

POLISCI 447: Gender and Development

Fall 2019

Thursdays, 1:30-4:30pm

Encina Hall West, 417

<https://canvas.stanford.edu/courses/106324>

Contact Information

Primary Instructor:	Soledad Artiz Prillaman (she/her)
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Office Hours	by appointment (please sign up on line at soledadprillaman.youcanbook.me)

Course Description

Gender remains an identity that defines structures of opportunity and representation in markets, society, and importantly in politics. This course studies how gender conditions experiences in political, economic, and social institutions. This seminar will pay special attention to the ways that patterns and processes of development have shaped gender inequality and will draw largely on evidence from low and middle-income countries. Specifically, we will study questions such as: Why do women in much of the world remain relatively underrepresented in formal and informal institutions? What social, cultural, economic, and institutional factors reduce such gender inequality? How does gender inclusion shape development patterns and political outcomes?

Course Goals and Learning Objectives

Through active engagement with and successful completion of this course, students will be able to:

1. Be conversant in key theories and empirical patterns of gender inequality.
2. Think critically about how gender operates in political, economic, and social spaces across the globe.
3. Evaluate the impact of modern development patterns for gender inequality.
4. Describe the constraints to women's representation in political spaces as both citizens and representatives.
5. Apply broader questions of political science inquiry to real-world examples of identity politics as it pertains to gender.

Course Schedule

Week	Date	Topic
1	9/26	Gender: Theories and Gaps
2	10/3	Gender in the household
3	10/10	Gender in the workforce: land and labor
4	10/17*	Gender in the workforce: urbanization and development
5	10/24	Gender in politics: voting
6	10/31	Gender in politics: non-voting participation
7	11/7	Gender in politics: descriptive representation
8	11/14	Gender in politics: substantive representation
9	11/21	Gender in society: violence
10	12/5	Gender in society: norms, culture, and religion

* I will need to reschedule this week if possible, which we will discuss during the first week of class.

Assignments and Grades

1. Attendance, Readings, and Participation (20%)- Attendance and active participation is integral to achieving the learning objectives of this course. Each class will focus on discussing the themes and specifics from that week's assigned readings. Part of active participation is therefore having done the readings prior to class. Students are expected to read all required items listed for the week prior to attending class. Students should come to class prepared to critically evaluate the arguments and theories from the reading, discuss the strengths and weakness of the research designs, draw connections across readings and synthesize the material into the broad contribution of the literature, and identify remaining gaps in knowledge. Readings with a star denote readings that should be read very thoroughly and students should be prepared to discuss the specifics of the argument and empirics (if relevant). Readings without a star should be more quickly read to understand the core arguments.

2. Reading Response Papers (40%)- Each student is required to write three reading response papers during the term. These response papers should drawn on most, if not all, of the readings from that week to critically evaluate the arguments and theories from the reading, discuss the strengths and weakness of the research designs, draw connections across readings and synthesize the material into the broad contribution of the literature, and identify remaining gaps in knowledge (as is expected during discussion). Reading response papers should be 3-4 double-spaced pages and must be submitted by Wednesday of that week at noon (day before class) via email to the instructor.

3. Research Proposal (40%)- Students are required to write a 10-15 page research proposal that (1) identifies an empirical or theoretical puzzle/question that has not been adequately addressed in the literature from the course, (2) advances an original theoretical argument to explain this puzzle/question, (3) summarized the relevant literature on the topic, and (4) proposes a research design to evaluate the proposed

theory. The research proposal is due by December 13th at 5pm via email to the instructor.

Academic Accommodation

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 dated in the current quarter in which the request is being made. 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: <http://oae.stanford.edu>).

Course Policies

Attendance Policy

Attendance is mandatory. If something does come up that will inhibit your ability to attend class, such as illness, other obligations, or conflict with a religious observance, please email me to discuss possible accommodations.

Late Assignment Policy

Assignments submitted after the deadline will not be accepted unless an accommodation/extension was agreed to ahead of the deadline. Please email me at the earliest possible time if there is any foreseeable reason an assignment may not be able to be submitted by the deadline.

