Econ 309  Summer 2006  List of Projects

Note: For each topic, focus should be on use of economic theory in empirical research.

Marriage
* Relationship between divorce rates and divorce laws (theory and statistical evidence of causation)
* Relationship between marital status and health (theory and statistical evidence of causation)

Fertility
* Motherhood wage gap (causes, etc)

Employment and Gender Gap in Earnings
* The Role of World War II in Female Employment Trends (see work by Claudia Goldin)
* Declining male enrollment in college: description of trends by race; economic explanations for these trends; why we care; possible policy solutions.

Policy
* Importance of child care costs in women’s employment choices
* Comparable Worth
* 9/11 Tribute: Professor Leslie Whittington’s contributions to research on work/family issues.
* Social Security and Women (include implications of privatization)
* Impact of affirmative action on discrimination (employment & earnings)
* 1996 welfare reform: recent empirical evidence of the impact on women’s employment and earnings
* Family and Medical Leave Act of 1993: Effects on employment and wages (theory and statistical evidence)
* Impact of Title IX on women’s participation in sports and higher education (include statistical evidence concerning benefits of sports involvement in other areas of life)
* Discrimination legal cases resolved with regression analysis (pick any 3: describe case, how regression used and case resolution)
* The economics of child support (which fathers pay and why: impact of payments on divorce rates and already-divorced families)
* Describe research of 1 well-known female economist:
  Rebecca Blank
  Claudia Goldin
  Joyce Jacobsen
  Esther Duflo (see http://www.povertyactionlab.org)
* International Comparisons: For each of the three issues, compare and describe trends for women in both countries and explain why the trends differ or are similar across the two countries (issues: marriage, employment, and fertility). Where possible, fit explanations into the economic models we have developed in class. The U.S. description ought to be the bare minimum as this material has already been covered in class.
  U.S. versus Japan
  U.S. versus Germany
  U.S. versus India