

Department of Economics
ECON 2217 (GWST 2217): Women and the Economy
Winter 2026 Course Syllabus

Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Mondays and Wednesdays 11:35-12:55, Studley MCCAIN ARTS&SS 2132

Instructor: Prof. Mevlude Akbulut-Yuksel, Dalhousie University, Department of Economics

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Lectures: Mondays and Wednesdays 11:35-12:55, Studley MCCAIN ARTS&SS 2132

Office hours: Wednesdays 13:00-14:00. Meetings at other times should be arranged in advance via e-mail and will take place in Zoom or in-person.

Course Description: This course is a second year reading course on the economics of gender. We will seek answers to questions such as: Why are men paid more than women? Why do men and women work in different occupations? What explains the rise in labour force participation of women in the post-World War II era? Why are there now more women than men enrolled in colleges and still women are underrepresented in the top management positions? Do families make decisions as one economic unit or do different members bargain with one another? Are there physiological differences between men and women which explain differences in behaviour? What are the implications of family-friendly public policies? We will apply economic models of comparative advantage and specialization, labour supply and labour demand, consumer choice, human capital, and discrimination to explore the answers to these questions. While economic theory will frame our discussion, the course will examine historical trends and empirical studies that attempt to answer these questions with data.

Course Prerequisites: Economics 1101, 1102

Course Objectives/Learning Outcomes:

- Students will attain, through lectures, weekly readings and quizzes and assignment, the knowledge of the foundation of economics of gender.
- Students will be able to critically assess and analyze the scholarly articles through weekly readings.
- Students will relate the academic articles taught in the class to the experiences of generations of women in their families through interviewing them and writing a paper critically analyzing these interviews in relation to the class material.

Course Materials: Our course will not use a textbook, but the following books may be of interest to you:

- Blau, Francine D., Ferber Marianne A. and Winkler Anne E. 2019. *The Economics of Women, Men, and Work, (8th Edition)*, Oxford University Press. [BFW]
- Goldin, Claudia. 2021. *Career and Family: Women's Century-Long Journey toward Equity*, New Jersey: Princeton University Press.

Course Assessment:

1. Midterm: 30% (Wednesday, March 4, 2026, in-person during the class time (11:35-12:55))
2. Final: 35% (during Final Week, date to be announced)
3. Quizzes: 20% (4 Quizzes, each worth 5%, January 26 (Quiz #1), February 9 (Quiz #2), March 18 (Quiz #3), April 1 (Quiz #4) during the class time, duration of the quizzes will be 25 minutes)
4. Assignment: 15% (April 6, 2026, 23:59 AST)

Exams: Exams will draw heavily from lectures and exercise questions. The final exam will be comprehensive. **Students who are unable to write the final exam must notify me by email before the exam begins. Depending on the circumstances, an alternative date may be arranged.**

NECESSARY ATTENDANCE DATES FOR THE EXAMS:

- **Mid-term:** Wednesday, March 4, 2026, between 11:35 and 12:55 in Studley MCCAIN ARTS&SS 2132
- **Final Exam:** The date, time and place of the final exam will be determined by the Registrar's Office.

Quizzes: Almost every other week, you will be delivered an in-class quiz on readings covered in the previous classes. Quizzes are aimed to increase the class attendance as well as participation in classroom discussions. There will be 4 quizzes in total. Each quiz will worth 5% of your final grade. Quizzes will be around 20-25 minutes long. ***No make-ups will be given if you miss a quiz.***

Assignment: During this course, there will be one assignment which will worth 15% of your final grade. **Late assignments will be marked down by 20 percent per day.** Any exception requires a legitimate reason listed in the Dalhousie University Calendar under section 16.8 of “Academic Regulations.” Each assignment should be submitted individually, and no student collaboration is allowed. You are expected to submit your assignment through Turnitin in the Brightspace.

Assignment Due Date: Monday, April 6, 2026, 23:59 AST (submission via Brightspace)

Conversion of numerical grades to final letter grades follows the [Dalhousie Grade Scale](#)

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-54)
A (85-89)	B (73-76)	C (60-64)	F (0-49)
A- (80-84)	B- (70-72)	C- (55-59)	

Email Policy: I will do my best to respond to e-mail within 24 hours on a weekday, 48 hours on a weekend. Students are encouraged to join weekly online or in-person office hours for face-to-face discussions and live engagement. Students are also highly encouraged to explore the Brightspace posting board and to answer questions posed on it.

General Readings: There is no Canadian textbook for Women and the Economy class, so we will use series of required readings from journals, StatCan reports and newspaper articles. Most of the readings are available on-line and will be provided in Brightspace. Many of the readings that are printed in Economics journals such as the *American Economic Review*, *Quarterly Journal of Economics* and *Journal of Economic Perspectives*, which are available through **JSTOR** (journal archive), and the Killam Library. You can also google the journal articles from the Dal system to access them. These journal articles will be also posted in Brightspace.

COURSE OUTLINE:

I. Introduction/Overview of Women's Progress over the 20th and 21st Centuries

What are the issues in economics of gender?

Review of economic concepts, supply, demand, labour supply and labour demand

Goldin, Claudia. 2006. "The Quiet Revolution That Transformed Women's Employment, Education, and Family," *American Economic Review*, 96 (2): 1-21.

