

Women and Employment Policy

Public Policy 730
Social Work 818-002
Political Science 730
Women's Studies 698
Fall 2014

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CONTENT: This course is in 3 parts. In the first section 1, Topics 1-4, we review and outline the major arguments and evidence about women's work in the feminist theory, economics, sociological, psychology, and policy literatures.

Section II, Topics 5-10, examines qualitative and quantitative evidence on the employment, family situations and work-family balance of working women. We identify the key work issues facing women and we examine policies, both current and proposed, that address these issues. Topics 5-8 focus on work issues of low-wage and moderate-wage working women. Topics 9 and 10 focus on women professionals.

In Section 3, Topics 11-13, students will give group in-class presentations on the following policy topics such as: paid sick leave and paid family leave, universal pre-K/daycare, the minimum wage. We may schedule an additional presentation on family policies.

CLASS POLICIES:

No laptops permitted in class.

Grading:	<u>Masters and 1st year PhDs</u>	<u>Advanced PhDs</u>
Short papers and In-Class presentation of short paper	70 percent	50 percent
Class Participation	10 percent	10 percent
Group Presentation	20 percent	40 percent

Accommodations for Students with Disabilities:

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Requirements: All students are required to write 8 short papers (Topics 1-13) and to present one short paper to the class. In the last three weeks of class students or participate in a group in-class policy presentation. Advanced PhD students have the option of writing a research proposal. Each requirement is discussed below.

Short Paper Requirement (All Students) (Topics 2-10, Sep. 11 to Dec. 4):

Students are required to complete eight out of 12 possible 2 to 4 page short papers for each class session between Sept. 11 and Dec. 4. At least six of the short papers should be on topics 2 to 10, and at least one short paper must be on topics 11-13. Short papers should demonstrate that you have read and engaged with the reading on the topic areas. **Short papers should not summarize the readings.** What should short papers do?

1. Papers could evaluate the quality of the arguments and evidence in a reading.
2. Papers could link the readings to arguments and evidence covered in class readings, lectures, and discussions.
3. Papers could lay out how the reading could/should be used to inform policy.

Short papers should make an argument, be clear and organized, and have no misspellings, typographical errors, or grammatical errors.

All students must write one of their short papers on Topic 6 (Oct. 9) and one short paper on Topic 9 (Oct. 30)

Papers are due on the day readings are assigned. No late papers will be accepted. Papers need not cover all assigned readings. If you wish to do two separate papers on a Topic's readings, this is allowed. The second paper can be turned in one week later than the first paper.

FAQ on Short Papers

1. What materials should I cover?
You should bring in relevant evidence or arguments from required class readings, handouts, and class discussion. You can also include materials from recommended readings, from readings not listed on the syllabus, and from other classes. You should include citations for readings not on the class syllabus and for materials from other classes (ie, name of course).
2. How does one evaluate an author/s evidence and reasoning?
Are there logical flaws in the argument? Does the author present only one side of the story? Are there equally plausible explanations that account for the evidence? Does the author ignore evidence inconsistent with the argument? Does the author misinterpret the evidence? How good is the evidence? Is it representative or unrepresentative of the population for whom claims are being made?

In-Class Short Paper Presentation Requirement (All Students):

Each student must give an in-class presentation of one of their short papers. In each of the first ten class meetings, 1, 2, or 3 students will be chosen to present/read their paper for the next week's class. These students will distribute copies of their paper to the class. Presentations should last only 5-10 minutes. Other students should be prepared to amplify and comment on these presentations.

Group In-Class Presentation (Masters and First-Year PhDs)

Students give a joint class presentation on a policy issue and lead a discussion on that presentation once during the last three or four weeks of the class. Students will be assigned to groups on October 2. Each group will cover the arguments and evidence for and against a policy topic. I have assigned readings on three policy topics: paid family leave/paid sick days,

universal daycare/pre-K, and the minimum wage. If a group of students would prefer to work on a different policy topic that is fine. A partial list of possible topics might be family tax policies, women and leadership, special harassment, affirmative action, women and contract work, unions, women and negotiation, training/education subsidies for welfare mothers, domestic violence and work. The format for presentations is flexible. You could choose a briefing format, debate format, role playing interactive format, TV-show, etc. There are 2 requirements. There must be 45-60 minutes put aside for questions/discussions from the class. **As part of the presentation students prepare a jointly written 1-2 page outline of the major issues and arguments and a list of questions for the class.** This should be handed in at the start of class.

