

Can CORE help economics get over its gender problem? A call for proposals

300,000 women are missing from economics

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THE CONVERSATION
Academic rigour. Journalistic flair.

CORE is seeking to better understand any impact the project may have on the 'gender problem' in economics.

We invite CORE teachers, students and others to propose ways to explore whether our introductory courses [The Economy](#) and [Economy, Society, and Economic Policy](#) may help to correct the gender imbalances in those studying and teaching economics, or in the economy and society at large. CORE blogs on women in economics can be read at [The Conversation](#), and [here](#) and [here](#).

We invite research proposals that are aimed at providing answers to questions such as:

- Are women who have studied using CORE more likely to continue studying economics than those in other courses?
- Do students who have completed CORE courses modify their beliefs or implicit attitudes about gender in a different way from students who have studied other introductory courses?

If the proposals that we receive are sufficiently promising, we will schedule a session to discuss them at our upcoming CORE Royal Economic Society Nuffield Foundation workshop at Warwick University in late June 2019. Proposers may be invited to the Warwick workshop to consider working jointly with other proposed projects and / or with others in the CORE community.

Proposed projects should indicate the research question(s) to be answered, how a *causal* impact of exposure to CORE could be identified, the student population and research design that will be implemented, and the likely dates of the implementation. Feel free to contact [Antonio Cabrales](#), [Eileen Tipoe](#) or [Homa Zarghamee](#) to discuss your ideas. Final proposals (2-4 pp in length) should be sent to Eileen before 1 June 2019.