Course Expectations

What you can expect from me

I am here to guide your learning and will challenge you to actively engage in the course and to grow as scholars. I will strive for an inclusive and collaborative classroom and welcome any suggestions for improvement. I will do my best to give you the tools, feedback, and support to succeed. There is a lot of material that we will not be able to cover given time constraints. I aim to motivate students to seek out more information on such topics and will provide additional resources to do so. I highly encourage everyone to visit me in office hours or to set up a meeting, even if you don't feel that you have questions. I want to get to know you and support you in this learning experience!

What I expect from you

As this is a graduate course, I expect you to take an active role in your learning by coming to class prepared and being ready to share your ideas through discussion with your classmates. To get the most out of the class, you should be prepared to share your ideas, ask questions, and listen actively. Each member of this class has different ideas and perspectives that will enrich the experience for everyone else, so I expect you to be

respectful and thoughtful in your interactions. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Course Rights

This course will touch on many things that may be vital and personal for you. Your passion is welcomed and encouraged! At times you may disagree with the others in the room, and this course can support disagreement and debate. It is, however, necessary that you always listen and respond with respect. With this in mind, I put forth the following rights and responsibilities:

- we have the responsibility to come prepared to discuss the readings and participate in the seminar discussion. This includes asking questions when there is something you do not understand.
- we have the responsibility to be receptive to other points of view than our own.
- we have the right to dissent or differ from the instructor and from others in the class. All aspects of this course aim to be respectful of diversity, including but not limited to: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, political affiliation, culture, and others.
- we have the responsibility to welcome challenges to our own opinions, and be willing to support our claims.
- we have the right to personal dignity, which at no point should be infringed upon in any way by the conduct of others.
- we have the right to need time and space to process and the responsibility to be cognizant when others need the same.

Content Warning

Week 9 of this course involves material pertaining to gender-based violence. If this or any other material covered in the course concerns you about your ability to participate this week, please reach out to me.

Please be aware that if you discuss an incident of potential sexual misconduct with a staff/faculty member, they are obligated to inform the college's Title IX coordinator about the basic facts of the incident. The coordinators will not take action or plan response without the complainant's consent and can be asked to maintain confidentiality.

Readings

All required readings will be posted on Canvas. The instructor reserves the right to add and amend these readings during the course with at least one week's notice to students. Readings with a star denote readings that should be read very thoroughly and students should be prepared to discuss the specifics of the argument and empirics (if relevant). Readings without a star should be more quickly read to understand the core arguments.

WEEK 1 (9/26) Gender: Theories and Gaps

- Goffman, Erving. "The Arrangement between the Sexes." *Theory and Society* 4, no. 3 (1977): 301-31.
- *Young, Iris Marion. "Gender as Seriality: Thinking about Women as a Social Collective." *Signs*, 19.3 (1994): 713-738.
- Anthias, Floya, and Nira Yuval-Davis. "Contextualizing feminism: Gender, ethnic and class divisions." *Feminist review*: 62-75 (1983).
- *Duflo, Esther. "Women empowerment and economic development." *Journal of Economic literature* 50.4 (2012): 1051-79.
- *Sen, Amartya. "Many Faces of Gender Inequality." *Frontline*. 18.1 (2001)
- *Htun, Mala. "What it means to study gender and the state." *Politics & Gender* 1.1 (2005): 157-166.
- World Bank. *World Development Report 2012: Gender Equality and Development*. World Bank. Foreword and Overview (2011).

Recommended:

- Mansbridge, Jane. "Feminism and Democracy," *The American Prospect*, vol. 1 (1990): 126-139.
- World Bank. *World Development Report 2012: Gender Equality and Development*. World Bank. (2011).
- Shields, Stephanie A. "Gender: An intersectionality perspective." *Sex roles* 59.5-6 (2008): 301-311.
- West, Candace, and Don H. Zimmerman. "Doing gender." *Gender & society* 1.2 (1987): 125-151.
- Butler, Judith. *Undoing gender*. Routledge, 2004.
- Crenshaw, Kimberley. "Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics." *u. Chi. Legal f.* (1989): 139.