All students are expected to attend their classmates' presentations (Nov. 13, Nov. 27, and Dec. 4). This is a prerequisite for the class. If you are absent during any presentation without prior approval from Professor Corcoran, your grade will automatically drop one-third of a letter grade.

RESEARCH PROPOSAL REQUIREMENTS (Advanced PhDs)

Students must write a proposal which reviews the literature and proposes a research study on a topic related to women and work. Students considering writing their third-year papers, prelim papers, or thesis in this area should use this proposal to explore a possible topic. Your goal is to design a proposal for a publishable paper. Forty percent of your grade will be based on this proposal. The schedule for this proposal is as follows:

TOMORROW: Start thinking about possible topics. This can be the hardest part of your proposal. Make a list of 2 or 3 possibilities, discuss them with relevant faculty, make an appointment to see Professor Corcoran if that would help, and do some background reading on each topic so you have some idea of what has been done. Don't settle on a topic until you have done some reading, have a question that research could help answer, and have some idea about how (what evidence) you might go about answering it.

October 2: Email Professor Corcoran a brief description of your proposed topic and research question. Hand in a hard copy version in class.

October 6-8: Make an appointment with Professor Corcoran to discuss the topic.

November 6: Submit a revised research question, and a 5-15 page literature review of research relevant to your question. This review should include a brief discussion of how answering your question will add to what is already known and a brief outline of kinds of evidence you will use to answer the question. Hand in a hard copy in class and email me an electronic copy.

December 4: Submit a 10-20 page proposal that includes: (1) a brief statement of problem, (2) a literature review showing how you will add to past research, (3) a research plan. For example, if results of past studies disagree, you should suggest possible reasons for these discrepant results and show how your analysis might resolve this controversy

Discussion Requirements:

Students are expected *to arrive on time, have read the assigned readings prior to class, and to attend class regularly*. Listening to others' arguments carefully is as important as making arguments in class discussion. Students who are uncomfortable with speaking up in class but who attend class regularly and do their in-class presentations will receive full credit for class participation. *If students do not attend class regularly or are consistently late to class, their grades will automatically drop one-third of a letter grade.*

Readings:

All required readings are marked with an “*”. All other readings are recommended. Two books are required for the course.

- A. Hochschild. 2003. The Second Shift
- Mary Blair-Loy. 2003. Competing Devotions

1. Trends (Sept. 4)

A. Employment Rates, Pay, and Occupations of Women in the U.S. (lecture)

Women's employment rates rose steadily 1980 to 2000 and have since levelled off. Women's median wages rose 1980 to 2004 and have plateaued since then. Sex-based occupational segregation dropped 1980 to 2000 primarily due to educated women moving into traditionally “male” professional and management fields.

At the same time women's economic fortunes were improving, men's wages and employment were stagnating or declining. As a result, male/female gaps in wages and employment dropped sharply until the early 2000's. Since the early 2000's, male/female gaps in employment, earnings and occupations stopped declining and are still high today.

Despite women's progress, few have broken through the glass ceiling. In 2011, women held 51.5 percent of management, professional and related positions, but only 14.5% of Fortune 500 executive officers were women and only 19 percent of partners in law firms were women.

White House Council on Women and Girls, 2011. "Women in America: Indicators of Social and Economic Well-Being." U.S. Dept. of Commerce.

http://www.whitehouse.gov/sites/default/files/rss_viewer/Women_in_America.pdf

B. Trends in Women's Employment, Earnings, and Employment Stability by Education (lecture)

Education matters more for women's labor market success chances now than in the past. Since 1980, gaps in women's employment and wages by education widened. The college wage premium has increased.

C. The Decoupling of Marriage and Fertility (lecture)

Marriage and child-bearing are increasingly decoupled for women without a four-year college degree. As a result, many women without a college degree will spend some time as a single working parent. In dual career families, wives' contributions to family income have increased. In 1970, only four percent of wives earned more than their husbands; in 2009 twenty-nine percent of wives earned more than their husbands.

