



Newsletter of the Committee on the Status of Women in the Economics Profession

Fall 2005

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TOP TEN TIPS

FOR DEVELOPING AND MAINTAINING NETWORKS

1. Volunteer to organize a session at a regional (or national) meeting. The regional associations in particular welcome full sessions as well as individual submissions. Ask top people in your field if they have an interest in presenting a paper or have anyone who might have such a paper.

2. Volunteer to participate as a discussant in sessions on your topics of interest. If you know someone who is organizing a session, email them and express your interest in participating. For example, even if you don't have a paper to submit, you could contact the organizers of the CSWEP sessions to offer your services as a discussant.

3. Accept as many requests for referee reports and proposal reviews that you can. Turn them in on time. If you absolutely cannot do it, pass along one or two names of appropriate substitutes.

4. Volunteer to do a book review for a relevant major jour-

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Pushing for a More Humane Society

by Barbara R. Bergmann

Barbara Bergmann is the 2004 recipient of the CSWEP Carolyn Shaw Bell Award

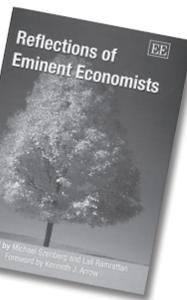
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Like most economists, I came to the profession not through any great interest in the actual economy itself. Rather, I enjoyed studying and creating models of simple processes that might or might not resemble what goes on in the actual economy—a form, really, of recreational mathematics. However, as time went on, I became interested as well in working on issues of race, gender, and poverty in the economy, and the social policy questions these issues raised. I have been able to use my standing as an economist, and even a bit here and there of my economics training to write on these matters, and, I hope, to make a contribution to the eventual achievement of a more humane world.

I was born in 1927 in the Bronx. I became an atheist at age four, when I failed to receive a minor favor I had prayed for and believed I deserved. It then occurred to me that nobody was up there listening. I became a feminist (a person who believes in working toward the equality of women and men) at age five, when it became obvious to me that you needed your own money to be an independent person, which was what I wanted to be when I grew up.

My grandparents had come to the United States from Eastern Europe in the huge wave of immigration prior to 1914, fleeing anti-Semitism. Neither of my parents stayed in school through high school, because their families needed the money they could earn. One of my mother's sisters had been sent to work at seven, and never learned to read



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From the Chair

There is much to report about CSWEP's activities over the past few months. Work on our National Science Foundation (NSF) funded mentoring initiative has continued. So far we have held one national workshop at the ASSA meetings in San Diego in 2004 and three regional workshops—at the Eastern Economic Association meetings in February 2004, the Southern meetings in November 2004 and the

Western meetings this past July. We will be holding a national workshop in January at the upcoming ASSA meetings in Boston. This will be followed by a regional workshop at the March 2006 Midwest Economic Association meetings in Chicago. While the application process for the national meetings is closed, there is still time to apply for the regional workshop before its November 15 deadline. Check out our web site <http://www.cswep.org/mentoring/register.htm> for additional information. This will complete the cycle of workshops funded by our NSF grant. Building on the success of these earlier workshops, the Board plans to seek funding for a new round of mentoring workshops in the future.

We look forward to seeing you at CSWEP activities at the Boston ASSA meetings in January where we will have six sessions, three on gender-related issues and three focused on industrial organization. In addition, we will be sponsoring a panel discussion, "Jump-Starting Your Career: Ph.D. +/-3". We also hope you will be able to join us at the CSWEP Hospitality Suite (Liberty A&B at the Sheraton) January 6th and 7th 7:30 to 4:00 and January 8th 7:30 to noon—we will have a continental breakfast beginning at 7:30 every morning and we will have beverages available throughout the day. This is a place to network with other economists or to spend a few quiet minutes reading the paper. So do come

and bring your friends. We are looking for volunteers to help staff the hospitality suite. If you are available to help, please email times that you are available to cswep@cornell.edu. And plan on coming to the CSWEP business meeting on January 6th 6:00 to 7:00 in Sheraton/Republic B (note the change in time from the published ASSA program). At the business meeting we will be announcing the 2005 winner of the Carolyn Shaw Bell award. Please join us for this exciting occasion. And do not miss the CSWEP reception immediately following in Sheraton/Republic A. Further details about CSWEP activities at the Boston ASSA meetings and about CSWEP events at the upcoming Southern Economics Association meetings are provided in this newsletter.



CSWEP Board 2005

The Boston ASSA meetings will mark the end of my three-year term as Chair of CSWEP. It has been an honor and a privilege to serve as Chair. It's been a big job but a very gratifying one, and one that has been made much easier by the help of a hard working Board, the cooperation of AEA headquarters in Nashville and Cornell University's ILR School, my home institution, and the able support of Liane O'Brien, the CSWEP administrator. I reflect with pleasure that as CSWEP looks towards the thirty-fifth anniversary of its founding in 2007, it remains a healthy, vibrant organization. My successor will be introduced at the business meeting—another reason to attend.

—Francine Blau

What is CSWEP?

CSWEP (the Committee on the Status of Women in the Economics Profession) is a standing committee of the AEA (American Economics Association). It was founded in 1971 to monitor the position of women in the economics profession and to undertake activities to improve that position. Our thrice yearly newsletters are one of those activities. See our website at www.cswep.org for more information on what we are doing.

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Lecturers, Adjuncts, Instructors: Academic Life on a Track Different from the Tenure Track



Introduction by Lori G. Kletzer, Professor of Economics, University of California, Santa Cruz

This issue focuses on alternative academic tracks: academic jobs as lecturers, adjunct faculty, instructors. Martha L. Olney, Adjunct Professor of Economics at UC Berkeley, offers the advantages and disadvantages of her position, and shares her journey from Assistant Professor at the University of Massachusetts, Amherst in 1985 to Adjunct Professor (and award-winning teacher) at Berkeley in 2002. Sara Fisher Ellison, Senior Lecturer in Economics, MIT, counts luck, benevolence, and focus as important factors in helping her establish herself in her department. My colleague, Mary Flannery, Lecturer in Economics at UC Santa Cruz, shares her view of the tradeoffs in her job, noting the time flexibility and personal satisfaction from teaching, at the expense of no clear career path or professional recognition. Haideh Salehi-Esfahani, Senior Lecturer in Economics, University of Washington, details her commitment to teaching and mentoring, with flexible time for research.

I hope you will take the time to read these essays as a group. Our “sisters” in teaching are happy—you will be struck by that common theme. You will learn about dedicated teachers who live the trade-offs we teach as economists: academic life “off the tenure track” provides room to balance professional with personal, to pursue teaching interests, to engage in research, at the expense of lower salaries (lower than starting Assistant Professors) and second-class status.

I want to warn readers of selection bias in these perspectives. There is a darker side to these academic positions, a side not captured by the following essays. I approached a number of people who turned me down because they did not want to publicly retell their stories. Although every story is different, the stories not told here mostly involved negative tenure decisions and difficult internal department politics. Anyone considering one of these jobs should keep both “sides” in mind.

