

Updated: February 17, 2022

ECON 144: Family and Society Winter 2022

Instructor:

Professor Petra Persson (she/her)

Email: perssonp@stanford.edu

Office hours, on zoom (see zoom link on Canvas)

- Mondays 11am-noon
- Fridays 2.30-3.30pm
- By appointment

Teaching Assistants:

Dante Domenella (he/his)

Email: ddomenel@stanford.edu

Office hours: Wednesdays 8am-10am (zoom link on Canvas)

Helen Kissel (she/her)

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Office hours: Thursdays 3pm-5pm (zoom link on Canvas)

Lectures:

Weeks 1-3 (ONLINE)

- Remote asynchronous: Pre-recorded videos
- Remote synchronous (live lectures): Mondays & Wednesdays, **1.30-2.30pm***
- Note that the live lectures will be shorter when delivered online, to account for the fact that students will be asked to also watch videos and submit a comment on the pre-recorded material ahead of the online sessions.

Weeks 4-10 (LIVE)

- Mondays & Wednesdays, 1.30-3.30pm
- Lectures will be live in OSHMAN.

Course Description:

The family into which a child is born plays a powerful role in determining lifetime opportunities. This course will apply tools from economics and related social sciences to study how the functioning of families is shaped by laws, social insurance, technology, and social norms. Topics will include intergenerational transmission of wealth and health, the importance of the early family environment, partnership formation, cohabitation and marriage, teen pregnancy and contraception, assisted reproduction, parenting styles (“Tiger Moms,” “Helicopter Parenting,” etc.), and the employment effects of parenthood. In the context of these topics, the course will cover social science empirical methods, including regression analysis, causal inference, and quasi-experimental methods.

Updated: February 17, 2022

Throughout the course, we will pay particular attention to the distinction between causal and correlational evidence on the topics that we study. We will think critically about the role of the government and how the design of public policy that targets families affect our ability to solve some of the most important social and economic problems of our time.

Ways of Thinking / Ways of Doing Certification:

This course fulfills the **Social Inquiry (SI)** and **Applied Quantitative Reasoning (AQR)** Ways requirements.

Goals:

The course has three principal learning objectives:

1. to demonstrate how the role of the family in society is shaped by laws, norms, social insurance, and technology
2. to introduce students to frontier social science research on key social and economic issues relating to the family
3. to teach students how to distinguish between causal and correlational evidence in empirical data on these issues

Prerequisites:

Econ 50. In addition, some prior background in statistics or regression analysis is recommended but not required.

Format:

Weeks 1-3 (ONLINE)

- Primary course material will be delivered via a combination of pre-recorded lectures and live lectures/discussion sessions with Professor Persson. All live lectures/discussion sessions with Professor Persson will be recorded and posted on Canvas. You are expected to attend live meetings having watched the corresponding pre-recorded video(s), and participate in discussions. During these live meetings, you are encouraged to have your camera turned on. Further, you must have no applications open on your computer other than Zoom and possibly software you use for taking notes.
- If you are unable to attend live meetings on zoom during the first two weeks of the quarter due to special circumstances including being in a time zone where the class time ends later than 9pm or begins earlier than 8am, you must email the instructor directly during the first week of classes describing your situation.

Weeks 4-10 (LIVE)

- Primary course material will be delivered via live lectures/discussion sessions with Professor Persson. You are expected to attend these lectures in person, having read the assigned papers, and participate in discussions.

Course materials:

There is no required textbook for this course. Instead, the readings include newspaper and scholarly articles. Required readings (marked *), as well as additional readings for reference, are listed at the end of the syllabus.

Most of the scholarly articles are at a technical level accessible to upper-level undergraduate students, and some understanding of microeconomic theory, calculus, statistics, and economics is needed. A few articles will have portions too mathematically or theoretically dense for you to be responsible for the details, but you are expected to understand the basics of the analytical approach and key results of these papers by reading the Introduction, Conclusion, and other relevant sections. Please focus on understanding the main ideas, rather than technical details.

A recommended, but not required, text is an excellent book on empirical methods with a focus on identifying causation rather than correlation: *Mastering Metrics: The Path from Cause to Effect* by Joshua D. Angrist and Jörn-Steffen Pischke. This text is written to be accessible to upper-division undergraduate students and non-economists. I encourage you to refer to this book as we cover a variety of empirical methods in class.

