdupas/SavingsConstraints.pdf>

SESSION 10 Designing Strategy: Economic Opportunity and Entrepreneurship

Wednesday, Jan. 12 (afternoon)

Risk taking, competition and performance

Exercise on competition (visit to lab)

Readings for class:

Bohnet, Iris and Farzad Saidi (2010). Performance and Gender Balance: The Role of Information. Working paper, Harvard Kennedy School (link to be provided in class).

Niederle, Muriel and Lise Vesterlund (2008). "Gender Differences in Competition", *Negotiation Journal*, 24(4):447-465.

<http://www.pitt.edu/~vester/NJ2008.pdf>

Background material:

Croson, Rachel and Ury Gneezy (2009). Gender Differences in Preferences. *Journal of Economic Literature* 47(2): 1-27.

<http://management.ucsd.edu/faculty/directory/gneezy/docs/gender-differences-preference.pdf>

Niederle, Muriel and Alexandra H. Yestrumskas (2008). Gender Differences in Seeking Challenges: The Role of Institutions. Working paper, Stanford University.

<http://www.stanford.edu/~niederle/Niederle.Yestrumskas.2008.pdf>

SESSION 11 Framing Policy: Political Opportunity

On the fourth day, we look at the gender gap in political participation and examine how changes in the gender balance in political representation affect decision making, policies and implicit biases and stereotypes.

Thursday, Jan. 13 (morning)

Discrimination

Readings for class:

Beaman, Lori, Raghavendra Chattopadhyay, Esther Duflo, Rohini Pande and Petia Topalova (2009), "Powerful Women: Does Exposure Reduce Bias?" *Quarterly Journal of Economics*, 124 (4): 1449-1496.

http://www.povertyactionlab.org/sites/default/files/publications/63_Duflo_Powerful_Women.pdf

Bagues, Manuel and Berta Esteve Volart. (2010). Can Gender Parity Break the Glass Ceiling? Evidence from a Repeated Randomized Experiment. *Review of Economic Studies* (forthcoming).

<http://www.restud.com/uploads/papers/MS%2012414%20manuscript.pdf>

Background material:

Bertrand, Marianne, Dolly Chugh and Sendhil Mullainathan (2005). Implicit Discrimination. *American Economic Review*. 95(2): 94-98.

<http://www.economics.harvard.edu/faculty/mullainathan/files/ImpDisc.pdf>

Beaman, Lori, Esther Duflo, Rohini Pande and Petia Topalova (2010), "Political Reservation and Substantive Representation"

Edlund, Lena and Rohini Pande (2002) Why Have Women Become Left Wing? The Political Gender Gap and the Decline in Marriage, *Quarterly Journal of Economics*, 117(3): 917-961.

Alesina, Alberto and Paula Giuliano (2009). Family Ties and Political Participation. Working paper, (April).
http://www.anderson.ucla.edu/faculty/paola.giuliano/Familyties_IZA4150.pdf

Fernandez, Raquel, Alessandra Fogli and Claudia Olivetti (2004). Mothers and Sons: Preference Formation and Female Labor Force Dynamics. *Quarterly Journal of Economics*, 119(4): 1217-1248.
http://8496048858914826357-a-1802744773732722657-sites.google.com/site/raquelfernandezsite/pdf/QJE2004.pdf?attachauth=ANoY7coAya3DiyCpwmM7GyYqIzJGPjCaul4V4_RPck7TF22aHVrGyvV-YRj_4EMRQQpB8V_SG8xdIK0fkiSRmS0rExrU6hHu0SurO3gmKEhq88v0YuLKiU6D7osxirhpqoyr5BHfn2DFPScel6s7DJ3aXeoe2ZiwJUJ7Ov0IAGLf8OVmSFbNdDfX_4WBxfJ_GmxVuHFm_Fehil85qsM8yDvpxNqJEMFHq%3D%3D&attredirects=0

SESSION 12 Designing Strategy: Political Opportunity

Thursday, Jan. 13 (afternoon)

Managing Diversity

Exercises on implicit biases and gender equality nudges

Readings for class:

Niederle, Muriel, Carmit Segal, and Lise Vesterlund (2010), How Costly is Diversity? Affirmative Action in Light of Gender Differences in Competitiveness. Working paper. (March)
<http://www.stanford.edu/~niederle/AAPaper.pdf>

Background material:

Dasgupta, Nilanjana and Shaki Asgari (2004). Seeing is believing: Exposure to counterstereotypic women leaders and its effect on the malleability of automatic gender stereotyping. *Journal of Experimental Social Psychology* 40: 642-658.

Gilovich, T., D. Keltner & R.E. Nisbett (2006). Social Psychology. New York: W.W. Norton. Chapter 11: 429-470, 527-530.

Ioannides, Yannis M. (2010). A Review of Scott E. Page's *The Difference: How the Power of Diversity Creates Better*

Groups, Firms, Schools, and Societies. *Journal of Economic Literature* XLVIII(1): 108-121.

Page, Scott E. The Difference. How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies. Princeton: Princeton University Press, 2007, chapter 13: 313-338.

SESSION 13 **Proposal presentations**

Friday, Jan. 14 (all day)

Presentation and discussion of policy proposals

SECTION III: Your Intervention (Spring Term)

SESSION 14 **Diagnosis, Analysis and Remedy**

Wednesday, Feb. 16 (4:10-6p.m.) Preparation for conference

SESSION 15 **Conference on Gender in the Developing World**

Thursday and Friday, March 3 and 4

Final policy paper due on March 30 (submit electronic copy to course web page)