

POLI 4060: Gender and Development

Instructor: Dr. Emily Rains, erains@lsu.edu
Class times: Tues & Thurs, 1:30 pm – 2:50 pm
Location: 221 Tureaud Hall

Office: Stubbs Hall 232
Student office hours: Wed, 3– 5
or by appointment

Overview:

Though great strides have been made in advancing gender equality around the world, women and girls still experience substantial disadvantages. This course examines how gender and gender inequalities shape women's social, economic, and political lives in low and middle-income countries. We will examine questions such as: How does gender inequality shape women's status as citizens? Why do women remain underrepresented in formal and informal institutions? What factors can reduce gender gaps in social, economic and, ultimately, political outcomes? How does gender inclusion affect development patterns? We will pay special attention to how gender interacts with other institutions and identities to produce divergent experiences and outcomes across individuals.

Objectives:

By the end of this course, you will be able to

- Discuss key theories and empirical patterns of gender inequality in low and lower-middle income countries
- Describe differences in how women and men engage as citizens
- Think critically about how various dimensions of gender inequality influence women's political engagement
- Apply the concepts discussed in class to analyze the implications of current events in a particular country
- Locate and present data on gender inequality in a particular country

Prerequisites:

There are no formal prerequisites for this course. Many of the assigned papers will include presentations of statistical data analyses. Previous coursework in statistics may be helpful in reading these papers but *is not required*. We will discuss how to read quantitative articles in the social sciences in class and I will provide additional support during office hours.

Grading and assignments:

- Participation: 15%
- Assignment 1: 10%
- Assignment 2: 10%
- Midterm: 20%

- Final presentation: 15%
- Participation in final presentations: 10%
- Final paper: 20%

The final grades will be calculated in the following way:

100-98 = A+

97-93 = A

92-90 = A-

87-89 = B+

86-83 = B

82-80 = B-

79-77 = C+

76-73 = C

72-70 = C-

69-67 = D+

66-63 = D

62-60 = D-

Participation (15%):

Classes will include a mixture of lecture, discussion, and in-person activities that expand on the readings as well as introduce new concepts. Attendance and participation are necessary to do well in this course, and participation will account for 15% of your final grade. You are expected to complete the assigned readings **before** each class and you will be required to post 2-3 discussion questions or comments based on the readings to Moodle ahead of each class. The participation grade will be determined from how often the discussion questions are posted *on time*. You will be permitted to skip three days of posting reflection questions before it begins to affect your participation grade.

Assignment 1 (10%):

You will choose a country in the beginning of the semester that is classified as “Low income” or “Lower-middle income” according to the World Bank (<https://datatopics.worldbank.org/world-development-indicators/the-world-by-income-and-region.html>). Your two assignments, final presentation, and final paper will all be based on this country, which needs to be approved by the instructor by the **end of class on September 14th**. No more than two students can pick the same country and countries will be approved on a first come, first served basis.

In the first assignment, you will write a 2-3 page memo describing indicators of gender inequality in your selected country. The memo will need to include at least 2 original graphs created by the student that illustrate how the indicators for that country compare to other countries. For students unfamiliar with creating graphs, the LSU Visualization Services Center is a helpful resource, and I can also provide support in office hours. More specific

information will be provided in class on this, as well as the other assignments, closer to when the assignments are due.

Assignment 2 (10%):

In the second assignment, you will write a 2-3 page memo describing indicators of women's political participation in your selected country. The memo will need to include at least 1 original graph created by the student that illustrates how the gender gap in political participation for that country compares to other countries.

Midterm (20%):

There will be a midterm exam during class time on **October 7th** that will include true or false, short answer, and essay questions.

Final presentation (15%):

For the final presentation, you will choose an organization (either governmental or non-governmental) in your selected country that works to promote gender equality. We will have two days of final presentations when everyone will present their organization as a mock fundraising pitch — in other words, the imagined audience is a funder who is passionate about reducing gender gaps in politics in low- and middle-income countries. In your final presentation, you will describe what the organization does, why you think this organization will ultimately increase women's political participation, and why the funder should contribute to this organization. At the end, we will vote as a class on which organization to “fund.”

Participation in final presentations (10%):

In addition to giving a final presentation, you will be expected to be an active audience member during others' final presentations. This means you can ask the presenter questions in your role as a “funder” and will also participate in the final vote on which organization to “fund.”