So You Want to Be an Adjunct Professor?

by Martha L. Olney, Adjunct Professor of Economics, UC Berkeley



It's not the usual career path, but it works for me. If you are considering this path, be very clear on the advantages (several) and disadvantages (several). Weigh them up. Don't let anyone outside of your family circle overly influence your evaluation of the relative costs and benefits. At the same time, don't be naive about the disadvantages. But in the end, if it works for you, then go for it.

Some Background

The experiences that led me to become an Adjunct weave together the personal and professional. I suspect this is often the case. If you are simply pursuing the best professional job with few personal considerations, an Adjunct position is not for you.

The professional background: I received my Ph.D. at age 28 from Berkeley in 1985, a year after I'd accepted a tenure-track position at the University of Massachusetts, Amherst. I taught (well), researched (adequately), and served the university (well), a triumvirate of tasks that earned me tenure in Fall 1990. Yet from June 1991 to December 1995, I commuted between Berkeley and Amherst: a semester (or two) here, a semester there. The thrill of frequent flier mileage and free membership in United's Red Carpet Club soon wore off. Four years of commuting was enough. I resigned my position at UMass at the end of Fall 1995. From 1992 to 2002 I served as a "Visiting Associate Professor" at Berkeley. In Fall 2002, I was appointed as an "Adjunct Professor."

The personal background: My partner Esther and I met in 1980 when I was in graduate school, but it wasn't until I was leaving California in 1984 that we realized ours was a lifetime commitment. Esther is a Baptist minister (yes, you can do that: be a lesbian Baptist minister). At the time, we were both closeted; it was the way of the times. We decided that the way to juggle two careers was to take turns taking the lead. First I moved to Amherst and she followed. It took awhile for Esther to find a satisfying ministry position in Western Massachusetts. Then in 1990, Esther was hired as pastor of the First Baptist Church of Berkeley and I followed. Unable to find a permanent tenured spot in the Bay Area—one local college flat out told

me they didn't hire with tenure because "tenure is based on how well you get along with the rest of the department"—thus began my years of commuting.

Then add kids into the mix. We wanted to be parents, and wanted to raise kids in the Bay Area where all of my family lives and where having two moms is a pretty "ho-hum" experience. The Bay Area was the place for us.

The Set-up

Not all Adjunct positions are alike. Mine evolved from a decade of serving as a (rather permanent) visitor. My teaching load is 2 - 2, with a large-enrollment course in each semester. My service load is low: I'm not in the Academic Senate, so can't serve on many committees. I don't attend department meetings (I count this as an advantage). I am expected to maintain a respectable research record. I've been immersed in textbook publishing in recent years (check out *Macroeconomics 2nd* edition by Brad DeLong and Martha Olney, due out from McGraw-Hill July 1, 2005!). As an Adjunct, but not as a Visitor, I have full benefits, including medical and life insurance benefits for Esther, and enrollment in the retirement system. My pay is adequate for my needs, but is lower than what is paid to incoming Assistant Professors in Berkeley's Economics Department. I am well-regarded by my colleagues, received Cal's Distinguished Teaching Award in 2003, appreciated by students. I'm happy.

The Advantages and Disadvantages

Your list may differ from mine. *Advantages*: I am able to do what I love and live in the San Francisco Bay Area. I work with amazing students and grad students and colleagues. I have the same teaching load that I had at UMass. I do not have heavy service demands in the department or the university. My pay is adequate for my needs. I work less than 5 miles from home. I can pick our 7-year-old up from school many days of the week. We have been able to juggle two careers in a way that makes us both happy.

Disadvantages: I don't have tenure. My pay is less than what the 28-year-olds are making. Some folks raise their eyebrows: "Adjunct?!"

"I have the best job in the world"

by Sara Fisher Ellison, Senior Lecturer in Economics,
Massachusetts Institute of Technology

For me, the disadvantages are minor. Not having tenure is not a problem. Somewhere in my files I have a newspaper article from Amherst, when the top-of-the-fold headline on the local pages recounted an impassioned speech I'd made at the Faculty Senate meeting advocating for an end to the tenure system. I don't think we should lose our jobs for taking controversial positions. But I think we should not be guaranteed lifetime employment if there are no students taking our classes.

Is This For You?

Being an Adjunct is not for everyone. Certainly this is not a career goal that a graduate student should embrace. But for many of us, it works. It allows us to combine family and career. I am not exploited. I don't feel I've settled for "second best." Let me say it again: I'm happy.

One final bit of advice: for reasons beyond the scope of this little article, lots of folks are very invested in you getting the "best" job you can at the "best" institution for the "best" pay. But what your advisor or colleagues think is "best" may not be what is "best" for you. You need to be invested in you and in your family. Make choices accordingly. And then live secure in the knowledge that you are doing what is best for you and yours.

"...lots of folks are very invested in you getting the 'best' job you can at the 'best' institution for the 'best' pay. But what your advisor or colleagues think is 'best' may not be what is 'best' for you."



At a recent gathering of women economics graduate students at MIT, one student asked if I liked my job. Immediately I replied, "I have the best job in the world." There were a lot of puzzled faces in the room. Some were puzzled because, struggling with classes and thesis topics as they were, they could not imagine enjoying an academic job of any kind. Others, however, were undoubtedly puzzled because I am not a tenured faculty member at MIT, but a Senior Lecturer, not even on a tenure track. How, they may have reasoned, could I possibly be satisfied with this clearly second-class job?

That night I pondered their reaction, one I might have had myself in graduate school. What is it, then, that makes my job so great?

First, a little background: Ten years ago, my husband Glenn was a newly-hired faculty member at MIT—still junior but one for whom the department clearly had long-term plans. I was completing a post-doc at the NBER, and the prospect of him leaving MIT was quite real as we planned a nationwide job search. To keep Glenn, the department offered me a visiting position. With a six-month-old baby and a husband not anxious to leave his new job, accepting this temporary position seemed like a reasonable compromise. I have been at MIT since, although my position has changed from Visiting Assistant Professor to Senior Lecturer, and my opinion of it has changed from a "reasonable compromise" to "the best job in the world."

There are a number of reasons I am so happy here. First, I am in an excellent department, surrounded by exciting economics. Second, I have been treated extraordinarily well, despite my unusual position. Department heads could have used my position as an excuse to give me a higher teacher load, more onerous tasks, and fewer interesting responsibilities than others in the department, but they never have. Third, during a period in my life when I have borne three children and had a husband with sometimes overwhelming demands on his time, I have never had to endure the pressure of a tenure review myself or inflict that on my family. Finally, and quite importantly, I truly believe that I am a valued member of the MIT department



and that I play an important role. I couldn't be happy in any job if I didn't believe that.

The first three factors I mentioned have been entirely out of my control—just luck and benevolence, I guess—but the last factor has been something I have taken quite seriously. Over the past ten years, I have worked hard to “find my niche,” or figure out how I could best contribute to the department given my set of talents and interests. (This advice, by the way, is relevant for any young economist starting out, but I think it takes on extra importance in a situation where the metrics on which one will be judged are ill-defined.) As a result, my position has evolved quite a bit during those ten years. For instance, when I first started, I taught only undergraduates, but as it became clear that I took my teaching seriously and did a good job, I was also invited to teach in the Ph.D. sequence.

