

福利和性別不平等的政治經濟學（2024年秋季）

Political Economy of Welfare and Gender Inequality: 2024 Fall

課程資訊 Course Information

Professor: Hong, Ijin 洪伊真

Office: 407 (email: ijinh@ntu.edu.tw)

Classroom: Room 206 (Tentative)

Office Hour: By Appointment

Institute of National Development

課程概述 Course Description

How do governments support families in reconciling work and life choices? What choices do women take in terms of working life, reproduction, and political preferences? What are the consequences in terms of welfare institutions and gender inequality? This course aims to combine together the three strands of literature on political economy, welfare state studies, and gender issues to instruct students about the importance of a gender-based perspective in learning how different institutions, interest groups, and ideas contribute to gender equality. The course provides students with a series of topics discussed in PE, welfare, and gender literature. Students will become familiar with concepts such as bargaining power, discrimination practices in hiring, and motherhood penalty. The second part of the course focuses on specific examples from East Asia and Europe based on the three “I”s of PE studies: interest groups, institutions, and ideas, and how they improve chances for gender equality in different political economies. The third part of the course facilitates students’ direct involvement in specific cases by having them exercise their critical skills through discussions and presentations aimed at identifying policy solutions to problems of gender inequality.

課程目標 Course Objective

At the end of the course, students will be able to:

- Become familiar with concepts commonly used in comparative political economy studies
- Categorize the main types of welfare states according to the welfare regime literature and their implications for gender inequality
- Differentiate the structural aspects from the agent-based ones that determine gender inequality outcomes
- Trace political economy data relevant to gender inequality research from main official sources
- Build, with some guidance, a relevant research question for conducting applied social science research with relevant policy implications

課程要求 Course Requirement

Students are encouraged to read (or even just skim) the core reference reading list for each lecture

before coming to the class and actively participate in the class activities and discussions. We will use the computer room for the data retrieval class.

The mid-term exam will be conducted in person with an open-book formula. Students need to hand back both the question sheet and the test results to the instructor at the end of the class.

Students will also split in groups and are invited to prepare **presentations** based on PE concepts, GI outcomes and themes, in reference to specific cases taken from Taiwan, East Asia, and/or their own country as an example. We will organize ad hoc presentation slots for class-takers. Presentation materials should be uploaded on the NTU Cool system in the designated week module at least **24 hours** prior to the presentation day.

The **final term assignment** consists of a 2000-3000 word note essay (including references) where students write down individual recommendations for improving the gender imbalances in their own country of birth/residence based on PE concepts and theories learnt in class and in consideration of the feedback they receive during their presentations. Essays are due one week after the end of the semester and should be sent individually via email to the instructor at ijinh@ntu.edu.tw.

When preparing presentations and note essays, I recommend students to pay attention in crafting a well-thought and theory-driven research question: this will facilitate them greatly in elaborating ideas. Assignments will be graded depending on their grasp of the subject matter; their insightful critical evaluation of the materials covered in class; their creativity and/or logical thinking; their ability to synthesize and integrate ideas; their ability to apply theories to real-world problems; and the way in which references and sources are appropriately added. English proficiency levels will not be taken into an account as a criterion for evaluation.

成績評量方式與標準 **Grading**

- Attendance and participation 20%
- Midterm exam 30%
- Presentations (group assignment): 30%
- Final term assignment (individual assignment): 20%

-週次內容與指定閱讀 **Week Contents & Required readings**

Please see the list of additional readings per week, as reported below.

Week 1 09/02

Introduction

This week is an orientation to the course and its requirements. Whilst English proficiency is an asset, the course is open to all those who are interested in PEWGI issues.

- Greve et al. (2024) (Ch.1)

Week 2 09/09

PE as rational decision-making

This week we introduce some basic PE concepts that help understanding people's choices with the assumption that they make rational decisions to maximise their utility. We introduce important concepts such as bargaining power and employment rents.

- CORE (2019). Ch.2-5

Week 3 09/16

A PE approach to GI

During this week we reason about how a basic PE approach can help us make sense of why patriarchal systems are still so ingrained in societies. Existing welfare states can further reinforce these expectations.

- Iversen et al. (2010) (Ch.1-2)
- Ciccia, R., & Sainsbury, D. (2018). Gendering welfare state analysis: tensions between care and paid work. *European Journal of Politics and Gender*, 1(1-2), 93-109.