Final paper (20%):

The final paper, which is due on **December 11th**, will be a 7-8 page analysis of the impacts of a recent global event – either the COVID-19 pandemic or the “Me Too” movement (other recent events will need to be approved in advance by the instructor) in your selected country. You will research and report on how that event has affected women and men differently in your selected country, and how both women and men have responded to this event. Drawing on what you've learned in the first two assignments on the dimensions of gender inequality and gendered differences in political participation in this country, you will construct an argument explaining whether the impacts and responses to this event have been surprising to you, and why or why not.

**** Extra credit:**

I will offer extra credit (up to two times) to students who meet with mentors at the CxC Writing Center for support with Assignment 1, Assignment 2, or the Final Paper.

Key dates:

- September 14th: Get case study country approved (deadline to select Honors option)

- September 30th: Assignment 1 due
- October 7th: Midterm exam
- November 2nd: Assignment 2 due
- November 30th and December 2nd: Final presentations
- December 11th: Final paper due

Grading disputes:

Students must wait a minimum of 24 hours after receiving a graded assignment before contacting me about the grade. If you want to dispute your grade, email me after 24 hours but within one week of receiving your grade with a clear explanation for why you are requesting a grade reconsideration, and what grade you believe is appropriate based on that explanation.

Additional policies:

COVID-19:

If you need accommodations because of COVID-19, please let me know and I will work with you. For instance, if you are required to self-quarantine, we can work together to establish a plan so you are able to complete the work necessary for the course. For LSU policies on COVID-19, see: <https://lsu.edu/roadmap/>.

LSU does not mandate COVID-19 vaccines and still has a mask mandate in place. Therefore, **masks are required in our class**. As much as possible, we will social distance and use other precautionary steps to prevent the spread of COVID-19. Note that LSU does strongly encourage all students, faculty and staff to get vaccinated for COVID-19. Visit www.lsu.edu/roadmap/vaccines/ to learn how to get vaccinated on campus. Vaccination helps keep our campus community safe, helps protect those among us who are most vulnerable to COVID-19, and is our path back to more normal operations and the full college experience that our students deserve.

Mental health and other services:

Not only does the pandemic continue to pose difficulties in our everyday lives, but we will also cover content in this course that can be quite difficult to read and discuss. If mental health challenges related or unrelated to the course inhibit your ability to participate, please feel free to reach out to me about accommodations or support. I also highly encourage you to contact Mental Health Services (MHS) at LSU (<https://www.lsu.edu/shc/mental-health/mhshome.php>) if you or a friend is struggling. Moreover, if you or a friend have experienced sexual violence or harassment, you can contact the Lighthouse Program at LSU (<https://www.lsu.edu/shc/wellness/the-lighthouse-program/index.php>) or the Office of Civil Rights and Title IX (<https://lsu.edu/support/>).

Honors option:

Students that want to take this course for Honors credit should notify me and complete the necessary paperwork by **September 14th**. Students taking this course for honors will complete two different assignments that will replace Assignment 2 and the standard final paper. The final paper for the honors course (approximately 12-15 pages) will be an original

research paper on a topic of your choosing that is relevant to gender and politics in developing countries. This paper should follow the structure of a standard academic article published in a peer-reviewed journal: a.) an introduction that describes the research question and why it is important; b.) a summary of the existing background literature that has already been published on this and similar topics – including how your project builds or connects to this existing literature; c.) your original hypotheses for what you expect to find; d.) the data that you would need to use to test these hypotheses; e.) how you would test these hypotheses; and f.) a conclusion summarizing the key points of the paper. You do not need to have access to the actual data and you do not need to carry out the hypothesis tests, but you should suggest a plausible research design that draws on realistic data sources. I encourage you to meet with me in office hours early and often to discuss your paper ideas and progress. The final paper will be due at **11:59 pm on December 11th**.

Instead of completing Assignment 2, students taking the course for honors will submit a 2-page proposal on your final paper topic by **October 14th (note that this is different from the deadline for Assignment 2)**. The proposal should briefly describe the research topic, why you think it is an interesting topic, how it relates to the course content, how you plan to research the related existing literature on the topic, and a tentative set of hypotheses that you plan to design a test for. Students will also need to have their final paper topic approved by me by **October 7th**.

Respectful classroom environment:

Universities and classrooms thrive when we can learn from one another. This means engaging in discussions and debates with respect, courtesy, and sensitivity both inside and outside of this classroom.

Filming and recording:

You may not film or record this class without permission.

Late assignments:

The penalty for unexcused late assignments is 10 percentage points if turned in late within the due date of the assignment. After the due date, the penalty is 20 percentage points per day. For example, if the quality of your work earned a 90 on the assignment but you turned it in after the deadline on the due date, then you would receive an 80. If you turned it the day after the due date, you would receive a 60. Extensions may be made on a case-by-case basis so please feel free to reach out to me as needed.