In addition, the amount and nature of the administrative work that I do has changed quite a bit over the past ten years. In the beginning, then-department head Paul Joskow, in an act of benevolence, created my position as one that did not entail any administrative duties. After a couple of years, though, it became clear to me that if I were to establish myself as a valued member of the department, I would have to take on tasks other than teaching and research, preferably ones that no one else had an interest in. I walked into Olivier Blanchard's office in the first month of his tenure as department head to volunteer. He quickly assigned me to a committee before I could change my mind. As the department representative on the Institute committee to implement a new writing requirement, I designed and taught a new class, which has been a great success. It was, I believe, largely based on this project that Olivier was able to argue the case that I be promoted to the potentially permanent position of Senior Lecturer.

I have played an active role in the department's academic life, attending weekly seminars (organizing the IO seminar sometimes as well), taking speakers to lunch and dinner, attending student lunches, advising Ph.D. students, and presenting my own work. These activities are, of course, important for furthering my research goals and keeping external job market prospects alive, but they are also important to the department

and my IO colleagues in particular. Finally, I have played an active role in the more social aspects of the department. I'm a pretty social person by nature, so I genuinely enjoy these events, but I also think things like faculty dinners, informal lunches with colleagues, parties to celebrate awards, and so forth, are important strands in the fabric of a department.

I have been fortunate to have this opportunity, and have benefited tremendously from my time at MIT. Over the next several years, I will have to grapple with the question of whether to stay at MIT for my entire career. The fact that I will have such options is a testament, I think, to how I have taken advantage of the benefits that this position has offered. The fact that my decisions will be difficult ones is a testament to how much I have enjoyed myself here.

“After a couple of years...it became clear to me that if I were to establish myself as a valued member of the department, I would have to take on tasks other than teaching and research, preferably ones that no one else had an interest in.”

Life as a Lecturer: Trade-Offs Abound

by Mary Flannery, Lecturer, University of California, Santa Cruz



This quarter I am teaching *Principles of Microeconomics* at the University of California at Santa Cruz (UCSC). Following the traditional course, we began with a discussion of tradeoffs, opportunity costs and unlimited wants and scarce resources. I don't need to look any further than that for a way to think about my academic journey as a lecturer at UCSC. It really can only be understood as a compromise, a trade-off, however willingly undertaken. What I get as a lecturer: flexibility, more limited time commitment, getting paid to think and talk about a subject I enjoy and an opportunity to teach and hopefully have a positive influence on my students. What I give up: professional status and recognition, higher salary, influence on department and especially university policy and a more predictable career path. Economists know that I would not have made that tradeoff unless I felt that I was getting at least as much as I was giving up.

So how did I reach this point of compromise? My career path has been unorthodox from the beginning. I worked for several years in Washington, DC before returning to school for a PhD at the University of Maryland. I was lucky enough to work as a regulatory analyst at Sprint at an especially interesting time in the development of the telecommunications industry. One of my major assignments was as a consultant on Sprint's antitrust case against AT&T. I was also involved as an expert witness on behalf of Sprint in a number of industry competition cases before state public utility commissions. This background, combined with my doctoral research on regulation in the telecommunications industry, provides me with a wealth of experience and insight on the industry on which I continue to draw for my teaching.

My work at Sprint often raised general academic questions about topics like market structure and antitrust policy that I did not have the time to pursue within the confines of my job. The desire to spend more time and thought on these topics led to the decision to go back to school to pursue a doctorate in

Economics. Taking this academic turn gave me the luxury to think and study about the telecommunications industry in more general terms, not as an advocate for a particular company.

Even at the time, I realized that I was leaving a stable career to pursue a much more unpredictable path although one more suited to my interests and nature. Certainly, having an opportunity to teach was a large part of what attracted me to the academic life. The reality of entering academia as an older student soon became clear however. Pursuing a traditional tenure track career path and starting a family with that late start proved to be more difficult than I had anticipated. So I made some tradeoffs and here I am.

As I think about life as a lecturer, probably the most difficult aspect for me personally has been that lack of a clear career path and professional recognition. My previous academic and professional careers had always involved a clear, steady progression. Work hard, get a degree; work hard, get a promotion. As a lecturer, there is really nowhere to go. Work hard, keep my job. Having a job with secondary status is difficult for me as I have been pretty competitive all my life.

So what are the positives that keep me here? The limited time commitment and flexibility have to be the primary advantages. At the same time, the opportunity to teach and mentor college students is very personally satisfying. I was particularly fortunate to join the faculty of UC-Santa Cruz just at the time that the department was expanding its Business Management concentration. My background was a good fit for these classes and has allowed me to feel valuable as a member of their faculty.

Writing this essay has given me the opportunity to think about where this meandering career path will take me next. As my need for time flexibility is reduced, I can imagine taking on more commitments in consulting or participating in a larger research project. I have made life as a lecturer work by seeking out for new possibilities and using my flexibility as an advantage. That formula has served me well in the past and will hopefully open doors in the future as well.

Choosing Teaching as a Career

by Haideh Salehi-Esfahani, Senior Lecturer in Economics, University of Washington



My first job after completion of graduate school was a tenure track position at the Department of Economics, University of Utah. Shortly after my arrival in the fall of 1985, I started working on my research projects related to the topic of my PhD dissertation: Dutch Disease and the perverse effects of an oil boom on an oil exporting country. I also

taught two courses per quarter—six courses in a year.

While the attainment of tenure at the University of Utah was primarily dependent on a sufficient number of research papers published and under review, I found myself enjoying the classroom environment more than research. During the academic year, I would work on providing the necessary scaffolding that would help my students in undergraduate courses to achieve a firm understanding of the basic economic principles. In teaching the economic way of thinking, I frequently used the Socratic-like method of instruction where my undergraduate students addressed a series of questions in class. I would also involve them in small group work where they applied the concepts learned to the analysis of the real world economic issues and shared their findings through group discussions. In addition, I would ask students questions that would demonstrate their mastery of the concepts they were studying.

After four years at the University of Utah, I began to look for a position where the required combination of teaching and research reflected my own interest. In 1989, I started looking for a teaching position and I was fortunate to end up in the Economics Department at the University of Washington, in the beautiful and pleasant Pacific Northwest.

Having had the experience of a tenure track assistant professor and its related pressures, I felt I could live with the trade-off of enjoying less “publish or perish” work-style and instead, pursue my love of teaching. In September 1990, I began teaching at the University of Washington as a visiting lecturer in the Economics Department. Later, I successfully applied for the senior lecturer position and was offered a 5-year teaching contract which allowed me to focus on my teaching skills. My teaching contract is renewable with evidence of good teaching and service. Research is encouraged and adds to the merit ranking of a lecturer.

In my position as a senior lecturer, I teach at least one large (250-450 students) principles of economics class and an intermediate or an upper division undergraduate course in economics each quarter. In addition, I have been involved in the Teaching Assistant (TA) training programs in our department, sponsoring and mentoring students’ independent research work, internships, and the like. I continue to be active in various committees and other service work related to the improvement of the undergraduate education in economics.