Week 4 09/23

The gender division of labour

This week focuses on how the traditional expectation of gender division of labour is changing with more women participating in the labour market. However, many inequalities in labour market participation remain, such as the motherhood penalty, and segregated labour markets.

- Iversen et al. (2010) (Ch.3)
- Pettit & Hook (2009) (Ch. 2, 5, 6)

Week 5 09/30

The service transition and investing in skills

This week we will consider how firms might influence **gender segregation** and encourage discriminatory practices in hiring and contractual arrangements from the perspective of skill-building.

- Estevez-Abe, M., Iversen, T., & Soskice, D. (2001). Social protection and the formation of skills: A reinterpretation of the welfare state. *Varieties of capitalism: The institutional*

foundations of comparative advantage, 145, 145-183.

- Nemoto, K. (2013). Long working hours and the corporate gender divide in Japan. *Gender, Work & Organization*, 20(5), 512-527.

Week 6 10/07

Fertility

This week is dedicated to discussing the complex topic of fertility. We reason on why family policies have limited effects in countering falling fertility rates in many industrialised economies.

- Iversen et al. (2010) (Ch.4)
- Gauthier, A. H. (2007). The impact of family policies on fertility in industrialized countries: a review of the literature. *Population research and policy review*, 26, 323-346.

Week 7 10/14

Gender and political preference

This week takes into account the problem of women's political representation and how political parties capture ongoing changes in female political preferences.

- Iversen et al. (2010) (Ch.5-6)
- Greve et al. (2024) (Ch.5)

Week 8 10/21

Mid-term exam

The mid-term exam will take place in an open-book format.

Week 9 10/28

Types of data and how to interpret them

This week will be a way for students to digest concepts hitherto learnt and to retrieve comparative data that is relevant to the concepts discussed in class. To this end, we will use the computer room.

Week 10 11/04

Interest groups

From this week, we will use case studies from East Asia and Europe to make sense of the three "I"s of the PE approach in welfare studies. In this week, we focus on the role of interest groups in addressing gender inequalities in their respective societies.

- Greve et al. (2024). (Ch.6, 14)
- Ronchi, S., & Vesan, P. (2022). Reforming Without Investing: Explaining Non-Social Investment Strategies in Italy. In J. Garritzman et al. (eds.). *The World Politics of Social Investment. 2: The Politics of Varying Social Investment Strategies* (pp. 108-134). Oxford University Press.

Week 11 11/11

Institutions

We will consider the role of institutions as a second important PE frame to analyse existing gender inequalities. Important institutions to consider are welfare institutions, labour market systems, and

political systems.

- Fraser, N. (1994). After the family wage: Gender equity and the welfare state. *Political theory*, 22(4), 591-618.
- Greve et al. (2024) (Ch.2, 3, 17, 22)
- Rubery, J., & Piasna, A. (2016). Labour market segmentation and the EU reform agenda: developing alternatives to the mainstream. *ETUI Research Paper-Working paper*.
- Rummery, K. (2021). Gender equality and the governance of long-term care policy: new comparative models and paradigms. *Journal of International and Comparative Social Policy*, 37(1), 16-33.

Week 12 11/18

Ideas

In this week, we cover the final “I” in PE studies, “ideas” and how they shape existing social policies and gender inequalities in current societies.

- Greve et al. (2024) (Ch. 4)
- Pfau-Effinger, B. (1993). Modernisation, culture and part-time employment: the example of Finland and West Germany. *Work, Employment and Society*, 7(3), 383-410.

Week 13 11/25

Discussion - What to do to improve gender equality

This week will include discussions seeking for possible solutions for the governments, markets, firms to act in a more gender-equal way. Students are welcome to share their presentation ideas for receiving feedback and refinement.

- Bohnet, I. (2016). *What works*. Harvard university press. Part 2 and 4

Week 14 12/02

Presentations

This week will allow students to elaborate on what learnt during the course of the class to formulate their own use of relevant political economy theories to explain welfare development and gender inequality, applying these to 1-2 country/region(s) of their choosing.

Week 15 12/09

Presentations

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Week 16 12/16

Final exam week (no class)

A final term assignment is planned in an essay format.