Women in Canada: A Gender-based Statistical Report 2018.

Bertrand Marianne. 2020. "Gender in 21st Century." AEA Richard T. Ely Lecture

[BFW] Chapters 1 and 2.

II. Economics of Marriage, Family and Gender Roles

Specialization and exchange: comparative advantage

Marriage, family structure and children's outcomes

Household bargaining models

Family planning technologies

"Study Finds More Reason to get and Stay Married" NYT article published Jan 2015.

Kearney, Melissa. 2023. *The Two-Parent Privilege: How Americans Stopped Getting Married and Started Falling Behind*. University of Chicago Press.

Goldin, Claudia and Lawrence F. Katz. 2002. "The Power of the Pill: Oral Contraceptives and Women's Career and Marriage Decisions." *Journal of Political Economy*, 110 (4): 730-770.

Myers, Caitlin Knowles. 2017. "The Power of Abortion Policy: Re-examining the Effects of Young Women's Access to Reproductive Control." *Journal of Political Economy*, 125 (6): 2178-2224.

III. Labour Supply Decision, Public Policy and Working Women

Time use data: hours of market work, housework, and leisure

Working mothers and children's outcomes/Women's wellbeing

Public policy and short-term and long-term impacts

[BFW] Chapter 6.

Benjamin, Dwayne, Morley Gunderson, Thomas Lemieux, Craig Riddell, Tammy Schirle. 2021. *Market Economics. 9th Edition*. Chapter 2 "Labour Supply: Individual Attachment to the Labour Market." (Available in Economics office or Killam library reserve).

Kleven, Henrik, Camille Landais, Gabriel Leite-Mariante. 2025. "The Child Penalty Atlas." *Review of Economic Studies*, 92(5): 3174-3207.

Sencer Karademir, Jean-William Laliberté and Stefan Staubli. *Forthcoming*. "The Multigenerational Impact of Children and Childcare Policies," *Journal of Labor Economics*.

Albanesi, Stefania, Olivetti, Claudia, and Barbara Petrongolo. 2023. Families, markets and policy. *Handbook of the Economics of the Family*, (S. Lundberg and A. Voena editors), 1(5): 255-317.

Yaya Diallo, Fabian Lange, Laetitia Renée. 2024. "Can Paternity Leave Reduce the Gender Earnings Gap?", IZA DP No. 17624.

Baker, Michael, Jonathan Gruber and Kevin Milligan. 2008. "Universal Childcare, Maternal Labor Supply and Family Well-Being." *Journal of Political Economy*, 116(4): 709-745.

Baker, Michael, Jonathan Gruber, and Kevin Milligan. 2019. "The Long-Run Impacts of a Universal Childcare Program." *American Economic Journal: Economic Policy*, 11 (3): 1-26.

IV. Gender Differences in Occupations and Earnings and Potential Explanations

Trends in the Gender Earnings Gap and Occupational Segregation⁵

Human Capital Model

On-the-Job-Training

Labour Market Discrimination

Alternative Explanations and Recent Developments

[BFW] Chapters 7-12.

Benjamin, Dwayne, Morley Gunderson, Thomas Lemieux, Craig Riddell, Tammy Schirle. 2021. *Labour Market Economics. 9th Edition*. Chapter 12 “Economics of Discrimination.” (Available in Economics office or Killam library reserve).

Bonikowska, Aneta, Marie Drolet, and Nicole Fortin. 2019. “Earnings Inequality and the Gender Pay Gap in Canada: The Role of Women’s Under-representation among Top Earners.” *Economic Insights*, Statistics Canada.

Bertrand, Marianne, Sandra Black, Sissel Jensen and Adriana Lleras-Muney. 2019. “Breaking the Glass Ceiling? The Effect of Board Quotas on Female Labour Market Outcomes in Norway.” *Review of Economic Studies*, 86(1): 191-239.

Roussille, Nina. 2024. “The Role of the Ask Gap in Gender Pay Inequality.” *Quarterly Journal of Economics*, 139(3): 1557-1610.

Flinn, Christopher, Petra E. Todd, and Weilong Zhang. 2025. “Labor Market Returns to Personality: A Job Search Approach to Understanding Gender Gaps.” *Journal of Political Economy*, 133(4): 1169-1234.

Buser, T., M. Niederle, and H. Oosterbeek. 2014. “Gender, Competitiveness, and Career Choices.” *Quarterly Journal of Economics*, 129(3): 1409-1447.

Goldin, Claudia. 2014. “A Grand Gender Convergence: It’s Last Chapter.” AEA Presidential Address

University Policies and Statements

Recognition of Mi’kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at: https://www.dal.ca/campus_life/communities/indigenous.html

Internationalization

At Dalhousie, ‘thinking and acting globally’ enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.” Additional internationalization information can be found at: <https://www.dal.ca/about-dal/internationalization.html>

Academic Integrity

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: <http://www.dal.ca/cultureofrespect.html>

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at:

<https://www.dal.ca/about/leadership-governance/academic-integrity/faculty-resources/ouriginal-plagiarism-detection.html>

Student Use of Course Materials

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.