Teaching large classes requires intense coordination with a team of five to ten teaching assistants each quarter. I communicate with the TA team through weekly meetings and share with them expectations and guidelines for each recitation session they lead. I spend part of my time dealing with the various issues and work on incremental improvements to our dynamic TA-dependent teaching.

I have been happy with choosing a teaching track career. I have always enjoyed the role of a mediator for transmitting knowledge: taking ideas old and new and transforming them in to teachable concepts that my students can relate to and understand. While the pay for senior lecturer is lower than those in the tenure track positions, the lack of certain types of pressures make up for the lower pay. Those pressures include such things as “clashing politics” of the department or making controversial decisions that are reserved for the tenured faculty. The other great aspect of the lecturer position is that there is a community of other faculty in the same track both in the Economics Department and across the University where we frequently discuss ideas on teaching and give each other support. Also, the tenured faculty do appreciate the work done by senior lecturers in their departments. While there is a fear of becoming a second class citizen in a non-tenure track position, the care and camaraderie of the academic community makes such fear unnecessary.

Overall, being in the position of a senior lecturer has allowed me to become a better teacher and help my students learn the economic way of thinking. My job offers the right balance between doing solitary intellectual activity and having a chance to share those ideas with my students.

nal. You could contact the book review editor and get them your vita so they know where you are and what you have been doing. Have a specific book in mind to review and explain why you think you could provide a good review of the book. (For example, you are teaching the upper level course in finance and this new book has made substantial revisions to the normal finance book content and you would like to write a good review of this new approach.)

5. Contact people who have recently published papers of interest to you. Write to them if you have some complementary data or results or just to tell them you enjoyed the article and are working in the field. It is best if you send something you have done so they understand the level at which you are working.

6. Connect with the people in your field and especially those upon whose work you have built. Once your paper is ready for submission, send a copy to the eminent people in your field. If you use data from someone else or have depended heavily on someone else's work write to them and thank them for their assistance.

7. Invite at least one person to your institution to give a talk. If your department organizes a seminar series, offer to provide a speaker in your field from outside the institution for one of the sessions. If this speaker could be involved in some mentoring activity (many are happy to talk with others who need some professional advice) there is financial support available through the Haworth Mentoring Fund for the speaker's expenses. See the CSWEP website for more details (<http://www.cswep.org/mentoring/MentoringFund.htm>).

8. Give a paper at another institution. Ask your friends from graduate school to invite you to their institution to give a talk on your paper. Then offer to reciprocate. If it seems appropriate, gather some of your friends from graduate school and consider hosting a one day conference on common topics of interest. The friends could present papers (along with your paper) and you could invite an eminent scholar (or two) to be the keynote speaker and participate in the discussions on the papers.

9. Go to at least two conferences a year. Even if you have to use some of your own funds, going to meetings is the best way to showcase your work and to meet people. Consider attending specialized meetings. This is a great way to get to know people in your sub-field.

10. Once you are there, use the conferences as a way to get to know people. Go to cocktail parties and other receptions. The CSWEP receptions are a particularly friendly place to start. Talk to the people in your sessions. Read their papers, even if you are not the formal discussant, and give them comments at the end of the session. Go to the sessions of the people you contacted (see Tips #5 and 6). Remember to introduce yourself and have a useful and professional comment to make.

For a longer article on networking advice, see Joyce Jacobsen, "An Overview of Networking Strategies." *CSWEP Newsletter* Spring/Summer 2004, pp. 6-8. Some of the tips listed above first appeared in that article.

and write. But for my generation there were better hopes. We were expected by our parents to integrate seamlessly into American life and succeed financially. The hope for a boy was that he would become a lawyer or a doctor, and the hope for a girl was that she would marry a lawyer or a doctor.

My father was a union typesetter and earned a good wage of \$50 a week all through the Great Depression of the 1930s, so we were not in want. However, the unemployment rate was about 25 percent, and the terrible state of much of the populace was obvious, even to a child in elementary school. My most vivid single memory of the depression is of a middle-aged man who walked into our neighborhood one day carrying a violin, a bow, and a battered wooden folding chair. He set the chair on the sidewalk outside our apartment house, sat down, and played several pieces. People listening through open windows in the apartments above threw down pennies. After he had picked up the coins, he made an announcement in a loud voice: He said he would give the violin, the bow, and the chair to anyone who would get him a job. It was the inclusion of the chair that I found, and still find, most poignant.

My childhood during the Great Depression left me a strong believer in having government provide help when people face problems either beyond their power to control, as was the case during the depression, or because they have made improvident choices, or because they have legitimate needs that they cannot supply out of their own resources. There was a brief period, when I was about 17, when I became very vain about my own intelligence and prospects. I hated the idea that the riches I felt sure to earn during my glorious future career might be taxed away by the government and transferred to those less talented and less hardworking than I. It soon passed off and I have been left of center in my politics ever since.

From high school, I applied to MIT, but was rejected, probably because the alumnus who interviewed me thought my stated ambition to become an engineer was ridiculous. I won a scholarship to Cornell University, where I majored in mathematics. While in college, I read Gunnar Myrdal's book "An American Dilemma", which presented in painful detail the racial regime that at that time prevailed in the southern part of the United States. Myrdal's book told how blacks were not allowed to vote, and how any white could kill any black, without fear of legal consequences. Of course, it told about the pervasive discrimination by race in access to jobs that was part and parcel of the Southern states' racial regime. Myrdal's book sparked a lasting interest in race discrimination, which was later extended to an interest in sex discrimination.

I graduated with a BA in 1948, and went back to living with my mother in New York. She was quite angry at me for not having "caught" a husband, and told me so frequently. Women used to say at that time, quite matter-of-factly, and without overt resentment, "It's a man's world." My mother didn't like that fact, but she felt that for a successful life one had to conform. As she said to me, "You're nothing without a man." I resented it, though, and it strengthened my feminist propensities.

I had graduated in the midst of the first post-World War II recession, and jobs were scarce. I had two other strikes against me in finding one. In those days, there was discrimination against Jews, and the want ads were segregated by sex under "Help Wanted, Male" and "Help Wanted, Female". All of the latter were for maids, department store salesladies, and clerical workers. I looked for a job for months in the male category, never getting a nibble. In desperation, I took a job in the female category, typing names and addresses, but couldn't endure the boredom for more than two days. (People ask me whether I myself have ever been discriminated against. My answer is, "Of course, from beginning to end.") Luckily, I had applied for a job with the federal government, and that finally came through. I was taken in on the lowest professional rung at the New York office of the Bureau of Labor Statistics, where I was part of the unit that answered inquiries from the public.

While I was working for the BLS in New York, an economist came into the office looking for data and we got into friendly conversation. He asked

“...I am advocating that the United States, which currently devotes 30 percent of GDP to public expenditure, become more like France which devotes 45 percent, and Sweden which devotes 60 percent.”

me whether my job left time for “doing my own work.” I told him I hadn’t the vaguest idea what he meant, and he said he was talking about the economic research he assumed I would be wanting to do. He said I ought to apply to graduate school, and after thinking it over, I did. My BLS boss wrote a letter of recommendation saying I was “a young lady of culture and refinement.” I don’t know whether that helped or hurt my chances, but probably thanks to my math degree I was admitted to Harvard.

