

Module name	Gender (in)equalities: an economic perspective
Studies cycle	Bachelor
Semester	Summer semester 2016/2017
ECTS	3 ECTS
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher): 15 hours</p> <p>Total number of hours with an academic teacher: 15 hours</p> <p>Number of ECTS points with an academic teacher: 0,5 ECTS</p> <p>Non-contact hours (students' own work): 60 hours</p> <p>Total number of non-contact hours: 60 hours</p> <p>Number of ECTS points for non-contact hours: 2,5 ECTS</p> <p>Total number of ECTS points for the module: 3 ECTS</p>
Website	Course materials and additional information available under: http://www.umcs.pl/pl/adres-book-employee,3550,pl.html .
Language of instruction	English
Short description	<p>The module covers some aspects of gender economics, an interdisciplinary field of study combining findings of sociology, psychology and economics.</p> <p>The main goals of the following course are to:</p> <ul style="list-style-type: none"> • make students familiar with key terms, research areas and findings of gender economics as an interdisciplinary field of study, • make students aware of the enormous role of gender stereotypes in the economic debate of today, • encourage students to approach gender-related economic problems in a reflexive way.
Full description	<p>The seminar covers the following issues:</p> <ol style="list-style-type: none"> 1. What do we think we know about men and women? An insight into gender stereotypes and their mechanism (generalisation, distortion of observations etc.). 2. Gender division of labour: who does what in the household? The notions of women and men being natively equal/unequal – and their consequences for acknowledging women's unpaid household work. 3. How can we measure gender (un)equalities? Gender Inequality Index by the UN Organisation etc. 4. Forms of gender discrimination related with the workplace (including wage discrimination and occupational segregation) 5. The flexicurity labour market model against gender inequalities.
Reading list	<ol style="list-style-type: none"> 1. Croson R., Gneezy U., <i>Gender Differences in Preferences</i>, in: „Journal of Economic Literature“, 47:2, 2009, p. 1-27. 2. DAC Network on Gender Equality, <i>Women's Economic Empowerment</i>, Issues paper, April 2011. 3. McKinsey&Company, <i>Women Matter. Gender diversity, a corporate performance driver</i>, Online. 4. Nelson J. A., <i>Feminism and Economics</i>, in: „Journal of Economic Perspectives“, vol. 9 n. 2, 1995, p. 131-148. 5. Sustainable Development Solutions Network, <i>Women's role in economic development: Overcoming the constraints</i>, 20th May 2013. 6. United Nations Economic Commission for Europe, <i>Measuring Gender Equality in the Economy. Research Report 2009</i>.

Educational outcomes	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> 1. Students know the mechanism behind social stereotypes. 2. Students know various attitudes of economists towards the inequalities in gender division of labour. 3. Students know different methods of capturing gender inequalities on a global level. 4. Students know the most important forms of gender discrimination related with the position of women in the workplace. 5. Students know basic elements of the flexicurity concept (social security, flexibility in hiring, and active employment policy) with focus on its role in empowering women to play an active role in the labour market. <p>SKILLS</p> <ol style="list-style-type: none"> 1. Students can critically reflect popular gender stereotypes as well as their own ones, expressed in group discussions. 2. Students can differentiate between various methods of measuring gender (in)equalities and point at some of their elements (access to education, fertility rate, work-life-balance satisfaction etc.) 3. Students can differentiate between various forms of gender discrimination related with the position of women in the workplace. 4. Students can explain why the introduction of a flexicurity-based labour market model can be beneficial for women's work-life-balance. <p>ATTITUDES</p> <ol style="list-style-type: none"> 1. Students are aware of the plentitude of factors influencing the view of gender disparities (actual biological differences, culture and traditions, institutions etc.) 2. Students can appreciate that economics engages itself in asking gender-related questions.
Assessment methods and criteria	<p>Written exam at the end of the semester. The assessment scale runs as follows:</p> <p>90-100% of all points: very good (5) 80-89%: good+ (4,5) 70-80%: good (4) 60-69%: fair+ (3,5) 51-59%: fair (3)</p>
Teaching methods	<p>Short introductory lectures Group and pair discussions</p>
Educational outcomes verification methods	<p>Written exam at the end of the semester (test with single-choice and open-cloze exercises). Group activities during classes (extra points)</p>
Prerequisites	None.
Comments	
Type of classes	Class
Academic teacher	XXXXXXXXXX
Number of hours	15
Reading list	
Educational outcomes	<p>KNOWLEDGE</p> <p>SKILLS</p>

	ATTITUDES
Assessment methods	
A list of topics	
Teaching methods	
Type of classes	
Academic teacher	XXXXXXX
Number of hours	
Reading list	
Educational outcomes	KNOWLEDGE SKILLS ATTITUDES
Assessment methods	
A list of topics	
Teaching methods	
Type of classes	
Academic teacher	
Number of hours	
Reading list	
Educational outcomes	
Assessment methods	

A list of topics	
Teaching methods	