

Course title: <i>Gender Economics</i>
Teacher/Teacherss: Doc. Dr. Nikola Ilić, Ass. Ana Odorović
Course status: optional
Number of ECTS: 3 ECTS
Requirements: /
<p>Aim of the course:</p> <p>This course engages with key areas in Feminist Economics. It provides a critical overview of economic theories, methods and economic policy - debates from a gender and feminist perspective. It explores different forms of feminist economic transformations.</p> <p>Students will develop knowledge about Gender Economics, including learning how to: critically analyse economics and economies; economic theory and economic life from a feminist and gender perspective.</p> <p>The course consists of six main themes. It starts with a conceptual introduction to feminist theory, gender and gender equality from an economic perspective, then it engages with gender economics and management, both conceptually and empirically.</p>
<p>Course outcome:</p> <p>At the end of the course, the students are expected to understand the main economic concepts and analyze economic indicators from a gender perspective. They are also required to understand and analyze cross-societal and historical differences, labor market outcomes, management and entrepreneurship from gender lenses.</p>
<p>Course content:</p> <ol style="list-style-type: none"> 1. Introduction to Economics and Gender <ol style="list-style-type: none"> 1.1. Gender and feminist theory from economic lenses 1.2. Gender and history of economic thinking 1.3. Gender and macroeconomics 2. Cross-societal and historical comparisons <ol style="list-style-type: none"> 2.1. Industrialized societies 2.2. Socialist Societies 2.3. Non-industrialized societies 2.4. Economic factors behind historical trends 3. Indicators of Gender From the Economic Perspective <ol style="list-style-type: none"> 3.1. Gender parity, gender equality, an gender mainstreaming 3.2. Other economic indicators of gender 3.3. Analysis of economic gender indicators in the European Union 4. Gender in the Labor Market <ol style="list-style-type: none"> 4.1. Introduction to the labor market from a gender perspective. 4.2. Labor force participation: analysis of trends 4.3. Labor force participation: consequences for family structure and the household 4.4. The earnings puzzle: gender segregation, human capital, compensating differentials and discrimination 4.5. Gender gap in economic sectors 5. Gender and Management <ol style="list-style-type: none"> 5.1. Gender and Governance: remuneration and in-board representation 5.2. Gender and leadership 5.3. Gender and Corporate Social Responsibility 5.4. Gender and Public Management and Administration 6. Gender, Innovation, and Entrepreneurship <ol style="list-style-type: none"> 6.1. General concepts from an economic angle 6.2. The gender patenting gap 6.3. Sustainable Development Goals (SDG) and Gender.

- 1.1. Gender and Technology as a SDG.
- 1.2. Women entrepreneurship

Literature:

Required Reading:

1. J. P. Jacobsen, *The economics of gender*, Blackwell, Cambridge, MA 1994
2. T. Iversen & F. Rosenbluth, *Women, work, and politics: The political economy of gender inequality*, Yale University Press, 2010

Additional Reading:

1. P. Lundborg, E. Plug & A. W. Rasmussen, Can women have children and a career? IV evidence from IVF treatments, *American Economic Review*, 2017, 107 (6), 1611-37.
2. I. Metz, Advancing the careers of women with children. *Career Development International*, 2015.
3. D. Witkowska, Gender disparities in the labor market in the EU, *International Advances in Economic Research*, 2013, 19 (4), 331-354. doi:10.1007/s11294-013-9431-2
4. R. K. Goel & J. W. Saunoris, Unemployment and international shadow economy: Gender differences, *Applied Economics*, 2017, 49 (58), 5828-5840. doi:10.1080/00036846.2017.1343452
5. M. Burda, D. S. Hamermesh & P. Weil, Total work and gender: Facts and possible explanations. *Journal of Population Economics*, 2013, 26 (1), 239-261. doi:10.1007/s00148-012-0408-x
6. F. Lissoni, F. Montobbio & L. Zirulia, Inventorship and authorship as attribution rights: An enquiry into the economics of scientific credit, *Journal of Economic Behavior and Organization*, 2013, 95, 49-69. <https://doi.org/10.1016/j.jebo.2013.08.016>
7. L. Faulk, L. H. Edwards & J. McGinnis, An analysis of gender pay disparity in the nonprofit sector: An outcome of labor motivation or gendered jobs? *Nonprofit and Voluntary Sector Quarterly*, 2013, 42 (6), 1268-1287. doi:10.1177/0899764012455951
8. P. E. Stephan & A. El-Ganainy, The entrepreneurial puzzle: Explaining the gender gap. *Journal of Technology Transfer*, 2007, 32 (5), 475-487. <https://doi.org/10.1007/s10961007-9033-3>
9. U. Busolt & K. Kugele, The gender innovation and research productivity gap in Europe. *International Journal of Innovation and Sustainable Development*, 2009, 4 (2-3), 109122. <https://doi.org/10.1504/IJISD.2009.028066>
10. R. Brauneis & D. Olliar, An empirical study of the race, ethnicity, gender, and age of copyright registrants. *George Washington Law Review*, 2018, 86 (1), 46-98.
11. I. De Melo-Martín, Patenting and the Gender Gap: Should Women Be Encouraged to Patent More? *Science and Engineering Ethics*, 2019, 19 (2), 491-504. <https://doi.org/10.1007/s11948-011-9344-5>
12. R. Frietsch, I. Haller, M. Funken-Vrohling & H. Grupp, Gender-specific patterns in patenting and publishing. *Research Policy*, 2009, 38 (4), 590-599.
13. J. Hunt, J. P. Garant, H. Herman & Munroe, D. J. Why are women underrepresented amongst patentees? *Research Policy*, 2013, 42 (4), 831-843. <https://doi.org/10.1016/j.respol.2012.11.004>
14. K. B. Whittington & L. Smith-Doerr, Women inventors in context: Disparities in patenting across academia and industry, *Gender and Society*, 2008, 22 (2), 194-218. <https://doi.org/10.1177/0891243207313928>

Instruction methods:

Primary interest is in active involving students in their own knowledge acquisition and in stimulating their critical thinking for better understanding the implementation of gender perspective in every legal branch, including gender economics. Learning approach will be insofar based on collaborative, inquiry-based, student-centred approach to teaching.

Number of classes of active lectures:	Theoretical classes: 30	Practical classes: 15	
Evaluation of knowledge (maximum number of points: 100)			
Pre-exam obligations	Points	Final exam	Points
Activities during lectures and practical work	40	Written or oral exam	40
Seminar paper	20		