A few times, you may be asked to watch short videos about topics related to the course.

Lectures will present substantial additional material and you are responsible for anything that is covered in class.

Grading:

The grade for the course will reflect:

- your performance on problem sets (40%)
- online contributions during the first two weeks of the quarter (6%)
- participation during the last eight weeks of the quarter (14%)
- a group presentation (20%)
- a final individual project (20%)

More information about each of these is included below.

Problem Sets:

You will complete four problem sets during the course. These assignments are designed to enhance your understanding of the course material and to give you hands-on experience with data analysis. You are welcome to use either Stata or R. The required data analysis will involve computation of correlations, visualization of data, and running some simple regressions. These tasks involve some “light” programming, which likely will be rather straightforward for students with prior experience in data analysis. For students who have no prior data analysis experience, we will give you the tools that you need to perform these tasks. Specifically, in the TA section of the first week of instruction, the TAs will provide two basic programming tutorials, one for Stata and one

Updated: February 17, 2022

for R, tailored to students with no or little prior experience with these programs and specifically geared towards the skills and commands that you need to complete the problem sets. Further, each problem set will contain a set of code commands that are relevant for completing the tasks. Thus, you are not required to have any prior data analysis experience, but if you do fall into this category, you should be prepared to invest the effort required to learn some coding.

Problem sets will be posted on Canvas at least a week in advance of the due date. Assignments must be submitted through Canvas before midnight on the due date. Late assignments will not be accepted. Solutions to the problem sets will be given in section (and only there; solutions will not be uploaded to Canvas). The due dates are:

Problem Set 1: Thursday, January 20, at 11:59pm PT
Problem Set 2: Thursday, February 3, at 11:59pm PT
Problem Set 3: Thursday, February 17, at 11:59pm PT
Problem Set 4: Thursday, March 3, at 11:59pm PT

Problem set solutions will be provided in section on the day after each problem set is due. Solutions will be provided in section only, and not posted on Canvas.

Online contributions:

During weeks 1-2, pre-recorded lectures will be made available in advance of our sessions on 1/5, 1/10, and 1/12. On each occurrence, students are expected to (1) watch the pre-recorded videos in their entirety ahead of the associated live (synchronous) zoom session. In addition, students must (2) submit “**a contribution.**” A contribution is a **short comment or question on the material discussed in the pre-recorded videos**. The contribution should be no longer than 300 words. The comment or question is to be submitted on Canvas, as an assignment. Some students’ comments will be discussed in the corresponding live meeting. Both (1) and (2) should be completed by 10am on the day of the Zoom meeting in which the material will be discussed. Thus, the due dates are:

Contribution 1: Wednesday, January 5, at 10am PT
Contribution 2: Monday, January 10, at 10am PT
Contribution 3: Wednesday, January 12, at 10am PT

Participation:

During weeks 4-10 (LIVE), you are as usual expected to attend and participate in the live sessions and discussions.

Group presentation:

During some of our live discussion sessions, the class discussion will be kicked off by a short (15-20) minutes group presentation on a topic related to the course content. The goal is for students to relate the content of the class to a relevant real-world example or

Updated: February 17, 2022

research article. Each student will participate in one 15-20 minute group presentation during the quarter. Group size: four students.

Group presentation dates will be assigned early in the quarter, as well as instructions about how to form groups. Approximately 10 days before the date of each group's presentation, the instructor will send the group the precise topic of the presentation, as well as a few "study questions" around which the presentation should be structured.

Because several groups will be assigned the same presentation topic, not all groups will deliver their presentation during an actual live session. **Instead, all groups must submit a recording of their group presentation, on Canvas, by midnight the day before the group presentation date.** The instructor will then choose, by lottery, one of the group presentations on each topic to be delivered during the live session.

Final individual project:

Each student is required to complete a final individual project, which is **due on Thursday, March 10**. Towards the end of the quarter you will be asked to pick a policy, concept, topic, or framework that you have learned about in this course. Some examples are: income and health inequality, assortative matching, parenting styles, causation versus correlation, "missing women," and the opioid pandemic. More information will be provided well in advance; further, you are welcome to check in with the instructor or TA if you are unsure about whether your idea is appropriate for the assignment. Your task is to teach someone who did not take this class about whatever policy or concept you select. You can use any medium you would like as a teaching tool, except for a standard written essay. For example, you can record a podcast, create an NPR style radio segment, write a blog post or magazine article, develop an animation, record a short video (e.g. Vox or Vice News style). More information will be provided on Canvas.