Academic integrity:

Students are required to abide by the academic conduct policies outlined in the LSU Code of Student Conduct. Examples of academic dishonesty include, but are not limited to cheating on exams, plagiarizing (from published sources or from fellow students), buying or selling assignments, altering grades, intentional deception, and collaborating with others without permission. Be very careful with the writing assignments. The LSU Code of Student conduct defines plagiarism as “the unacknowledged inclusion, in work submitted for credit, of someone else's words, ideas, or data.” Please review the University's guidelines on plagiarism here:

https://www.lsu.edu/hss/english/university_writing/faculty_resources/policies_and_proce

[dures/plagiarism.php](#)I reserve the right to investigate when I suspect a violation of any of these policies. All violations of the university's academic conduct policies are turned over to the Dean of Students.

Accommodations for disabilities:

For students who have special needs or who require accommodations through Disability Services, please advise me of your situation as soon as possible and I will be happy to work with you to make the appropriate arrangements. More information on registering and accommodation is available on the ODS website here: <https://www.lsu.edu/disability/>.

TENTATIVE SCHEDULE:

I. Introduction

Week 1:

August 24: Course overview and discussion of syllabus

To read within the first week:

- Green, Amelia Hoover. "How to Read Political Science: A Guide in Four Steps." (2013).
- Powner, Leanne. "Reading and Understanding Political Science." (2007)
- UNC Learning Center. "Using Office Hours Effectively" (link on Moodle)

August 26: Gender and gender inequality

- 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. (2011): *Foreword and Overview*.

Classes canceled from August 30th through September 6th due to Hurricane Ida

II. Dimensions of gender inequality

Week 2:

September 7: Population and health

- Sen, Amartya. "More than 100 million women are missing." *New York Review of Books* (1990): 61-66.

- World Bank. World Development Report 2012: Gender Equality and Development. World Bank. (2011). *Education and health: where do gender differences really matter?*
 - Read “Health” from pages 117-138.

September 9: Households and marriage

- Agarwal, Bina. “‘Bargaining’ and Gender Relations: Within and Beyond the Household.” *Feminist economics* 3.1 (1997).
- Carpena, Fenella and Jensenius, Francesca (2021). “Age of Marriage and Women’s Political Engagement: Evidence from India” *The Journal of Politics* 83(4).

Week 3:

September 14: Education & mobility

- Listen to *The Guardian* Podcast: “Why are 63 million girls missing out on education?” (link on Moodle)
- Bajaj, Monisha. 2009. “Sugar Daddies and the Danger of Sugar: Cross-Generational Relationships, HIV/AIDS, and Secondary Schooling in Zambia.” Pp. 123-144 in *Gender, Equality and Education from International and Comparative Perspectives* (International Perspectives on Education and Society, Vol. 10), edited by David P. Baker and Alexander W. Wiseman. Bingley, UK: Emerald JAI.
- Sajjad, Fizzah, Ghulam Anjum, Erica Field, and Kate Vyborny. (2017). “Gender equity in transport planning: Improving women’s access to public transportation in Pakistan.” *International Growth Centre*. Policy Brief 89300.

September 16: Labor

- Jayachandran, Seema. 2021. “Social Norms as a Barrier to Women's Employment in Developing Countries.” IMF Economic Review.
- Pande, Rohini. 2017. “Getting India’s women into the work force: Time for a smart approach.” The International Growth Centre: <https://www.theigc.org/blog/getting-indias-women-workforce-time-smart-approach/>
- Ñopo, Hugo. 2012. “The Paradox of Girl’s Educational Attainment.” *Americas Quarterly*: <https://www.americasquarterly.org/fulltextarticle/the-paradox-of-girls-educational-attainment/>

Week 4:

September 21: Property rights

- Deere, C. D., & León, M. 2003. The gender asset gap: land in Latin America. *World Development*, 31(6): 925–947.
- Robinson, A. L., & Gottlieb, J. (2019). How to Close the Gender Gap in Political Participation: Lessons from Matrilineal Societies in Africa . *British Journal of Political Science* . <https://doi.org/10.1017/S0007123418000650>

III. Political lives I – participation

September 23: Voting

- Bratton, M.; Chu, Y. and Lagos, M. (2010) ‘Who Votes? Implications for New Democracies’, *Taiwan Journal of Democracy* 6.1: 1–30
- Isaksson, A.-S., Kotsadam, A., & Nerman, M. (2014). The gender gap in African political participation: Testing theories of individual and contextual determinants. *The Journal of Development Studies*. Abingdon: Frank Cass & Company Ltd.