At Harvard, my future work was most influenced by Guy Orcutt, who introduced economists to computer simulation. Later, when teaching at the University of Maryland, which provided extraordinarily free access to a mainframe computer, I coauthored a book entitled *A Microsimulated Transactions Model of the United States Economy*, in which simulated individuals, businesses, governments, and banks make trades of commodities and capital instruments for money. The model went beyond traditional methods of dealing with macroeconomy, in which equations with macro variables are constructed on the basis of loose verbal analogies to supposedly valid microeconomic equations. Given the amount of pain and suffering inflicted by recessions, macroeconomics is the most important field of economic study, and deserves more rigorous methods. Microsimulation provides rigor, realism, and an ability to incorporate complexities revealed by more empirical investigations into the workings of business.

I had a course at Harvard from Edward Chamberlin, a pioneer in experimental economics. He had the students in his class run a market experiment, making deals with each other. The average price usually turned out to be different than the price that would equalize supply and demand. The lesson I took from Chamberlin’s market experiment was that theory, no matter how seemingly persuasive, no matter how clever and logically tight, no matter how revered by generations of economists, might well provide a misleading picture of the actual functioning of the economy and needed to be confronted by observation.

That lesson of skepticism I was able to apply to Gary Becker’s theory that race and sex discrimination in employment, if ever they appeared, could not long persist. He claimed that any employer who discriminated would be driven out of business by competitors who didn’t discriminate, who would be able to hire labor cheaper, and produce the product at a lower price, drawing away all the customers of the discriminating employer. Becker’s theory, neat but totally negated by the facts, gained wide acceptance among economists, and continues to be quoted with approval today, most lately by Larry Summers, in explaining why Harvard cannot possibly have discriminated against women. Most economists are not capable of seeing that wage setting and other employment practices were and are affected by societal systems of status differences, whether in the brutally harsh regime of the pre-civil rights southern United States as described by Myrdal, or in the subtler regimes of race and sex favoritism that are still in force everywhere today. They are trained to explain all business behavior on the basis of simple profit maximization.

In my book *The Economic Emergence of Women* I used actual examples of discriminatory behavior derived from the records of lawsuits against large employers that had been brought under the Civil Rights Act as evidence that it did indeed exist. (Today, evidence of still-existing sex discrimination is being provided by a lawsuit against Wal-Mart, the largest employer of women in the United States.) It has been customary among economists to brand that kind of evidence “anecdotal”, and of no consequence. My own view is that true anecdotes may well contain more valuable information about the state of things in the world than do economists’ theories, which are by and large nothing but (possibly untrue) stories made up by economists sitting in their offices, with no factual input whatever.

Aided and abetted by my husband, a microbiologist who cheerfully shared household chores and child care, I have been able to produce a series of books on issues of social policy mostly concerning race and gender. *The Economic Emergence of Women* explains why sex roles have changed so greatly in the last century, and what policies are needed to accommodate that revolution, surely ranking with the French revolution in importance in human affairs. *In Defense of Affirmative Action* explains why discrimination and exclusion by race and sex won’t go away without quotas. *Saving Our Children from Poverty: What the United States Can Learn from France* shows what a country that is determined to give every child a decent upbringing and education can do, and what the budgetary cost of doing it in the United States would be. I teamed up with an artist to put together *Is Social Security Broke? A Cartoon Guide to the Issues*. The answer to the question, contrary to what the politicians of both parties have been saying, is that Social Security is not broke, and does not now need fixing. The most recent book I have published, *America’s Child Care Problem: The Way Out* labels subsidized child care as one of the country’s chief unmet needs, and proposes a \$50 billion a year program of government subsidies and quality regulations.

My next project is a book on single mothers, now 20 percent of all American mothers. The book will discuss the history of the treatment of single mothers, why their numbers are increasing, and what must be done to enable these mothers and their children to live a decent life. The answer, I will suggest, is not a return to sub-poverty-level cash payments on condition that these mothers refrain from paid work. Rather, it is the establishment of programs (open to all, in which single mothers can take part without stigma) providing health care, good quality child care, and access to higher education. All of these are services that most single mothers cannot finance out of their own earnings. In other words, I am advocating that the United States, which currently devotes 30 percent of GDP to public expenditure, become more like France which devotes 45 percent, and Sweden which devotes 60 percent. That doesn’t look very probable now, and I’m not counting on living long enough to see it happen. But as long as I can, I’m trying to keep doing work that nudges that good cause along.

CSWEP Events at the 2006 ASSA Meeting, January 6-8, Boston, MA

Please note that unless otherwise noted, all events take place in the Sheraton Hotel

January 6, 2006

CSWEP Hospitality Room, 7:30am—4:00pm

Room: Liberty A&B

Jump-Starting Your Career: Ph.D. +/-3 (Panel Discussion), 10:15am

Presiding: DANIEL HAMERMESH, University of Texas-Austin

FRANCINE BLAU, Cornell University

JUDITH CHEVALIER, Yale University

JOEL MOKYR, Northwestern University

ROBERT POLLAK, Washington University-St. Louis

RICHARD STARTZ, University of Washington

LINDA TESAR, University of Michigan-Ann Arbor

Immigrants, Poverty, and Labor Supply, 2:30pm

Presiding: RACHEL FRIEDBERG, Brown University

CATALINA AMUEDO-DORANTES, San Diego State University, and SUSAN POZO, Western Michigan University—Household Migration, Remittance Receipt and Its Impact on Male and Female Employment Patterns

MAYA FEDERMAN, Pitzer College, DAVID HARRINGTON, and KATHY KRYNSKI, Kenyon College—State Licensing Laws, Occupational Choice and the Dispersion of Low-Skilled Immigrants: The Case of Vietnamese Manicurists

DEBORAH L. GARVEY, Santa Clara University—Girls Rule? Schooling Work and Idleness among Immigrant Youth

ANDREA ZIEGERT, Denison University, and DENNIS SULLIVAN, Miami University—Poverty in Hispanic Immigrant Families: Foreign Born Mothers and Their Children

Ely Lecture, 4:45pm

Grand Ballroom

Former CSWEP Board Member Claudia Goldin will be giving this year's Ely Lecture. The title of the lecture is "The Quiet Revolution that Transformed Women's Work, Education, and Family."

CSWEP Business Meeting, 6:00—7:00pm

Room: Republic B

CSWEP Reception, 7:00—8:30pm

Room: Republic A

January 7, 2006

CSWEP Hospitality Room, 7:30am—4:00pm

Room: Liberty A&B

Competition in Highly Related Sectors: Telecom, Health, and Financial Services, 8:00am

Presiding: SHARON OSTER, Yale University

M. KATE BUNDORF, Stanford University, and KOSALI SIMON, Cornell University—The Effect of Rate Regulation on Demand for Supplemental Health Insurance

YAN LEE, University of California-Los Angeles—The Color of Money Revisited: Are Banking Regulations Effective in Reducing Disparities in Home Mortgage Lending to Neighborhoods

JAMES REBITZER and MARI REGE, Case Western Reserve University—Influence and Information Technology in Health Care

MARC BORREAU, ENST, and PINAR DOGAN, Harvard University—"Build or Buy" Strategies in the Local Loop

Restructuring and Regulation of Public Utilities, 10:15am

Presiding: NANCY ROSE, Massachusetts Institute of Technology

CATHERINE WOLFRAM, University of California-Berkeley, and JAMES BUSHNELL, University of California Energy Institute—The Economic Impact of Grandfathering Regulations: Power Plant Performance and New Source Review

LEA-RACHEL KOSNIK, University of Missouri-St. Louis—Interest Group Battle Choice: When Is It Time to Pick a Fight?