TA Sections:

This class will have a weekly discussion section led by the TA, on Fridays (times TBA). TA sections are not mandatory, but highly recommended. The TA sections will (i) provide programming tutorials, (ii) discuss research articles that are related to course content but not covered by the instructor, and (iii) go through problem set solutions. The precise schedule is below:

Week 1: Programming tutorial

Week 2: Discussion of research article (will be marked # on syllabus)

Week 3: Go through PS1

Week 4: Discussion of research article (will be marked # on syllabus)

Week 5: Go through PS2

Week 6: Discussion of research article (will be marked # on syllabus)

Week 7: Go through PS3

Week 8: Discussion of research article (will be marked # on syllabus)

Week 9: Go through PS4

Week 10: No meeting

Collaboration Policy:

Discussion and the exchange of ideas are essential to academic work. You are encouraged to consult with your classmates as you work on assignments. However, after discussions with peers, make sure that you work through the problem yourself and ensure that any answers you submit for evaluation are the result of your own effort. You must also adhere to standard citation practices and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. Each student must submit individual write-ups of their assignments. In addition, you must list the names of students with whom you have collaborated.

Communication:

You are welcome to email the TA and/or the professor with any comments or questions. We will stop answering substantive questions on assignments 24 hours before the assignment is due. The only exception will be clarifying mistakes or ambiguities in the description of assignment question.

Students with Documented Disabilities:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Unless the student has a temporary disability, Accommodation letters are issued for the entire academic year. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <https://oae.stanford.edu/>).

Economics Department Common Course Policies:

Courses taught in the Department of Economics are covered by a common set of course management policies approved by the Faculty. Students are responsible for knowing and abiding by these course policies. They are posted [here](#) and include policies on late assignments and requests for re-grading.

Course Privacy Statement:

As noted in the University's recording and broadcasting courses policy, students may not audio or video record class meetings without permission from the instructor. If the instructor grants permission or if the teaching team posts videos themselves, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need lectures recorded for the purposes of an academic accommodation should contact the OAE at <https://oae.stanford.edu/>.

Affordability:

Stanford University and its instructors are committed to ensuring that all courses are financially accessible to all students. If you are an undergraduate who needs assistance with the cost of getting online, or with any other materials needed for this course, you are welcome to approach me directly or ask the Diversity & First-Gen Office for assistance. Go to <https://diversityandfirstgen.stanford.edu/resources> or contact Joseph Brown, the Associate Director of the Diversity and First-Gen Office (jlbrown@stanford.edu). Dr. Brown is available to connect you with resources and support while ensuring your privacy.

Academic Integrity:

You are expected to uphold the Stanford Honor Code in all matters relating to this online course. You are encouraged to virtually meet and exchange ideas with your classmates while studying and working on homework assignments, but you are individually responsible for your own work and for understanding the material. You are not permitted to copy another student's homework. You, as students, are responsible for understanding the University's Honor Code policy. For tips on how to uphold the honor code in an online learning environment, read the recommendations here: <https://communitystandards.stanford.edu/remote-learning-and-honor-code-tips-students>. If you have any questions regarding this policy, please contact me.

Updated: February 17, 2022

Lecture Topics & Readings

[This reading list and dates are preliminary and will be updated as we go]

* Indicates required reading

Students are responsible for reading a small number of required papers or news articles (marked * below). Please focus on understanding the main ideas. When available, it is recommended to start with non-technical summaries and introductions for this purpose.

Papers that are not marked * will be discussed in lecture, in section, or in the class projects, and may be useful references in those contexts.

To access articles from the New York Times for free, students can use this link:

<https://gsb-research-help.stanford.edu/library/faq/285761>

To access articles from the Economist for free, students can use this link:

<https://www-economist-com.stanford.idm.oclc.org/>

PRELIMINARIES: Introduction, and Using Data to Solve Social Problems

During the first week of class, we will have an **Introductory session** [January 3] and a session on the topic **Using Data to Solve Social Problems** [January 5]. There are no assigned readings for these two first sessions.