Pew Research. 2010. "Women, Men and The New Economics of Marriage."
<http://www.pewsocialtrends.org/2010/01/19/women-men-and-the-new-economics-of-marriage/>

2. Social – Psychological Perspectives (Sept. 11)

One student should present their paper on Heilman et al's review of the research on stereotypes. One student should present on Correll et al's arguments and evidence on the motherhood penalty.

All Students: Try to think of an example (or counter-example) from your personal experience or that of acquaintances of one of the processes Heilman et al. list under descriptive stereotypes and of one of the processes they list under prescriptive stereotypes. Write a paragraph analyzing each of these examples and turn it in. Do you buy Heilman et al's reasoning about how stereotypes inhibit women's chances of success in "male" jobs? I will ask you to describe these examples (counter-examples) in class.

A. Stereotypes

Heilman et al review a decade of social psychology experiments on gender stereotypes. They argue that unconscious descriptive and prescriptive gender stereotypes distort how employers process information about and evaluate men and women with identical credentials and identical performances. Do you buy their reasoning? Why or why not?

* M.E. Heilman and E.J. Parkes-Stamm. 2008. "Gender Stereotypes in the Workplace: Obstacles to Women's Career Progress.", pp. 47-77. In S. Correll (ed) Advances in Group Processes: The Social Psychology of Gender. (CTools).

B. The Motherhood Penalty Model

Some argue that mothers earn less than single women or men with similar training and work records because mothers are viewed either consciously or unconsciously as less competent.

* S.J. Correll, S. Bernard, and I Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" in D. Grusky (ed.) Social Stratification, p. 759-770 (CTools)

* Eduardo Porter. 2012. "Motherhood Still a Cause of Pay Inequality." The New York Times. June 12, 2012.
http://www.nytimes.com/2012/06/13/business/economy/motherhood-still-a-cause-of-pay-inequality.html?_r=0

3. Economic Perspectives (Sept. 18)

One student should present on Goldin's (2006) argument and evidence, and one student should present on Stevenson's (2008) arguments and evidence.

A. The Quiet Revolution: An Economic History

Claudia Goldin uses the economic terms "income elasticity" and "substitution elasticity" when analyzing women's labor supply. What does she mean by this?

When the *income elasticity* of female labor supply is high, this means that women's work choices are very responsive to family income, the higher the family income, the less likely a woman is to work. When the *substitution elasticity* is low, this means that women are unlikely to substitute market work for nonmarket (i.e. family) work. When income elasticity is high and substitution elasticity is low, increases in jobs and increases in available wages are unlikely to lead to increases in women's employment. Women will only work when family incomes are very low.

Other key economic terms:

exogenous – external and independent
endogenous – internal and dependent
heterogeneity – variability/differences

* C. Goldin. 2006. "The Quiet Revolution that Transformed Women's Employment, Education, and Family." NBER Working Paper No. 11953.
<http://www.nber.org/papers/w11953>

B. Why Marry: Specialization and Efficiency Versus Companionate Marriage?

Becker's neoclassical model of the family assumes that the traditional division of labor in the family – woman as caretaker and man as breadwinner- is a strategy for maximizing

efficiency. Each spouse specializes in work in which he or she has a comparative advantage. This maximizes family well-being.

Stevenson (2008) asserts that Becker's model of separate spheres needs updating due to increased longevity, declining fertility, the emergence of labor-saving household technology, and changes in family law (See Stevenson and Wolfers 2008). What claims does Stevenson make about how these changes affect incentives to marry? Do you buy these claims? Explain why or why not.

G. Becker, 1981. A Treatise on the Family

* Betsey Stevenson. 2008. The Evolution of the American Family: An Interpretation. American Journal of Family Law 22(3). Fall 2008. (CTools)

Betsey Stevenson and Justin Wolfers. 2008. "Marriage and the Market" Cato Unbound. January 18, 2008. <http://www.cato-unbound.org/2008/01/18/betsey-stevenson-and-justin-wolfers/marriage-and-the-market/>

4. Why Do Women Earn Less Than Men? Human Capital, Preferences, Statistical Discrimination, and Structural Models (Class Lecture) (Sept. 25)

Papers should focus on assessing Mincer and Polachek's (1974) model of human capital or on Goldin and Rouse (2000).