WEEK 2 (10/3) Gender in the household

- Lundberg, Shelly, and Robert A. Pollak. "Bargaining and distribution in marriage." *Journal of economic perspectives* 10.4 (1996): 139-158.
- Kandiyoti, Deniz. "Bargaining with patriarchy." *Gender & society* 2.3 (1988): 274-290.
- *Agarwal, Bina. "'Bargaining' and Gender Relations: Within and Beyond the Household." *Feminist economics* 3.1 (1997): 1-51.
- *Khan, Sarah. "Personal is Political: Prospects for Women's Substantive Representation in Pakistan" *Working Paper* (2017).
- *Lowe, Sarah. "Matrilineal Kinship and Spousal Cooperation: Evidence from the Matrilineal Belt." *Working Paper* (2018).
- Dhar, Diva, Tarun Jain, and Seema Jayachandran. "Intergenerational Transmission of Gender Attitudes: Evidence From India." *Journal of Development Studies*, 55.12 (2019): 2572-2592.

Recommended:

- Becker, Gary Stanley. *A Treatise on the Family*. Harvard university press, 1981. Introduction and Ch. 2.
- Hartmann, Heidi. "Capitalism, patriarchy, and job segregation by sex." *Signs: Journal of Women in Culture and Society* 1.3, Part 2 (1976): 137-169.

- Manser, Marilyn, and Murray Brown. "Marriage and household decision-making: A bargaining analysis." *International economic review*: 31–44 (1980).
- Mabsout, Ramzi, and Irene Van Staveren. "Disentangling bargaining power from individual and household level to institutions: Evidence on women's position in Ethiopia." *World Development* 38.5 (2010): 783–796.
- Lundberg, Shelly, and Robert A. Pollak. "Separate spheres bargaining and the marriage market." *Journal of political Economy* 101.6 (1993): 988-1010.
- Folbre, Nancy. "Exploitation Comes Home: A Critique of the Marxian Theory of Family Labor," *Cambridge Journal of Economics* 6.4 (1982): 317-29.
- Ashraf, Nava. "Spousal control and intra-household decision making: An experimental study in the Philippines." *American Economic Review* 99.4 (2009): 1245-77.
- Mona Lena Krook and Fiona Mackay. *Gender, Politics and Institutions: Towards a Feminist Institutionalism*. Palgrave MacMillan, 2011.

WEEK 3 (10/10) Gender in the workforce: land and labor

- Heath, Rachel and Seema Jayachandra. "The Causes and Consequences of Increased Female Education and Labor Force Participation in Developing Countries." in *Oxford Handbook of Women and the Economy*, 2018, eds. S. Averett, L. Argys, and S. Hoffman.
- *Jayachandran, Seema. "Social Norms as a Barrier to Women's Employment in Developing Countries." *Working Paper* (2019).
- Bernhardt, Arielle, Erica Field, Rohini Pande, Natalia Rigol, Simone Schaner, and Charity Troyer-Moore. 2018. "Male Social Status and Women's Work." *AEA Papers and Proceedings*, 108 (2018): 363-67.
- Barry, Ellen. "In India, a Small Band of Women Risk it All for a Chance to Work" *The New York Times*. 30 Jan. 2016.
- *Qian, Nancy. "Missing women and the price of tea in China: The effect of sex-specific earnings on sex imbalance." *The Quarterly Journal of Economics* 123.3 (2008): 1251-1285.
- Alesina, Alberto, Paola Giuliano, and Nathan Nunn. "On the origins of gender roles: Women and the plough." *The Quarterly Journal of Economics* 128.2 (2013): 469-530.
- *Carlana, Michela. "Implicit stereotypes: Evidence from teachers' gender bias." *The Quarterly Journal of Economics* 134.3 (2019): 1163-1224.