PART 1: The crucial role of the family in determining lifetime opportunities

[January 10] Topic 1: The Crucial Role of Family Background, I: Intergenerational Transmission of Economic Wellbeing

*Leonhardt, David. 2013. "In Climbing Income Ladder, Location Matters." *The New York Times*. Available at: <https://www.nytimes.com/2013/07/22/business/in-climbing-income-ladder-location-matters.html>

*Leonhardt, David. 2016. "The American Dream, Quantified at Last." *The New York Times*. Available at: <https://www.nytimes.com/2016/12/08/opinion/the-american-dream-quantified-at-last.html>

Optional readings:

Heckman, James J. 2013. "Lifelines for Poor Children", *The New York Times*. Available at: <https://opinionator.blogs.nytimes.com/2013/09/14/lifelines-for-poor-children/>

Chetty, Raj, John Friedman, Nathaniel Hendren, Maggie R. Jones, and Sonya R. Porter. 2018. "The Opportunity Atlas: Mapping the Childhood Roots of Social Mobility." NBER Working Paper No. 25147.

Updated: February 17, 2022

[January 12 and January 19] Topic 2: The Crucial Role of Family Background, II: Health and Wellbeing, and Nature versus Nurture

* Chetty, Raj, Michael Stepner, Sarah Abraham, Shelby Lin, Benjamin Scuderi, Nicholas Turner, Augustin Bergeron, and David Cutler. 2016. "The Association Between Income and Life Expectancy in the United States, 2001-2014." *Journal of the American Medical Association* 315 (16): 1750–66.

<https://doi.org/10.1001/jama.2016.4226>

[Non-technical summary](#), [podcast discussion](#) with Raj Chetty and Angus Deaton, and [animated video](#).

* Chen, Yiqun, Petra Persson, and Maria Polyakova. 2019. "The Roots of Health Inequality and the Value of Intra-Family Expertise." *American Economic Journal: Applied Economics*, forthcoming. Also available as NBER Working paper # 25618. (Read [Introduction](#) and [Section 2](#); we will read a later part of this paper for our lecture on intra-family information transmission.)

<https://web.stanford.edu/~perssonp/FamilyDoctors.pdf>

[Non-technical summary](#).

Optional readings:

TA Section discussion on January 14: Alsan, Marcella, Owen Garrick, and Grant Graziani. 2019. "Does Diversity Matter for Health? Experimental Evidence from Oakland." *American Economic Review*, 109 (12): 4071-4111.

<https://doi.org/10.1257/aer.20181446>

Case, A., & Deaton, A. (2017). Mortality and morbidity in the 21st century. *Brookings papers on economic activity*, 2017(1), 397-476.

Fagereng, A., Ronning, M., & Mogstad, M. (2020). Why do Wealthy Parents have Wealthy Children? *Journal of Political Economy*, forthcoming.

[January 24] Topic 3: Even before you were born: The Role of the Prenatal Period

* Persson, Petra, and Maya Rossin-Slater. 2018. "Family Ruptures, Stress, and the Mental Health of the Next Generation." *American Economic Review*, 108 (4-5): 1214-52.

<https://doi.org/10.1257/aer.20141406>

Optional readings:

Currie, J. 2011. "Inequality at Birth: Some Causes and Consequences," *American Economic Review: Papers and Proceedings*, 101(3): 1-22.

Almond, D. & Currie, J. 2011. "Killing Me Softly: The Fetal Origins Hypothesis," *Journal of Economic Perspectives*, 25(3): 153-72.

TA Section discussion on January 28: Currie, Janet, and Reed Walker. 2011. "Traffic Congestion and Infant Health: Evidence from E-ZPass." *American Economic Journal: Applied Economics*, 3 (1): 65-90.

<https://doi.org/10.1257/app.3.1.65>

Mazumder, B & Almond, D. 2011. "Health Capital and the Prenatal Environment: The Effect of Ramadan Observance During Pregnancy." *American Economic Journal: Applied Economics*, 3 (4): 56-85.

<https://doi.org/10.1257/app.3.4.56>

Updated: February 17, 2022

PART 2: Partnership Formation and Living Together

[January 26] Topic 4.1: Who Partners with Whom, and How Do They Meet?

