Answer all of the following questions, using graphs where necessary. Please be concise but thorough.

1. What groups are included in the definition of the labor force? Briefly describe these groups.

2. In Nelson’s theory, what are the 3 types of difference (as used in the gender-value compass)?

3. List and briefly describe the 5 different eras of human development. Pay particular attention to the status of women in each era.

4. Why is hierarchy within an occupation important? What implications does it have for gender? In other words, why is the occupation segregation index lower when you consider the nine major occupational categories than when you consider a large set of detailed occupations?

5. How do the different types of on-the-job training affect an individual’s human capital investment decision? How might an individual’s perception of his or her expected work life affect your answer? Illustrate your answer graphically (please note the differences between general and specific on-the-job training).

6. What type of household does the neoclassical model predict should occur? Why?

7. In moving from a pre-industrial age to an industrial age, how did the American family change?

8. What is the difference between sex and gender?

9. What are the rules that Ehrenreich sets up for her minimum wage “experiment”? Does she always follow them? If not, how does she break them?

10. What are the primary problems facing families who are trying to leave the welfare system as illustrated in *Hands to Work*?
1. The labor force includes two different groups: the employed and the unemployed. Those employed are persons working at least 1 hour a week for a paid wage, who are over the age of 16. The unemployed include those not currently in a job and who have been actively seeking employment. People who are waiting to start their new job are technically unemployed. Discouraged workers have stopped looking for jobs and are not counted in the labor force.

2. The 3 types of difference Nelson uses in her theory are complementary, perversion, and lack. She uses these to expound on the dualism idea of gender to argue that there are positive qualities between masculine and feminine that complement each other. There are also perversions of these positive traits that are seen as negative traits of masculine and feminine lack is seen as the opposite of certain traits between both positive and negative masculine and feminine qualities.
The 5 different eras of human development are hunter-gatherer, horticulture, pastoral, agricultural, and industrial societies. Hunter-gatherer societies were those where men and women's status was relatively equal as they both provided for the household—men hunted big animals, women hunted smaller ones and gathered nearby goods. The bride price was for a man to pay for the loss of the productive woman. In horticultural societies, the status remained the same, even with the cultivation of crops because women produced output while working in the fields. Pastoral societies saw men begin to cultivate livestock while women tended to the local farm, and men's status slowly rose. In agricultural societies, the invention of the plow brought men to own larger portions of land and women became less powerful to their landowner husbands, becoming a lower class. With industrialization, men continued to produce more with technological progress and women's status was lowered by the capitalist system.
4. The occupational segregation index is lower when looking at a smaller set of categories because it's more vague than a larger one. The larger set allows us to see that there still is a segregation in fields with
men earning the higher wages in top levels of a field, and women earning less, even though they are in the same "category." The index is higher on a more detailed list of careers to show that segregation between men and women still exists.

5. Different types of training show the decisions people can make about investing in human capital. Somebody who is more likely to leave the work force will be less likely to have firm specific training because if they re-enter the work force they will not be able to transfer these skills to as many places. Those who invest in general training can leave and re-enter the labor force more easily because these skills can be taken to more places. This is why firms do not pay for general training because of the risk of the person leaving is higher. With firm specific training, people are more likely to stay in those jobs, which is why firms will pay for a portion of the training because they will receive a portion of those benefits. My graphs on back illustrate this.
The type of household that will occur is one where a family will be formed and they will make rational decisions that will benefit everyone to their maximum utility. Adults will have their comparative advantages and will trade with one another their benefits for the well being of all. Comparative advantages are the skills that adults have that bring in more benefits over the other. Generally, and traditionally, the man will specialize in the labor market and earn money. The woman will specialize in the household work and provide benefits there. Then the man and woman exchange their benefits—the man's wages for the woman's household benefits and vice versa, and they both maximize utility as a result.
During the pre-industrial age, the American family would produce what they consumed, and all members in the household including women and children were seen as efficient because they all contributed to the family production and therefore consumption. However, with the industrial age and the progress of technology, the family became more reliant on goods produced by the technology and became less self-sufficient as a result. Women and children weren't seen as much of an economic asset anymore, and child births decreased as a result. Men became a higher class as the provider by using the new technology.

Sex is the physiological and biological difference between male and female. Gender is the idea of a cognitive patterning based on socialization and traditional ideas as to what qualities are considered masculine and feminine. Traditionally, masculine qualities were seen as positive and feminine as negative, known as dualism. Nelson added to this with the gender compass, as noted earlier. Gender roles have been established throughout history based on actual or perceived differences between male and female.
9) She sets up different rules for herself so that she can feel like she can really have the experience of what it's like for so many people in these positions of poverty. Rules included not being able to reveal her true identity, and making sure she stayed in one place long enough, both in a job and a residence where she can earn wages and pay a month's rent based on those wages. She did not always keep her rules, as we saw her quit jobs numerous times after only working just a little bit.

10) The primary problems facing those women came down to the lack of resources and time needed to get a steady job and not be reliant on welfare. Childcare was always a big issue because of how expensive it was. They couldn't afford it or there wasn't enough available, and this ultimately gave them a crutch of having to keep their kids with them while trying to get out of the welfare system. Also, the policies and requirements of getting out were hard to keep up with. They all missed important meetings that would further delay any opportunities to assist them to get on a better track. The tighter restrictions on those who qualified for
welfare benefits also hindered their progress. We read of multiple times that they were denied benefits for various reasons.