Recommended:

- Agarwal, Bina. *A field of one's own: Gender and land rights in South Asia*. Vol. 58. Cambridge University Press, 1994.
- Field, Erica, Seema Jayachandra, Rohini Pande, and Natalia Rigol. "Friendship at Work: Can Peer Support Catalyze Female Entrepreneurship?" *American Economic Journal: Economic Policy* 8.2 (2016): 125-153.
- Carranza, Eliana. "Soil endowments, female labor force participation, and the demographic deficit of women in India." *American Economic Journal: Applied Economics* 6.4 (2014): 197-225.
- Fletcher, Erin, Charity Troyer Moore, and Rohini Pande. "Women and Work in India: Descriptive Evidence and a Review of Potential Policies." HKS Working Paper (2018).
- McGinn, Kathleen L., Mayra Ruiz Castro, and Elizabeth Long Lingo. "Mums the word! Cross-national effects of maternal employment on gender inequalities at work and at home." (2015).

WEEK 4 (10/17) Gender in the workforce: urbanization and development

- Mammen, Kristin, and Christina Paxson. "Women's work and economic development." *Journal of economic perspectives* 14.4 (2000): 141-164.
- Goldin, Claudia. *The U-shaped female labor force function in economic development and economic history*. No. w4707. National Bureau of Economic Research, 1994.
- *R. Heath and A. M. Mobarak, "Manufacturing Growth and the Lives of Bangladeshi Women," *Journal of Development Economics*, 155: 1-15, July 2015 [Lead Article] [Paper](#) , [Data Repository](#)

- Horrell, Sara, and Jane Humphries. "Women's labour force participation and the transition to the male-breadwinner family, 1790-1865." *Economic History Review* (1995): 89-117.
- *Ross, Michael L. "Oil, Islam, and women." *American political science review* 102.1 (2008): 107-123.
- Tripp, Aili Mari. "Women and the changing urban household economy in Tanzania." *The Journal of Modern African Studies* 27.4 (1989): 601-623.
- *Jensen, Robert. "Do labor market opportunities affect young women's work and family decisions? Experimental evidence from India." *The Quarterly Journal of Economics* 127.2 (2012): 753-792.
- Barry, Ellen. "Young Rural Women in India Chase Big-City Dreams" *The New York Times*. 24 Sep. 2016.

Recommended:

- Goldin, Claudia. "The quiet revolution that transformed women's employment, education, and family." *American economic review* 96.2 (2006): 1-21.
- Esteve-Volart, Berta. "Gender discrimination and growth: Theory and evidence from India." *Vol* (2004).

WEEK 5 (10/24) Gender in politics: voting

- Inglehart, Ronald, and Pippa Norris. "The developmental theory of the gender gap: Womens and mens voting behavior in global perspective." *International Political Science Review* 21.4 (2000): 441-463.
- Iversen, Torben, and Frances Rosenbluth. "The Political Economy of Gender: Explaining Cross-National Variation in the Gender Division of Labor and the Gender Voting Gap." *American Journal of Political Science* 50.1 (2006): 1-19.
- *Giné, Xavier, and Ghazala Mansuri. "Together we will: evidence from a field experiment on female voter turnout in Pakistan." *World Bank Policy Research Working Paper* 5692 (2011).
- *Cheema, Ali, Sarah Khan, Shandana Khan Mohmand and Asad Liaqat. "Canvassing the Gatekeepers: A Field Experiment to Increase Women's Electoral Turnout in Pakistan." *Working paper* (2019).
- *Morgan-Collins, Mona. "The electoral impact of newly enfranchised groups: the case of women's suffrage in the United States." *Journal of politics*. (2019).
- Gay, Claudine, and Katherine Tate. "Doubly bound: The impact of gender and race on the politics of black women." *Political Psychology* 19.1 (1998): 169-184.
- Junn, Jane. "The Trump majority: White womanhood and the making of female voters in the US." *Politics, Groups, and Identities* 5.2 (2017): 343-352.

