Calderwood Seminars in Public Writing:
"The most beneficial class I have taken at Wellesley"

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Wellesley College
Calderwood Seminars:

American Studies 355: Critiquing American Popular Culture
Art History 303: Artist and Critic
Biological Sciences 340: Biology in the News
Chemistry 309: Advances in Chemical Biology
Cinema and Media Studies 327: Public Writing on Film & TV
Comp Lit 359/French 359: Advocating for Other Cultures
Economics 335: Economic Journalism
English 390: *The New York Review of Books* at 50
ES 399: Environmental Synthesis and Communication
Mathematics 340: Explaining Mathematics
Music 301: Music in Public
Philosophy 330: Ethics for Everyone
Political Science 319: Campaigns and Elections
Psychology 343: Psychology in the Public Interest
Religion 380: Religion and Public Morality
Sociology 324: Public Sociology
Spanish 340: Unity and Diversity in the Hispanic World
Writing Program 390: Law, Medicine and Ethics
Calderwood Seminars in Public Writing
Beyond Wellesley

Georgetown University

Wesleyan University

Middlebury College

Bard College

Amherst College
Economics 101; Principles of Microeconomics

I. Introduction
II. Supply and Demand
III. Ceilings, Floors and Taxes
IV. Market Efficiency and Market Failure
V. The Theory of the Firm
VI. Perfect Competition
VII. Industrial Organization
VIII. Consumer Behavior
IX. Inequality and Poverty
Economics 101; Principles of Microeconomics

I. Introduction (September 3-10)
   Mankiw, Chapters 1, 2 (+ Appendix)
   A. Goolsbee, “Why People Hate Economists (and Why We Don’t Care)” (August 2006)
   L. Summers, “Morning Prayers Address,” Appleton Chapel, Harvard University (September 15, 2003)

II. Supply and Demand (September 11-17)
   Mankiw, Chapter 4
Assignments in Economic Journalism

- Official Government Report
- Article in a Professional Journal
- Public Lecture by an Economist
- Book Review
- Op-Ed
- Interview/Profile of an Economist
- OFFICIAL REPORT
  - BLS (Unemployment Trends; Macro)
  - CBO (Entitlement Spending and Budget Deficits; Macro)

- JOURNAL ARTICLE
  - Claudia Goldin (Gender Pay Gap; Labor Economics)
  - Roland Fryer (Police Use of Lethal Force; Econometrics)

- PUBLIC LECTURE
  - Amy Finkelstein (Oregon Medicare Experiment; Health Economics)
  - Raj Chetty (Social Mobility; Income Inequality)

- BOOK REVIEW
  - William Nordhaus (Climate Change; Environmental Economics)
  - Steven Radelet (Global Poverty Alleviation; Development Economics)

- OP-ED
  - Students Select (All fields)

- INTERVIEW/PROFILE
  - Students Select (All fields)
The Calderwood Difference

- 300-level
- 200-level
- 100-level

Calderwood Seminars

- 200-level
- 100-level
A Typical Week in ECON 335, Economic Journalism
Week 5:

Reporting on Claudia Goldin’s 2014 Presidential Address to the American Economic Association
A Grand Gender Convergence: Its Last Chapter

By Claudia Goldin

The converging roles of men and women are among the grandoest advances in society and the economy in the last century. These aspects of the grand gender convergence are figurative chapters in a history of gender roles. But what must the “last” chapter contain for there to be equality in the labor market? The answer may come as a surprise. The solution does not (necessarily) have to involve government intervention and it need not make men more responsible in the home (although that wouldn’t hurt). But it must involve changes in the labor market, especially how jobs are structured and remunerated to enhance temporal flexibility. The gender gap in pay would be considerably reduced and might vanish altogether if firms did not have an incentive to disproportionately reward individuals who labor long hours and worked particular hours. Such change has taken off in various sectors, such as technology, science, and health, but is less apparent in the corporate, financial, and legal worlds. (JEL J3, J16, J22, J24, J31, J33, N3)

1. Converging Roles

Of the many advances in society and the economy in the last century, the converging roles of men and women are among the grandoest. A narrowing has occurred between men and women in labor force participation, paid hours of work, hours of work at home, life-time labor force experience, occupations, college majors, and education, where there has been an over-taking by females. And there has also been convergence in earnings, on which this essay will focus. Although my evidence is for the United States, the themes developed here are more broadly applicable.

setup given by (1) contains a discontinuity in productivity if the worker is absent more than some amount.