*Stevenson, B., & Wolfers, J. (2007). Marriage and divorce: Changes and their driving forces. *Journal of Economic perspectives*, 21(2), 27-52. <https://doi.org/10.1257/jep.21.2.27>

Optional readings:

Abramitzky, R., Delavande, A., & Vasconcelos, L. (2011). Marrying up: the role of sex ratio in assortative matching. *American Economic Journal: Applied Economics*, 3(3), 124-57.
<http://www.aeaweb.org/articles.php?doi=10.1257/app.3.3.124>

Rosenfeld, M. J., Thomas, R. J., & Hausen, S. (2019). Disintermediating your friends: How online dating in the United States displaces other ways of meeting. *Proceedings of the National Academy of Sciences*, 116(36), 17753-17758.
<https://doi.org/10.1073/pnas.1908630116>

Rosenzweig, M., & Stark, O. (1989). Consumption Smoothing, Migration, and Marriage: Evidence from Rural India. *Journal of Political Economy*, 97(4), 905-926.
<https://doi.org/10.22004/ag.econ.7515>

[January 31 and February 2] Topic 4.2: Marriage and Divorce: An Economic Model of the Couple, and Real-World Applications

*Persson, P. (2020). Social insurance and the marriage market. *Journal of Political Economy*, 128(1), 252-300. [Read the [Introduction](#) and Sections [2](#) and [7](#).]
<https://doi.org/10.1086/704073>

Optional readings:

Esther Duflo, Grandmothers and Granddaughters: Old-Age Pensions and Intrahousehold Allocation in South Africa, *The World Bank Economic Review*, Volume 17, Issue 1, June 2003, Pages 1–25, <https://doi.org/10.1093/wber/lhg013>

Voena, Alessandra. 2015. "Yours, Mine, and Ours: Do Divorce Laws Affect the Intertemporal Behavior of Married Couples?" *American Economic Review*, 105 (8): 2295-2332. DOI: 10.1257/aer.20120234

<https://www.dailyprincetonian.com/article/2013/03/letter-to-the-editor-advice-for-the-young-women-of-princeton-the-daughters-i-never-had>

Folke, O., & Rickne, J. (2020). All the single ladies: Job promotions and the durability of marriage. *American Economic Journal: Applied Economics*, 12(1), 260-87.
<https://doi.org/10.1257/app.20180435>

\$ Class Project Presentation on February 2: Bursztyn, L., Fujiwara, T., & Pallais, A. (2017). 'Acting Wife': Marriage Market Incentives and Labor Market Investments. *American Economic Review*, 107(11), 3288-3319. <https://doi.org/10.1257/aer.20170029>

TA Section discussion on February 11: Ashraf, Nava, Erica Field, Alessandra Voena, and Roberta Ziparo. 2021. "Maternal Mortality Risk and Spousal Differences in the Demand for Children." *Stanford University Working Paper*, available at <https://avoena.people.stanford.edu/sites/g/files/sbiybj17016/f/afvz.pdf>

Updated: February 17, 2022

PART 3: Babies

[February 7] Topic 5: Fertility and Technology: The Pill, Ultrasound, and IVF

*Goldin, C., & Katz, L. F. (2002). The power of the pill: Oral contraceptives and women's career and marriage decisions. *Journal of political Economy*, 110(4), 730-770.

<https://doi.org/10.1086/340778>

Optional readings:

Almond, D., Edlund, L., & Milligan, K. (2013). Son preference and the persistence of culture: evidence from South and East Asian immigrants to Canada. *Population and Development Review*, 39(1), 75-95.

<https://doi.org/10.1111/j.1728-4457.2013.00574.x>

Martha J. Bailey, More Power to the Pill: The Impact of Contraceptive Freedom on Women's Life Cycle Labor Supply, *The Quarterly Journal of Economics*, Volume 121, Issue 1, February 2006, Pages 289–320,

<https://doi.org/10.1093/qje/121.1.289>

Gershoni, Naomi, and Corinne Low. 2021. "Older Yet Fairer: How Extended Reproductive Time Horizons Reshaped Marriage Patterns in Israel." *American Economic Journal: Applied Economics*, 13 (1): 198-234.

<https://doi.org/10.1257/app.20180780>

[February 9 and February 14] Topic 6: Parental Fertility Preferences and Government Policy

*Doepke, Matthias, and Fabian Kindermann. 2019. "Bargaining over Babies: Theory, Evidence, and Policy Implications." *American Economic Review*, 109 (9): 3264-3306.

<https://doi.org/10.1257/aer.20160328>

*Einav, Liran, Amy Finkelstein, Petra Persson, and Heidi Williams. "Targeting Precision Medicine: Evidence from Prenatal Testing." *Mimeo available on Courseworks*.