Suggested:

- Iversen, Torben, and Frances McCall Rosenbluth. *Women, work, and politics: The political economy of gender inequality*. Yale University Press, 2010.

WEEK 6 (10/31) Gender in politics: non-voting participation

- Schlozman, Kay Lehman, Nancy Burns, Sidney Verba, and Jesse Donahue. "Gender and citizen participation: Is there a different voice?" *American Journal of Political Science* (1995): 267-293.
- Chhibber, Pradeep. "Why are some women politically active? The household, public space, and political participation in India." *International Journal of Comparative Sociology* 43.3-5 (2002): 409-429.
- *Prillaman, Soledad Artiz. "Strength in Numbers: How women's groups close India's political gender gap." *Working Paper* (2018).
- Gottlieb, Jessica. "Why might information exacerbate the gender gap in civic participation? Evidence from Mali." *World Development* 86 (2016): 95-110.
- *Barnes, Tiffany D, and Stephanie M Burchard. "Engendering Politics The Impact of Descriptive Representation on Women's Political Engagement in Sub-Saharan Africa." *Comparative Political Studies* (2012).

- *Gottlieb, Jessica and Amanda Robinson. "How to Close the Gender Gap in Political Participation: Lessons from Matrilineal Societies in Africa." *British Journal of Political Science* (2019).

Recommended:

- Baldez, Lisa. *Why women protest: Women's movements in Chile*. Cambridge University Press, 2002.
- Bhalotra, Sonia, Irma Clots-Figueras, and Lakshmi Iyer. "Path-Breakers: How Does Women's Political Participation Respond to Electoral Success?" Harvard Business School BGIE Unit Working Paper (2013).
- Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba. *The private roots of public action*. Harvard University Press, 2001.

WEEK 7 (11/7) Gender in politics: descriptive representation

- *Mansbridge, Jane. "Should blacks represent blacks and women represent women? A contingent 'yes'." *The Journal of politics* 61.3 (1999): 628-657.
- *Htun, Mala. "Is gender like ethnicity? The political representation of identity groups." *Perspectives on Politics* 2.3 (2004): 439-458.
- Fox, Richard L, and Jennifer L Lawless. "Entering the arena? Gender and the decision to run for office." *American Journal of Political Science* 48.2 (2004): 264-280.
- *Beaman, Lori, Raghavendra Chattopadhyay, Esther Duflo, Rohini Pande, and Petia Topalova. "Powerful Women: Does Exposure Reduce Bias?*" *The Quarterly journal of economics* 124.4 (2009): 1497-1540.
- *Bhavnani, Rikhil R. "Do electoral quotas work after they are withdrawn? Evidence from a natural experiment in India." *American Political Science Review* 103.1 (2009): 23-35.
- Clayton, Amanda, Amanda Lea Robinson, Martha C. Johnson, and Ragnhild Muriaas. "(How) Do Voters Discriminate Against Women Candidates? Experimental and Qualitative Evidence From Malawi." *Comparative Political Studies* (2019).

Recommended:

- Pitkin, Hanna. *The concept of representation*. University of California Press, 1967. Excerpts TBD.
- Weeks, Ana Catalano. "Why Are Gender Quota Laws Adopted by Men? The Role of Inter-and Intraparty Competition." *Comparative Political Studies* 51.14 (2018): 1935-1973.
- Beaman, Lori, Esther Duflo, Rohini Pande, and Petia Topalova. "Female leadership raises aspirations and educational attainment for girls: A policy experiment in India." *Science* 335.6068 (2012): 582-586.
- Krook, Mona Lena, Joni Lovenduski, and Judith Squires. "Gender quotas and models of political citizenship." *British Journal of Political Science* 39.4 (2009): 781-803.
- Pande, Rohini, and Deanna Ford. "Gender quotas and female leadership: A review." *Working paper* (2009).
- Iversen, Torben, and Frances Rosenbluth. "Work and power: The connection between female labor force participation and female political representation." *Annu. Rev. Polit. Sci.* 11 (2008): 479-495.
- Clayton, Amanda B. "Electoral gender quotas, female leadership, and women's political engagement: Evidence from a randomized policy experiment." *Comparative Political Studies* 48.3 (2015): 333-69.