PAROMA SANYAL, Brandeis University, and ARINDAM GHOSH, Analysis Group Inc.—Private Sector Response to Vanishing Public R&D Dollars: Innovation and Electricity Deregulation in the U.S.

ISABELLE BROCCAS, University of Southern California, KITTY CHAN, Federal Communications Commission, and ISABELLE PERRIGNE, Pennsylvania State University—Regulation under Asymmetric Information in Water Utilities

Gender Earnings Gap, 2:30pm

Presiding: LORI KLETZER, University of California-Santa Cruz

STEFANIE ALBANESI, Duke University, and CLAUDIA OLIVETTI, Boston University—Understanding the Gender Gap in Earnings: Household Production, Market Production and Labor Contracts

MARIGEE P. BACOLOD, University of California-Irvine, and BERNARDO BLUM, University of Toronto—U.S. "Residual" Inequality and the Gender Gap: Two Sides of the Same Coin

ELSIE ECHEVERRI-CARROLL and SOFIA G. AYALA, University of Texas-Austin—High-Technology Agglomerations and Gender Inequalities

KUSUM MUNDRA, San Diego State University—A Panel Study of Earning Differentials across Gender

January 8, 2006

CSWEP Hospitality Room, 7:30am-12:00pm

Room: Republic A&B

Market Dynamics: Entry, Exit and New Product Introduction, 10:15am

Presiding: JUDITH CHEVALIER, Yale University

STEPHANIE RIEGG, University of California-Los Angeles—Assessing the Impact of Public Schools and Student Aid on the Entry Decisions of Proprietary Schools

DARLENE CHISHOLM, Suffolk University, and GEORGE NORMAN, Tufts University—When to Exit a Product: Evidence from the U.S. Motion Picture Exhibition Market

MO XIAO, University of Rochester, and PETER ORAZEM, Iowa State University—Do Entry Conditions Vary Over Time? Entry and Competition in the Broadband Market: 1999-2003

SUSANNA ESTEBAN, Pennsylvania State University, and MATTHEW SHUM, Johns Hopkins University—Car Cycles

Children's Human Capital, 1:00pm

Presiding: KARINE MOE, Macalester College

JOYCE CHEN, Harvard University—Identifying Non-Cooperative Behavior

among Spouses: Reconsidering the Disbursement and Allocation of Remittance Forms

YOONYOUNG CHO, University of Wisconsin-Madison—*Investment in Children's Human Capital: Implications for PROGRESA*

DEBORAH S. DEGRAFF, Bowdoin College, and DEBORAH LEVISON, University of Minnesota—*Children's Work and Mothers' Work—What is the Connection?*

JUSTINE S. HASTINGS, Yale University, THOMAS J. KANE, University of California-Los Angeles, and DOUGLAS O. STAIGER, Dartmouth College—*Gender and Performance: Do Girls and Boys Respond Differently to School Environment: Evidence from School Assignment to Randomized Lottery*

Summary of Western Economic Association Meetings in San Francisco, CA

Session Title: New Approaches to Puzzles in International Finance

Organizer: Doireann Fitzgerald, University of California, Santa Cruz

The CSWEP session on New Approaches to Puzzles in International Finance included four papers: “Real Exchange Rate Fluctuations and Endogenous Tradability,” by Kanda Naknoi (Purdue), “Can Financial Frictions Account for the Cross-Section Feldstein-Horioka Puzzle,” by Yan Bai (Arizona State) and Jing Zhang (University of Michigan), “Financial Integration and International Risk Sharing,” by Yan Bai (Arizona State) and Jing Zhang (University of Michigan) and “A Gravity View of Exchange Rate Disconnect,” by Doireann Fitzgerald (UC Santa Cruz). The presenters served as discussants.

Kanda Naknoi presented a paper that investigates the empirical and theoretical sources of exchange rate volatility. She demonstrated that in a large sample of countries, the relative price of non-traded goods to traded goods is relatively more important in movements of real exchange rates of the country pairs that maintain stable nominal exchange rates. She went on to present a model with endogenous tradability that suggests an explanation for this phenomenon. The key features of the model are heterogeneous productivity, trade costs, and sticky wages. The non-traded sector arises from nonzero trade costs. The relative price of goods depends on productivity, trade costs, and in the short run, on the exchange rate regime. A calibration of the model shows that the relative price of non-traded goods makes a much greater contribution to overall real exchange rate volatility under a fixed exchange rate regime than a flexible regime. This is consistent with the empirical evidence.

Jing Zhang presented joint work with Yan Bai that proposes and tests an explanation for the Feldstein-Horioka puzzle – i.e., the high correlation of savings and investment in cross section data. This finding is often interpreted as an indication of frictions in the international financial markets because the correlation would be close to zero if the markets were complete. First, evidence was presented confirming that the cross-country regression coefficient (FH coefficient) is still pretty high when recent data is used. Then an explanation involving a combination of two financial frictions was proposed: first, the only asset tradable is the risk-free bond and second, debt contracts are enforced only by the threat of permanent exclusion from world financial markets. Neither friction alone was able to account for the large

FH coefficient, but the two frictions together were shown to be able to do so.

Yan Bai presented joint work with Jing Zhang on the puzzle that increasing financial integration in the past two decades has not led to a substantial improvement in the degree of international risk sharing. To account for this puzzle, they construct a general equilibrium model that features a continuum of countries and default choices on state-uncontingent bonds. They model increased financial integration as a decrease in the cost of borrowing. The main finding of the paper is that as the cost of borrowing is lowered, financial integration and sovereign default increases substantially, but the degree of risk sharing as measured by cross section and panel regressions increases hardly at all. The explanation is that international risk sharing is not sensitive to the increase in financial integration given the current magnitude of capital flows because countries can insure themselves through accumulation of domestic assets. To get better risk sharing, capital flows among countries need to be extremely large. In addition, although the ability to default on loans provides state contingency, it restricts international risk sharing in two ways: higher borrowing rates and future exclusion from international credit markets.

Doireann Fitzgerald presented the final paper, on an explanation for the exchange rate disconnect puzzle. The paper shows how a multi-country model of specialization and costly trade (i.e. a microfounded gravity model) can be applied to explain the fact that the enormously volatile, but that this volatility does not appear to affect inflation. Specialization is important, because when countries produce different goods, the prices of their output are not tied directly together through arbitrage. Trade costs are important because they result in different expenditure patterns across countries, and in particular, in a high weight on domestic output in each country's expenditure basket, and when a country consumes its own output, it is not subject to exchange rate fluctuations. In a sample of 25 OECD countries in the post-Bretton Woods period, the model prediction of inflation (conditional on actual exchange rates) matches the volatility of actual inflation, and tracks its path closely.