Two students should present papers assessing the agreements advanced by Mincer and Polachak (1974) and Hoff – Summer (2010)

A. The Human Capital Model: Sex Differences in Family Responsibilities or Preferences Are the Cause of Sex-Based Wage Differences.

Women earn less than men do and women choose to work in different occupations than men do because women typically assume the bulk of family responsibilities. Many women, but few men, interrupt work, careers, or work part-time to care for children. Many women choose occupations that make it easier to combine family and work.

OR

Women earn less than men because of sex differences in work preferences. Women and men take different courses of study in school – English vs. Engineering – and men's training has a higher payoff in the labor market. Men are more likely than women to enter dirty, physically demanding or dangerous jobs and are rewarded accordingly – "compensating differentials". Women prefer "care" work and men prefer management work. Women care less about money than do men.

* J. Mincer and S. Polachek. 1974. "Family Investments in Human Capital: Earnings of Women." Journal of Political Economy. 82: S76-S108. (CTools)

* C. Hoff-Sommer. 2010. "Fair Pay Isn't Always Equal Pay." New York Times, Sept. 22, 2010. <http://www.nytimes.com/2010/09/22/opinion/22Sommers.html>

B. Statistical Discrimination

Employers have imperfect information about worker productivity, and use perceptions of gender-based differences in average productivity when hiring and evaluating workers.

C. Structural and Gender-Based Discrimination Models

Sex-based differences in labor market outcomes arise because employers treat men and women differently. These differences could be due to (1) overt discrimination and sex harassment by employers, co-workers, or clients, (2) entrenched within-firm institutional practices/culture, or (3) unconscious gendered assumptions of employers, co-workers and clients.

Correll et al. 2007 “Getting a Job.... (reread)

D. What is the Evidence on The Human Capital Model versus Gender Discrimination?

It is well documented that women earn less than men, on average, and that when sex differences in work history, work hours, occupation, and college major are controlled, sex-based earnings differences drop a lot, but often are still sizeable and significant. That is, men earn more than do women with comparable levels of education, work hours, work histories, and college majors working in the same occupations. This is called the “residual” wage gap. Unfortunately there is no consensus on the cause of the “residual” gap. Some attribute this “residual” wage gap to “unfair” differences in how men and women are treated in the labor market (discrimination). Others argue the residual wage gap is due to unmeasured differences in how men and women behave at work (human capital or preferences). A further complication is that some analysts argue the “residual” wage gap underestimates discrimination - that controlling for work history, occupation, and college major is overcontrolling. The reasoning here is that women are “steered” into these choices by teachers, employers, and families due to gender stereotypes about competency and employer discrimination.

* C. Goldin and C. Rouse. 2000. “Orchestrating Impartiality: The Impact of “Blind” Auditions on Female Musicians” in D. Grusky (ed). Social Stratification, pp 747 – 758. (CTools)

* S.J. Glynn. 2014 “Explaining the Gender Wage Gap.” Center for American Progress.

<http://cdn.americanprogress.org/wp-content/uploads/2014/05/WageGapBrief1.pdf>

5. Single, Low-Skilled Mothers and Work: Qualitative Evidence (Oct. 2)

One student will present Levine. One student will present Seefeldt. One will present Edin and Shaefer.

What claims do the authors make about the characteristics, e.g. work hours, schedules, work conditions, benefits, stability and power relations, of low-wage jobs? What claims do they make about the problems low-wage mothers contend with in maintaining employment, providing for

their children, and in balancing work and family? What evidence (anecdotes and quotes) do these authors offer in support of their claims? Is this evidence convincing? Why or why not?

* Judith Levine. 2013. Ain't No Trust, pp. 18-19, Chs. 3-4/ pp. 84-146, (CTOOLS)

* L. Shaefer and K. Edin. forthcoming, Living on 2 Dollars Per Day, Chapter 2 – Perils of Low-Wage Work. (CTOOLS)

* K. Seefeldt. 2008. Working After Welfare, Chapter 5, “What Working Mothers Want.” pp. 81-100. (CTOOLS)

6. Gender, Sleep and Working Mothers (Oct. 9)

Sarah Burgard, Associate Professor of Sociology will present, and answer questions on her recent paper: “The Needs of Others: Gender and Sleep Interruptions”. The allocation of men’s and women’s time to paid work, childcare and housework has been well studied. This is the first nationally representative assessment of allocation of time to caregiving during the third shift, i.e. the “night” shift.

