

Field course: Gender Economics Fall 2026

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Motivation & disclaimer

- ▶ The next few slides offer one of the (many) motivations to study gender economics.
- ▶ Disclaimer (maybe redundant): this is a class for EVERYONE, both women and men are invited to attend.

Motivation

[Equality in the labor market] Pain Points

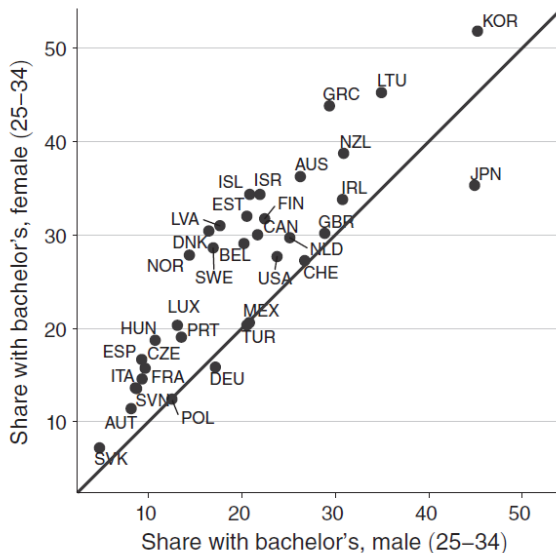
Despite positive backdrop, important hurdles remain on the path toward gender equality in the labor market. Two pain points:

1. Educational choices
 - ▶ less enrollment into STEM degrees
2. Motherhood penalty
 - ▶ changes to their labor supply decisions that translate into large and persistent losses in labor market earnings

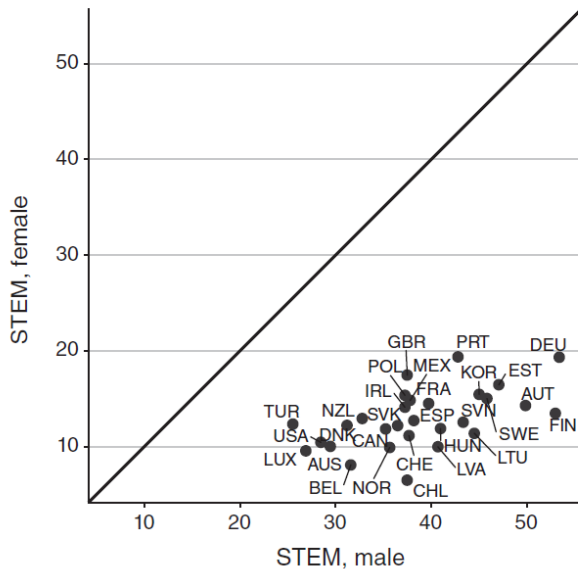
Example: education

- ▶ Increase in the overall female education (next slide).
- ▶ However, women enroll less in math intensive degree, which happen to be the ones with higher returns in the labour market (in two slides).

Share of graduates



Share of STEM graduates



[Equality in the labor market] Why happening?

- ▶ Pain points directly relate choices.
- ▶ Why are women making such different choices?

[How stereotypes operate] Social psychology

- ▶ Stereotypes are not only descriptive but also prescriptive.
- ▶ Gender stereotypes are beliefs, shared by men and women, about what men and women should or ought to do (or how they should or ought to be).
- ▶ The prescriptive nature of gender stereotypes motivates men and women to adjust their self-view to what seems appropriate for their gender group.

This course

[In this course] topics

- ▶ Review the literature on causes and consequences of gender disparities.
- ▶ Discuss both correlational and causal statements.
- ▶ Address why it matters.
- ▶ When needed, borrow tools from other literature.
- ▶ The methodology will be discussed along with the literature.

[In this course] what to expect

3h per week for 12 weeks:

- ▶ **BLOCK 1:** 2h lecture + 1h group discussions
- ▶ **BLOCK 2:** students' presentations
- ▶ **BLOCK 3:** discussion of students' research proposals

Evaluation

- ▶ 20 points in-class participation.
- ▶ 30 points individual/group* presentations of a research paper.
- ▶ 40 individual/group* research proposal.
- ▶ 20 individual/group* in-class assignments.

Individual and/or group size will be determined based on the final class size.
Some minor changes might apply. Check the syllabus again before enrolling.

See you in class!

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