Optional readings:

Black, Sandra E., Paul J. Devereux, Kjell G. Salvanes, The More the Merrier? The Effect of Family Size and Birth Order on Children's Education, *The Quarterly Journal of Economics*, Volume 120, Issue 2, May 2005, Pages 669–700.

<https://doi.org/10.1093/qje/120.2.669>

Buckles, K., Guldi, M. E., & Schmidt, L. (2019). *Fertility Trends in the United States, 1980-2017: The Role of Unintended Births* (No. w25521). National Bureau of Economic Research.

\$ Class Project Presentation on February 14: Ashraf, Nava, Erica Field, and Jean Lee. 2014. "Household Bargaining and Excess Fertility: An Experimental Study in Zambia." *American Economic Review* 104(7): 2210-37.

<https://doi.org/10.1257/aer.104.7.2210>

\$ Class Project Presentation on February 14: Kearney, Melissa S., and Phillip B. Levine. 2012. "Why Is the Teen Birth Rate in the United States So High and Why Does It Matter?" *Journal of Economic Perspectives*, 26 (2): 141-63.DOI:

<https://doi.org/10.1257/aer.104.7.2210>

Updated: February 17, 2022

PART 4: For Better or For Worse: Family Interaction and Spillovers

[February 16] Topic 8: Sibling Interaction and Spillovers

*Persson, Petra, Xinyao Qui, and Maya Rossin-Slater. 2021. "Family Spillover Effects of Marginal Diagnoses: The Case of ADHD," NBER Working Paper #28334.

https://web.stanford.edu/~perssonp/adhd_spillovers.pdf

[Non-technical summary](#)

Optional readings:

Black, Sandra E., Paul J. Devereux, Kjell G. Salvanes, The More the Merrier? The Effect of Family Size and Birth Order on Children's Education, *The Quarterly Journal of Economics*, Volume 120, Issue 2, May 2005, Pages 669–700.

<https://doi.org/10.1093/qje/120.2.669>

Kristensen, P., & Bjerkedal, T. (2007). Explaining the relation between birth order and intelligence. *Science*, 316(5832), 1717-1717.

<https://doi.org/10.1126/science.1141493>

\$ Class Project Presentation on February 23: *Altmejd, A., Barrios Fernández, A., Drlje, M., Hurwitz, M., Kovac, D., Mulhern, C., ... & Goodman, J. (2020). O Brother, Where Start Thou? Sibling Spillovers on College and Major Choice in Four Countries. Available at:

<https://economics.harvard.edu/files/economics/files/ms33306.pdf?m=1612370149>

[February 23] Topic 9: Family Interaction: information, money, infectious disease transmission, and violence

* Chen, Yiqun, Petra Persson, and Maria Polyakova. 2019. "The Roots of Health Inequality and the Value of Intra-Family Expertise." *American Economic Journal: Applied Economics*, forthcoming. Also available as NBER Working paper # 25618. (Read [Sections 3 and 4](#))

<https://web.stanford.edu/~perssonp/FamilyDoctors.pdf>

[Non-technical summary.](#)

Information, Optional readings:

Polyakova, Maria, Petra Persson, Katja Hofmann, and Anupam B. Jena. "Does medicine run in the family—evidence from three generations of physicians in Sweden: retrospective observational study," *BMJ* 2020; 371

<https://doi.org/10.1136/bmj.m4453>

[Non-technical summary](#)

Bell, A., Chetty, R., Jaravel, X., Petkova, N., & Van Reenen, J. (2019). Who becomes an inventor in America? The importance of exposure to innovation. *The Quarterly Journal of Economics*, 134(2), 647-713.

<https://doi.org/10.1093/qje/qjy028>

Hvide, H. K., & Oyer, P. (2018). *Dinner table human capital and entrepreneurship* (No. w24198). National Bureau of Economic Research.

canvas.stanford.edu/courses/119047

Updated: February 17, 2022

Money from family members, Optional readings:

Lee, Samuel and Petra Persson, Financing from Family and Friends, *The Review of Financial Studies*, Volume 29, Issue 9, September 2016, Pages 2341–2386.