Session Title: An International Look at Gender Issues

Organizer: Lisa K. Jepsen (University of Northern Iowa)

The CSWEP session An International Look at Gender Issues included four papers: “Family Financial Risk Taking When the Wife Earns More” by Nancy A. Jianakoplos (Colorado State University) and Alexandra Bernasek (Colorado State University), “The Benefits of a Husband's Education to His Wife's Earnings in Malaysia” by Shahina Amin (University of Northern Iowa) and Lisa K. Jepsen (University of Northern Iowa), “The Changing Effect of Wealth and Demographics” by Eva Sierminska (Luxembourg Income Study) and Yelena Takhtamanova (California State University, Sacramento), and “Gender Differences in the Urban Labor Markets in Bangladesh” by Shahina Amin (University of Northern Iowa) and Shakil Quayes (Georgia Southern University). Shahina Amin (University of Northern Iowa), Grace Kim (University of Michigan—Dearborn), Nancy A. Jianakoplos (Colorado State University), and Anoshua Chaudhuri (San Francisco State University) acted as discussants.

“Family Financial Risk Taking When the Wife Earns More.” Nancy A. Jianakoplos (Colorado State University) and Alexandra Bernasek (Colorado State University) investigate whether the proportion of

household assets held in risky forms varies based on the percentage of family income that comes from the wife. Bargaining models predict that women's involvement in household decision-making increases with their share of household income, and women are more risk averse than men, on average. Combining these two theories with the recent increase in the number of households where the wife earns more than her husband yields an interesting research question. Jianakoplos and Bernasek use data from the 2001 *Surveys of Consumer Finances*. Unlike previous studies, they do not find a statistically significant effect of women's income earnings on household wealth allocation.

"The Benefits of a Husband's Education to His Wife's Earnings in Malaysia." Shahina Amin (University of Northern Iowa) and Lisa K. Jepsen (University of Northern Iowa) consider whether there is any benefit to a working woman's earnings from additional years of schooling for her husband. Several studies have considered the benefit to a husband's earnings from his wife's education, yet few consider whether the wife could receive any positive benefits from her husband's education. Using data from the Malaysian Family Life Surveys, Amin and Jepsen find a positive and statistically significant effect of a husband's years of schooling when regressed on his wife's earnings for married couples in Malaysia in both 1976 and 1988.

"The Changing Effect of Wealth and Demographics." Eva Sierminska (Luxembourg Income Study) and Yelena Takhtamanova (California State University, Sacramento) examine the linkages between changes in housing wealth and financial wealth on consumption. They apply a perpetual youth model to data from the Luxembourg Wealth Study to study consumption in Canada, Finland, and Italy. Sierminska and Takhtamanova suggest that institutional settings play an important role in explaining cross-country differences in the wealth effect on consumption. Specifically, they find that the changes in housing wealth produce stronger changes in consumption than changes in financial wealth for people living in Finland and Canada, while changes in financial wealth produce stronger consumption responses in Italy. When they consider the sensitivity of consumption by age and gender, they find that the elderly and single mothers most vulnerable to changes in housing wealth, which suggests that any "bursting" of any real estate "bubble" could have detrimental consequences to already at-risk populations. Also, their results suggest that the aging of populations in many industrialized countries can make the wealth channel of monetary policy in those countries stronger than in the past.

"Gender Differences in the Urban Labor Markets in Bangladesh." Shahina Amin (University of Northern Iowa) and Shakil Quayes (Georgia Southern University) study gender differences in the informal and the formal labor market in urban Bangladesh. Using the Household Expenditure Survey of Bangladesh (1995-96), they find that there are important gender differences in Bangladesh in terms of labor force participation and occupational segregation. Amin and Quayes find that education is an important factor in explaining men's participation and earnings in both sectors, but education is a significant determinant for women's earnings only in the formal sector. A surprising result is that the presence of younger children in the household is not a significant predictor of a woman's labor force participation in either the formal or the informal sector.

CSWEP Sessions, Southern Economic Association, 2005 Conference

November 18-20, 2005, Washington, DC

Session 1: Inequality

Session Chair: Catherine L. Mann
Senior Fellow
Institute for International Economics
1750 Massachusetts Ave, NW
Washington, DC 20036
email: clmann@iie.com

Paper 1: Globalisation, Growth, and Gender Inequality: A Multivariate Multilevel Approach

Andromachi Tseloni, Associate Professor
Department of International & European Economic & Political Studies
University of Macedonia
Egnatia 156,
P.O. Box 1591
54006 Thessaloniki
Greece
email: atseloni@uom.gr

Paper 2: Racial and Ethnic Disparities in Influenza Vaccination Rates

Sharon K. Long
Principal Research Associate
The Urban Institute
2100 M Street, NW
Washington, DC 20037
202/261-5656
email: SLong@ui.urban.org

Paper 3: The Gender Gap

Graciela Chichilnisky
UNESCO Professor of Mathematics and Economics
Columbia University, New York
NY NY 10027
email: gc9@columbia.edu
Discussants to be determined.

Session 2: Women in the Workplace, in School, and as Professors

Session Chair: Jennifer W. Keil

Paper 1: Gender Differences in Expectations Regarding Skill Deterioration

Jennifer W. Keil
Department of Management & Economics
Hamline University
St. Paul, MN 55104
email: jkeil@gw.hamline.edu

Karine S. Moe
Department of Economics
Macalester College
1600 Grand Avenue
St. Paul, MN 55105
email: moe@macalester.edu

Paper 2: Education Quotas or Free Markets: Comparing Bulgaria and the United States

Sherrilyn M. Billger, PhD
Department of Economics
Campus Box 4200
Illinois State University
Normal, IL 61790-4200
email: smbillg@ilstu.edu

Svetlin Valov
Department of Economics
Illinois State University
Normal, IL 61761
email: svvalov@ilstu.edu

Paper 3: Stopping the Tenure Track: An Economics Department Utilization Analysis

Prof. Saranna Thornton
Department of Economics
Hampden-Sydney College
Hampden-Sydney, VA 23943
email: MACROBUTTON HtmlResAnchor sthornton@email.hsc.edu

Paper 4: House Prices in the Measurement of Inflation: An Application Using Irish Data

Roisin O'Sullivan
Department of Economics, Pierce Hall 304
Smith College
North Hampton, MA 01063
email: rosulliv@email.smith.edu

January 2007 American Economic Association Meeting Call for Abstracts

CSWEP will sponsor sessions at the January 2007 American Economic Association meetings in Chicago. We will be organizing three sessions on gender-related topics and three sessions on nongender-related topics. For the gender-related sessions, we are particularly interested in receiving proposals on the factors affecting the representation and career paths of women in scientific fields, the gender implications of proposed changes in the Social Security system, and the gender implications of recent changes in government tax and spending policies. However, anyone doing research with gender implications is encouraged to submit an abstract. The three sessions on nongender-related topics will focus on long-run growth. Abstracts are particularly encouraged for empirical growth research focusing on health, human capital, and demographics. However, all research topics in the general area of growth are welcome. Accepted papers will be considered for publication in the Papers and Proceedings issue of the American Economic Review. E-mail a cover letter (specifying to which set of sessions the paper is being submitted) and a copy of a one- to two-page abstract (250-1000 words), clearly labeled with the paper title, authors' names, and **contact information for all the authors** by January 11, 2006 to cswep@tufts.edu.