WEEK 8 (11/14) Gender in politics: substantive representation

- *Chattopadhyay, Raghavendra, and Esther Duflo. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* 72.5 (2004): 1409-1443.
- *Ban, Radu, and Vijayendra Rao. "Tokenism or agency? The impact of women's reservations on village democracies in South India." *Economic Development and Cultural Change* 56.3 (2008): 501-530.

- Edlund, Lena, and Rohini Pande. "Why have women become left-wing? The political gender gap and the decline in marriage." *The Quarterly Journal of Economics* 117.3 (2002): 917–961.
- Gottlieb, Jessica, Guy Grossman, and Amanda Lea Robinson. "Do Men and Women Have Different Policy Preferences in Africa? Determinants and Implications of Gender Gaps in Policy Prioritization." *British Journal of Political Science* (2016): 1–26.
- Miller, Grant. "Women's suffrage, political responsiveness, and child survival in American history." *The Quarterly Journal of Economics* 123.3 (2008): 1287-1327.
- Karpowitz, Christopher F., Tali Mendelberg, and Lee Shaker. "Gender inequality in deliberative participation." *American Political Science Review* 106.3 (2012): 533-547.
- *Parthasarathy, Ramya, Vijayendra Rao, and Nethra Palaniswamy. "Deliberative inequality: a text-as-data study of Tamil Nadu's village assemblies." *American Political Science Review* (forthcoming).

Recommended:

- Karpowitz, Christopher F, and Tali Mendelberg. *The silent sex: Gender, deliberation, and institutions*. Princeton University Press, 2014.
- John R. Lott, Jr., and Lawrence W. Kenny. "Did Women's Suffrage Change the Size and Scope of Government?" *Journal of Political Economy* 107.6 (1999): 1163-1198.

WEEK 9 (11/21) Gender in society: violence

- *Htun, Mala, and S. Laurel Weldon. "The civic origins of progressive policy change: Combating violence against women in global perspective, 1975–2005." *American Political Science Review* 106.3 (2012): 548-569.
- *Luca, Dara Lee, Emily Owens, and Gunjan Sharma. "Can Alcohol Prohibition Reduce Violence Against Women?" *The American Economic Review* 105.5 (2015): 625–629.
- *Borker, Girija. "Safety First: Perceived Risk of Street Harassment and Educational Choices of Women." *Working Paper* (2018).
- Wood, Elisabeth Jean. "Armed groups and sexual violence: When is wartime rape rare?." *Politics & Society* 37.1 (2009): 131-161.
- *Cohen, Dara Kay. "Explaining rape during civil war: Cross-national evidence (1980–2009)." *American Political Science Review* 107.3 (2013): 461-477.

WEEK 10 (12/5) Gender in society: norms, culture, and religion

- Jayachandran, Seema. "The roots of gender inequality in developing countries." *Annual Review of Economics* 7.1 (2015): 63-88.
- Iversen, Torben and Frances McCall Rosenbluth. *Women, work, and politics: The political economy of gender inequality*. Yale University Press, 2010. Chapter 2.
- *Blaydes, Lisa, and Drew A Linzer. "The political economy of women's support for fundamentalist Islam." *World Politics* 60.4 (2008): 576–609.
- Htun, Mala, and S. Laurel Weldon. *The Logics of Gender Justice: State Action on Women's Rights Around the World*. Cambridge University Press, 2018. Chapter 4
- *Brulé, Rachel. "Reform, Representation and Resistance: The Politics of Property Rights' Enforcement." *Journal of Politics* (Forthcoming).
- Bhalotra, Sonia, Rachel Brulé, and Sanchari Roy. "Women's inheritance rights reform and the preference for sons in India." *Journal of Development Economics* (2018).
- *Dhar, Diva, Tarun Jain, and Seema Jayachandran. "Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India." *Working Paper* (2018).