<https://doi.org/10.1093/rfs/hhw031>

<https://www.economist.com/graphic-detail/2020/07/13/the-bank-of-mum-and-dad-as-young-adults-social-insurance>

https://www.theguardian.com/commentisfree/2020/aug/23/why-the-bank-of-mum-and-dad-will-never-replace-the-welfare-state?CMP=Share_iOSApp_Other

Violence in the family, Optional readings:

Aizer, A. (2010). The gender wage gap and domestic violence. *American Economic Review*, 100(4), 1847-59.

<https://doi.org/10.1257/aer.100.4.1847>

Stevenson, B., & Wolfers, J. (2006). Bargaining in the shadow of the law: Divorce laws and family distress. *The Quarterly Journal of Economics*, 121(1), 267-288.

<https://doi.org/10.1093/qje/121.1.267>

\$ Class Project Presentation on March 23: Card, D., & Dahl, G. B. (2011). Family violence and football: The effect of unexpected emotional cues on violent behavior. *The quarterly journal of economics*, 126(1), 103-143.

<https://doi.org/10.1093/qje/qjr001>

*Anderson, Siwan. 2018. "Legal Origins and Female HIV." *American Economic Review*, 108 (6): 1407-39. DOI: 10.1257/aer.20151047

Infectious disease spread within the family, Optional readings:

TA Section discussion on February 25: Daysal, M., H. Ding, M. Rossin-Slater, and H. Schwandt. "Germs in the Family: The Long-Term Consequences of Intra-Household Endemic Respiratory Disease Spread," https://web.stanford.edu/~mrossin/ChildSickness_v2.pdf

PART 5: Parenthood

[February 28 and March 2] Topic 10: Economic Consequences of Parenthood and Parenthood Policies -- Parental Leave, Childcare, Flexible Work Arrangements, and "Freeze Your Eggs" as an Employment Benefit

*Cain-Miller, Claire "Children Hurt Women's Earnings, but Not Men's (Even in Scandinavia)," *The New York Times*, February 5, 2018
Accessible [here](#)

*Persson, P., & Rossin-Slater, M. (2019). *When Dad Can Stay Home: Fathers' Workplace Flexibility and Maternal Health*. National Bureau of Economic Research Working paper #25902.
[Non-technical summary](#)

*Antecol, H., Bedard, K., & Stearns, J. (2018). Equal but inequitable: who benefits from gender-neutral tenure clock stopping policies?. *American Economic Review*, 108(9), 2420-41.
<https://doi.org/10.1257/aer.20160613>

Updated: February 17, 2022

Optional readings:

Andresen, M. E., & Nix, E. (2019). *What causes the child penalty? Evidence from same sex couples and policy reforms*. Discussion Paper 902, Statistics Norway.

Bertrand, M., Goldin, C., & Katz, L. F. (2010). Dynamics of the gender gap for young professionals in the financial and corporate sectors. *American economic journal: applied economics*, 2(3), 228-55.
<https://doi.org/10.1257/app.2.3.228>

Kleven, H., Landais, C., & Sjøgaard, J. E. (2019). Children and gender inequality: Evidence from Denmark. *American Economic Journal: Applied Economics*, 11(4), 181-209.
<https://doi.org/10.1257/app.20180010>
[Non-technical summary](#)

Kleven, H., Landais, C., Posch, J., Steinhauer, A., & Zweimüller, J. (2019, May). Child penalties across countries: Evidence and explanations. In *AEA Papers and Proceedings* (Vol. 109, pp. 122-26).
<https://doi.org/10.1257/pandp.20191078>
[Non-technical summary](#)

\$ Class Project Presentation on February 28: Dahl, G. B., Løken, K. V., & Mogstad, M. (2014). Peer effects in program participation. *American Economic Review*, 104(7), 2049-74.
<http://dx.doi.org/10.1257/aer.104.7.2049>

[March 7] Love, Money, and Parenting: An Economic Perspective on Parenting Styles

*Cain-Miller, Claire “The Relentlessness of Modern Parenting,” The New York Times, December 25, 2018
Accessible [here](#)

*The Economist. “The rugrat race: Working-class parents are becoming more like middle-class ones.”
October 21, 2020.
Accessible [here](#)

Optional readings:

Doepke, Matthias, & Fabrizio Zilibotti. (2019.) *Love, Money, and Parenting: How Economics Explains the Way We Raise Our Kids*. Princeton University Press.

CONCLUSION: What we have learned, and looking ahead

There are no required readings for our final session, on March 9.