2006 Eastern Economic Association Meetings Call for Papers

CSWEP will be sponsoring sessions at the Eastern Economics Association meetings. The meetings will be held in Philadelphia at the Loews Philadelphia Hotel, February 24-26, 2006. The topics for the sessions will depend on the abstracts received; one of the sessions will be gender-related if possible.

One-page abstracts should include your name, affiliation, snail-mail and e-mail address, phone and fax numbers. Abstracts can be sent via snail-mail or e-mail.

Abstracts should be submitted by **November 1, 2005** to:

Ann Owen
Hamilton College
198 College Hill Road
Clinton, NY 13323
email: aowen@hamilton.edu
phone: (315)859-4419

Please note that this submission is separate from any submission sent in response to the EEA's general call for papers, but any papers not accepted for CSWEP sessions will be passed on to the EEA. For further information on the EEA meetings please see <http://www.iona.edu/eea/>

2006 Western Economic Association Meetings Call for Papers

CSWEP will be sponsoring sessions at the 2006 Western Economic Association (WEA) meetings, to be held in San Diego, June 29-July 3, 2006. Deadline for submission of session proposals is December 1, 2005.

One or two sessions are available for persons submitting an entire session (3 or 4 papers) or a complete panel on a specific topic in any area of economics. The organizers should prepare a proposal for a session (including chair, abstracts, and discussants) or panel (including chair and participants) and submit by email before December 1, 2005.

One or two additional sessions will be organized by the Western representative. Abstracts for papers in the topic areas of gender; health economics; labor economics; or international economics are particularly solicited. Abstracts in other areas are also welcome.

Please email complete session proposals, panel discussion proposals, or abstracts (1-2 pages, include names of authors, affiliations, addresses, email contacts, paper title) by December 1, 2005 to:

Lori Kletzer, CSWEP Western Representative
Professor of Economics
University of California, Santa Cruz
email: lkletzer@ucsc.edu
Phone: 831-459-3596
Fax: 831-459-5077

Please note that this submission is separate from any submission sent in response to the WEA's general call for papers. For more information on the WEA meetings, please see <http://www.weainternational.org/conferences.htm>.

BRAG BOX

“We need every day to herald some woman’s achievements...go ahead and boast!”

—Carolyn Shaw Bell

Deb Figart (The Richard Stockton College of NJ) has been named one of the Co-Editors of the *Review of Social Economy*, a journal of the Association for Social Economics.

Anne E. Winkler, Professor of Economics and Public Policy Administration at University of Missouri-St. Louis, is the 2005 recipient of the Chancellor’s Award for Excellence in Teaching.

Caren Grown has joined the Levy Economics Institute of Bard College as Senior Scholar and Co-Director (with Diane Elson) of a new Gender Equality and Economy Program.

A new intermediate macro theory textbook, *Macroeconomics*, 2nd edition, by **Brad DeLong** (Berkeley) and **Martha Olney** (Berkeley) has been published by McGraw Hill.

Rebecca Judge has been appointed to a three-year term as chair of the economics department at St. Olaf College in Northfield, MN.

Lisa Lynch was recently elected to the Executive Board of the Labor and Employment Relations Association (LERA).

Do you have an item for the brag box about yourself or a colleague? Send it to: cswepnews@cornell.edu

HOW TO BECOME A CSWEP ASSOCIATE

CSWEP depends on all of its associates to continue its activities. In addition to publishing the newsletter, CSWEP organizes sessions at the meetings of the AEA and the regional economics associations and publishes an annual report on the status of women in the economics profession. If you have not sent in your \$25 for the current year (January 1, 2005 – December 31, 2005) we urge you to do so. If you have already done so, please pass this on to a student, friend, or colleague and tell them about our work. Students receive complimentary CSWEP membership. Thank you!

OPTION 1: ONLINE PAYMENT BY CREDIT CARD

Go to www.cswep.org/howto.htm and follow the “Online Payment by Credit Card” link. It’s quick, convenient and secure. We accept Mastercard, Visa and American Express.

OPTION 2: MAIL/FAX

If you prefer to mail or fax your \$25.00, or you are a student, fill out the form below and send it to the address at the bottom.

NAME: _____

MAILING ADDRESS: _____

CITY, STATE, ZIP: _____

E-MAIL ADDRESS: _____

check here if currently an AEA member

check here if currently a student Institute name: _____

Expected graduation date: _____

Paying by: check (please make check payable to CSWEP)

credit card (MasterCard/Visa/Amex)

Credit card number: _____

Name as it appears on the credit card: _____

Expiration date: _____ Authorizing signature: _____

If paying by check please send \$25.00 to:

CSWEP, c/o Joan Haworth, Ph.D.

4901 Tower Court

Tallahassee, FL

32303

(Please make check payable to CSWEP).

If paying by credit card, you may fax this form to (850) 562-3838.

For more information please visit our website www.cswep.org.

VOLUNTEERS NEEDED AT ASSA!

We need volunteers to staff the hospitality suite at the 2006 ASSA Meeting, (open January 6-7; 7:30 to 4:00; January 8, 7:30 to noon). Here is your chance to meet other women economists. If interested, please email times you are available to cswep@cornell.edu. See page 11 for more about CSWEP events at ASSA.

DONATIONS WELCOME

CSWEP is currently accepting donations for our annual Carolyn Shaw Bell Award to help defray the cost associated with the Award. Donations go into a separate account specifically earmarked for this award. If you would like to make a donation, please send your tax-deductible check made out to the “American Economic Association” to:

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Upcoming Regional Meetings:

Eastern Economic Association

<http://www.iona.edu/eea/>

2006 Annual Meeting February 24-26, 2006

Philadelphia: Loews Philadelphia Hotel

CSWEP submission date: November 1, 2005

EEA submission date: November 4, 2005

Midwest Economic Association

<http://web.grinnell.edu/mea>

2006 Annual Meeting: March 24-26, 2006

Chicago: Marriott Downtown Magnificent Mile

(CSWEP submission date was: September 15, 2005)

(MEA submission date was: October 3, 2005)

Western Economic Association

<http://www.weainternational.org/>

2006 Annual Meeting June 29-July 3, 2006

San Diego: Manchester Grand Hyatt

CSWEP submission date: December 1, 2005

WEA submission date: December 15, 2005

Southern Economic Association

<http://www.etnetpubs.com/conferenceprograms/sea/>

2005 Annual Meeting November 18-20, 2005

Washington, D.C.: Grand Hyatt

(CSWEP submission date was: June 30, 2005)

(SEA submission date was: April 1, 2005)

PLEASE NOTE:

The CSWEP Business Meeting at the 2006 Annual Meeting will be held January 6th at 6pm in Republic B in the Sheraton Hotel. A reception will follow in Republic A. Note the change in time from the published ASSA program.



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