Note: All students should write a short paper on “The Needs of Others: Gender and Sleep Interruptions”. You should address the following points: What is the main claim Burgard advances? Are her research and reasoning sufficient to support that claim? Why or why not? You should also list 3 questions that you would like Burgard to answer.

Burgard, Sarah A. 2011. The Needs of Others: Gender and Sleep Interruptions for Caregivers. Social Forces. 89(4).

<http://www.psc.isr.umich.edu/pubs/pdf/rr10-697.pdf>

7. Making Work Pay: The Earned Tax Credit (Oct. 16)

The EITC is probably the biggest cash transfer program serving low-income working parents. The EITC has been criticized because of potential marriage disincentives. Some argue that the EITC is a subsidy to low wage employers.

Students should write one of the four assigned chapters in It’s Not Like I’m Poor. Pick one claim the authors make. Do you buy that claim? Why or why not. Use examples and/or quotes from the chapter to support your argument.

Three students should present on It’s Not Like I Am Poor.

* H. Hoynes, D. Muller, D. Simon, “Income, the Earned Income Tax Credit, and Infant Health,” NBER Working Paper No. 18206.

<http://www.nber.org/papers/w18206.pdf>

* The Effects of the Earned Income Tax Credit on Infant Health,”

<http://www.nber.org/aginghealth/2012no3/w18206.html>

* S. Halpern-Meehin, K. Edin, L. Tach & J. Sykes. (In Press). *It's Not Like I'm Poor*. Chapters 1, 2, 4, and 6. Available on CTools.

Tax Policy Center. The Tax Policy Briefing Book: What is the Earned Income Tax Credit?

<http://www.taxpolicycenter.org/briefing-book/key-elements/family/eitc.cfm>

8. Making Work Pay: How Much do Food and Nutrition Programs Boost Low-Income Working Mothers' Resources (Oct. 23)

SNAP is the biggest in-kind transfer program serving low income families. Who is eligible for SNAP? What is the typical SNAP monthly benefit for a single mother with two children who earns \$20,000 per year? Is a dollar of SNAP benefits equivalent to an additional dollar of income? Are the EITC and SNAP benefits a good substitute for raising the minimum wage? Unlike the EITC, non-working mothers are eligible for SNAP. What is the monthly SNAP benefit for a mother with two children and no earned income? Does SNAP reduce food insecurity? Does SNAP reduce non-food material hardship? How does access to SNAP affect long-run health outcomes? Does SNAP affect rates of obesity? Is SNAP a work disincentive? Does SNAP help mothers smooth out consumption during periods of nonwork?

One student should assess the impacts of SNAP on child and parent material well-being and health outcomes. One student should describe the four major nutrition programs and assess the extent to which SNAP programs provide resources to low-income working families.

* Center on Budget and Policy Priorities. (2013) "Policy Basics: Introduction to SNAP," <http://www.cbpp.org/files/policy-basics-foodstamps.pdf>

* "Child Nutrition Fact Sheet: Women, Infants, Children (WIC)," FRAC <http://www.fns.usda.gov/sites/default/files/WIC-Fact-Sheet.pdf>

"Children Nutrition Fact Sheet: National School Lunch Program," FRAC <http://www.fns.usda.gov/sites/default/files/NSLPFactSheet.pdf>

"Child Nutrition Fact Sheet: School Breakfast Programs," FRAC <http://frac.org/wp-content/uploads/2009/09/cnsbp.pdf>

* H. Hoynes, 2013. "The Safety Net: An Investment in Kids," Spotlight on Poverty and Opportunity. <http://www.spotlightonpoverty.org/exclusivecommentary.aspx?id=9e02413a-a348-417d-9770-b627bbc9e181>

9. Work – Family Balance in Two Worker Families (Oct. 30)

NOTE: STUDENTS ARE ASSIGNED PRESENTATION DATES: Nov. 13, Nov. 27, and Dec. 4.
Everyone should write a review of either The Second Shift or Competing Devotions.