Several occupations or positions may exist among which individual i can choose. To begin with, assume two positions exist such that $k_i > k_0$ and that output is reduced when hours do not exceed some level such that $\delta_i > \delta_0$. In addition, assume $k_i(1 - \delta_i) < k_0(1 - \delta_0)$ so that one occupation or work setting does not dominate the other. Now add a third position, $r$, characterized by linearity ($\delta_r = 0$) for which $k_r < k_0$. That position, which can be called the reservation occupation, will dominate the other two when $\lambda$ is sufficiently low. Also assume that $k_r(1 - \delta_r) < k_0$.

As shown in Figure 1, an employee will work in occupation 1 as long as $\lambda > \lambda_1$ and will then shift to occupation 2 at lower hours and finally to the reservation occupation when $\lambda < \lambda_2$. The relationship between output and hours, and thus between earnings and hours, is nonlinear (convex). On a per unit time basis the employee receives more in occupation 1 than 2 and more in occupation 2 than in the reservation occupation, $r$.

In the framework, the position with the highest slope is also the one with the highest penalty with regard to reduced hours. Rather than stay in that position, an employee who wants lower hours will shift to one that has a lower penalty but also a lower slope. If the level of hours that the worker wants is yet lower, then the worker will take the reservation job, which involves complete linearity with respect to hours.

Notes: Each of the lines gives the relationship between output, $Q$, in some occupation and the time input, $\lambda$, of a worker where $0 < \lambda \leq \lambda^\infty$. When the time input is reduced below some level, $\lambda^*$, output decreases discretely for occupations 1 and 2. Occupation $r$ has a linear relationship between time worked and earnings throughout. An individual who works between $\lambda^*_1$ and $\lambda^*_2$ will be in occupation 1, an individual between $\lambda^*_1$ and $\lambda^*_2$ will work in 2 and all others will work in $r$ if they remain in the labor force.
Not all occupations afford such flexibility, but many can. If the legal sector were to implement more inclusive, family-friendly policies, women might not feel forced out of the workforce. Similar to the pharmaceutical industry, both the legal and corporate industries could benefit from standardized processes and technology. Women with young children could Skype into work meetings, or lawyers could access client files from a company computer.

These gains are profitable not only to women, but the economy as a whole. Increases in workplace flexibility allows women who want to work, to work. Real opportunity remains in the labor force, which in turn helps boost our economy, stabilizing labor force participation rates.

My Summary

The piece starts with an anecdotal story that is engaging and also relevant, by raising the question of whether women who want to raise families are deferred from working at high powered occupations. Dropping out from high powered occupations is linked to a larger wage differential between the genders (which wasn’t exactly made clear). The wage differential is partially explained by human capital theory, but developments made to gender equality in education could break the difference in human capital.

So, Goldin looks for another explanation, that the gender wage differential within occupation is now driven by personal economic theory, many women need flexible hours than men, in certain occupations the workforce is very inflexible, and needs who not only work fewer hours make less, but are penalized to doing so. These places with these types of wage structures is less welcoming for women. There are other occupations that have more flexible hours and a smaller gender-wage differential, but in the case of charters, the exercising equality is from structural changes—while others in a new approach for approaching the gender wage gap.

General comment:

So for some reason, I had the overwhelming feeling for this draft that it would be a lot easier for me if you got down content and then published your writing last. I think that the writing portion is consistent, flows, and is easy to read—but this takes a lot of editing. And when you write more, you’ll have to edit previous portions extensively, as well as the newer parts.

I also know that you’re still working on an intro/conclusion, and I think the intro in particular would really help the reader figure out what you are talking about. I do think that your body paragraphs make a lot of sense.

If you’re going to continue writing to a different perspective, you are not迫使 to use everything, or address a majority of what I’ve said and can take your work in a different direction!
Don't panic. Warning: deadlines are closer than they appear.
What do Students Learn from their Calderwood Seminars?

- **Major**
  - Empowering students in the knowledge they have gained from previous courses
  - Taking one more “lap around the major”
  - Finding one’s “voice”

- **Writing**
  - Public writing versus academic writing
  - Establishing a context and having an opinion
  - Improving writing mechanics

- **Soft Skills**
  - Seeing the work of one’s peers
  - Learning to give and receive criticism
  - Becoming better and more skeptical readers
CALDERWOOD COURTYARD -- MFA
CALDERWOOD COURTYARD -- FOGG
CALDERWOOD PAVILION -- BCA
CALDERWOOD HALL -- GARDNER