One student should summarize the main themes in The Second Shift and one student should present an overview of Competing Devotions

J. Waldfogel. 2007. "Meeting Children's Needs When Parents Work." Focus, Vol. 25 (1).

A. The Second Shift

What shapes how women and men negotiate the division of labor at home? What does Hochschild mean by family myths? What are the strategies men and women employ to deal with the allocation of family work? Do husbands and wives' attitudes about gender equality matter? If yes, how? If no, why not?

* A. Hochschild. 2003. The Second Shift, Penguin

OR

B. Competing Devotions

Career women on the fast track have multiple options dealing with family. Some do not have children. Others drop out or work part-time. Others continue careers full speed while raising children. What choices do the women in Competing Devotions make and how do they explain these choices? What roles do these husbands play in these choices? Is it "fair" that women, but not men see themselves as forced to choose between family and career? Do you think that young women today have more options than the women Blair-Loy interviewed?

* M. Blair-Loy Competing Devotions.

10. Can Women Have it All? (Nov. 6)

One student should review Slaughter (2012), Marche (2013), and Winerup (2013). One student should present on Goldin (2014).

A. Media Debates

Are Hochschild's and Blair-Loy's findings still relevant for women labor market entrants in 2014? Would women entering the labor market today describe their family and work choices in the same ways as did Hochschild's and Blair-Loy's respondents?

* A. Slaughter. 2012. "Why Women Still Can't Have it All?" *The Atlantic*. July/August 2012.

<http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Listen to Ted Talk by S. Sandberg. 2010. "Why we have too few women Leaders."
(www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders)

Lisa Belkin. 2010. "Calling Mr. Mom?" *New York Times*. Oct. 21, 2010.

<http://www.nytimes.com/2010/10/24/magazine/24fob-wwln-t.html?pagewanted=all>

* S. Marche. 2013. "Home Economics: The Link Between Work-Life Balance and Income Inequality." *The Atlantic*.

<http://www.theatlantic.com/magazine/archive/2013/07/the-masculine-mystique/309401/>

* M. Winerip. 2013. "He Hasn't Had It all Either." *New York Times*, March 17, 2013.

<http://www.nytimes.com/2013/03/18/booming/he-hasnt-had-it-all-either.html>

B. Greedy Careers: Have Women Who Work in Elite Professions Caught Up With Men?

Goldin argues that the last step in reaching sex-based earnings parity is reforming elite occupations. We examine evidence on how women are faring in two elite professions – law and business. In 1970, most business executives and lawyers were men. Over the next forty plus years, these fields. Have norms about the ideal worker become more flexible? Are women (and men) in these professions able to successfully combine family and work? Are men in these professions taking advantage of family-friendly policies?

* Claudia Goldin. 2014. "A Grand Gender Convergence: Its Last Chapter." *American Economic Review*. 2014. 104(4): 1091-1119

http://scholar.harvard.edu/files/goldin/files/goldin_aeapress_2014_1.pdf

Law: Women lawyers' earnings are similar to those of men lawyers in the first year after law school. Fifteen years later, women's mean earnings are 63-64 percent those of men and women are less likely than men to be partners in firms. Many women lawyers but virtually no men lawyers work part-time or take time out to care for family. These reductions in labor supply are associated with large drops in long-run earnings and in chances of making partner. Wage and partnership gaps are smaller, when we control current labor and past labor supply. Controlling job setting also reduces pay gaps. But there still remain unexplained male/female gaps in wages and partnership rates even with extensive controls.

M. Corcoran, P. Courant, and M. Noonan. 2013. "Cohort Changes in Male-Female Earnings and Partnership Differentials among Lawyers." (CTools)

Business: Women with MBA's start out earning roughly the same as men with MBA's. But 10 years or more later, women's earnings are roughly 60% those of men. Four factors "account for" 85% of this gap. Women are less likely than men to take finance courses in business school; women's GPA's are lower than those of men (3.3 vs. 3.4); women are more likely to have career interruptions than men; and women work fewer hours per week than men do. Interruptions of 6 months or longer are associated with large drops in earnings.

M. Bertrand, C. Goldin, and L. Katz. 2010. "Dynamics in the Gender Gap for Young Professionals in the Finance and Corporate Sectors." *American Economic Journal, Applied Economics*. 2010.2(3). <http://pubs.aeaweb.org/doi/pdfplus/10.1257/app.2.3.228>

11. Paid Family Leave/Paid Sick Days (Nov. 13)

Two major problems for low-income and middle-income working mothers, particularly single mothers, are paid work leaves for family reasons and paid sick days for dealing with family emergencies.

IWPR: 2014. "Fact Sheet: Paid Sick Days Access in the United States: Differences by Race/Ethnicity, Occupation, Earnings, and Work Schedule," March 2014.
<http://www.iwpr.org/publications/pubs/paid-sick-days-access-in-the-united-states-differences-by-race-ethnicity-occupation-earnings-and-work-schedule>

J. Levine. 2013. Ain't No Trust, reread Ch. 4

* C. Miller. 2014. "Can Family Leave Policies Be Too Generous? It Seems So" NYT, 08/09/2014.
<http://www.nytimes.com/2014/08/10/upshot/can-family-leave-policies-be-too-generous-it-seems-so.html>

* M. Ybarra. 2013. Implications of Paid Family Leave for Welfare Participants. Social Work Research. 37 (4)
<http://swr.oxfordjournals.org/content/37/4/375.short?rss=1>

* U.S. Dept of Labor. "Fact Sheet #28. The Family and Medical Leave Act."
<http://www.dol.gov/whd/regs/compliance/whdfs28.pdf>

U.S. Dept of Labor. "Fact Sheet #28 N: Employee Protections Under The Family and Medical Leave Act."
<http://www.dol.gov/whd/regs/compliance/whdfs28a.pdf>

K.J. Dell 'Antonia. 2013. "New Act Proposes National Paid Family Leave Policy." NYT, Dec 11, 2013.
<http://parenting.blogs.nytimes.com/2013/12/11/new-act-proposes-national-paid-family-leave-policy/>

Human Rights Campaign. Healthy Families Act.
<http://www.hrc.org/resources/entry/healthy-families-act>

U.S. Bureau of Labor Statistics. 2010. "Paid Sick Leave in the United States" Program Perspectives Vol(2), Issue(2). March 2010
<http://www.bls.gov/opub/btn/archive/program-perspectives-on-paid-sick-leave-pdf.pdf>

U.S. Department of Labor. "Leave Benefits Sick Leave."
www.dol.gov/topic/benefits-leave/sickleave.htm

Bryce Covert. 2014. "The Secret Benefits of Sick Days For All." Think Progress. March 13, 2014
<http://thinkprogress.org/economy/2014/03/13/3400731/paid-sick-days-benefits/>

S.J. Glynn. 2012. "Fact Sheet: Paid Sick Days." Center for American Progress.
<http://www.americanprogress.org/issues/labor/news/2012/08/16/12031/fact-sheet-paid-sick-days/>

S.J. Glynn and J. Farrell. 2014. "The Next Step for Family Leave: Making Paid Leave a Reality for Working Americans." Center for American Progress.
<http://www.americanprogress.org/issues/labor/news/2014/02/05/83529/infographic-the-next-step-for-family-leave/>

12. Daycare for Working Mothers and The Obama Universal Pre-K Proposal (Nov. 27)

Daycare poses issues for working parents of young children at all income levels. Issues include cost, hours of availability, reliability, quality/safety, how sick children are handled. All of these issues are even more relevant for mothers in low-wage jobs with irregular hours, night shift jobs, jobs with no paid sick days. President Obama has proposed a universal pre-K program for four year olds. The rationale focusses on benefits to children rather than benefits to working mothers. Obviously, working mothers have children under four years old who need daycare as well. But universal pre-K for four year olds could have broad appeal and would open the door to universal daycare for younger children. Another approach is increasing the Child and Dependent Care Tax Credit and making it fully refundable.

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13. The Minimum Wage (Nov. 27)

One way to improve the well-being of low-wage single mothers is to increase total earnings by raising the minimum wage. What are the pitfalls of this approach? Will it increase employment? Does raising the minimum wage address other issues that low wage single mothers face – i.e., job instability, irregular hours, poor working conditions, lack of benefits, power imbalances, and affordable childcare.

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14. Tax Reforms (Dec. 11) (optional)

The EITC, CTC, and Dependent Childcare Tax Credits are all designed to help low-income working parents. How might these programs be changed to better serve low-income working mothers? Given the instability in low wage jobs, does it make sense to restrict these credits to working parents? Why or why not?

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