Week 5:

September 28: Non-voting participation

- 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.
- Desposato, S., & Norrander, B. (2009). The gender gap in Latin America: Contextual and individual influences on gender and political participation. *British Journal of Political Science*, 39(01), 141–162.

September 30: Class canceled for American Political Science Association meeting

******ASSIGNMENT 1 DUE ON MOODLE AT 3 PM INSTEAD OF CLASS**

Week 6:

October 5: Policy preferences & expression

- Gottlieb, J., Grossman, G., & Robinson, A. L. (2016). Do Men and Women Have

Different Policy Preferences in Africa? Determinants and Implications of Gender Gaps in Policy Prioritization . *British Journal of Political Science* .

- Khan, Sarah. (2021). “Count Me Out: Women’s Unexpressed Preferences in Pakistan.” Working paper.

October 7: MIDTERM EXAM

Week 7:

October 12: Leadership – formal

- Jalalzai, Farida, and Mona Lena Krook. "Beyond Hillary and Benazir: Women’s political leadership worldwide." *International Political Science Review* 31.1 (2010): 5-21.
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders . *Psychological Review* .
- Beaman, L., Chattopadhyay, R., Duflo, E., Pande, R., & Topalova, P. (2009). Powerful Women: Does Exposure Reduce Bias? . *The Quarterly Journal of Economics* .
 - Read J-PAL summary (on Moodle):
<https://www.povertyactionlab.org/fr/evaluation/perceptions-female-leaders-india>

October 14: Leadership – informal

- Daby, M. (2020). “The Gender Gap in Political Clientelism: Problem-Solving Networks and the Division of Political Work in Argentina.” *Comparative Political Studies* 54(2)
- Darwin, Rizkika Lhena. (2017). “The Power of Female Brokers: Local Elections in North Aceh.” *Contemporary Southeast Asia* 39(3).

IV. Political lives II – representation and networks

Week 8:

October 19: Descriptive representation

- Barnes, Tiffany D., and Stephanie Burchard. 2013. “Engendering Politics: The Impact of Descriptive Representation on Women’s Political Engagement in Sub-Saharan Africa.” *Comparative Political Studies* 47 (7): 767-790

- Kerevel, Yann P. 2019. "Empowering Women? Gender Quotas and Women's Political Careers." *Journal of Politics* 81(4): 1167-1180.
- 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.
 - Listen to *Science* podcast discussing this paper (available on Moodle):
<https://science.sciencemag.org/content/suppl/2012/01/12/science.1212382.DC2>

October 21: Fall break, no class

Week 9:

October 26: 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
- Clayton, Amanda. 2021. "How Do Electoral Gender Quotas Affect Policy?" *Annual Review of Political Science*. 24, 235-52.

October 28: Networks

- Prillaman, S. (2017). "Strength in Numbers: How Women's Networks Close India's Political Gender Gap." Working paper.
- Goyal, Tanushree. (2019). "How Women Mobilize Women Into Politics: A Natural Experiment in India." Working paper.

Week 10:

November 2: Backlash

- Gottlieb, J. (2016). Why Might Information Exacerbate the Gender Gap in Civic Participation? Evidence from Mali . *World Development*.
- Brulé, Rachel. (2020). "Reform, Representation and Resistance: The Politics of Property Rights' Enforcement." *Journal of Politics* 82(4).

****** ASSIGNMENT 2 DUE ON MOODLE AT START OF CLASS**

V. Political lives III – differences across women

November 4: Intersectionality

- Watch Kimberlé Crenshaw on “The urgency of intersectionality”
 - Link on Moodle:
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en
- 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.
- UN Women. 2018. “In the Words of Sandra Moran: ‘Being the First Openly Lesbian Congresswoman in Guatemala has Been a Big Responsibility.’”
<https://www.unwomen.org/en/news/stories/2018/4/in-the-words-of-sandra-moran>

Week 11:

November 9: Linking poverty, participation, and gender

- Kasara, K., & Suryanarayan, P. (2015). When Do the Rich Vote Less Than the Poor and Why? Explaining Turnout Inequality across the World . *American Journal of Political Science* . Wiley . <https://doi.org/10.1111/ajps.12134>
- Harriss, J. (2005). Political Participation, Representation and the Urban Poor: Findings from Research in Delhi . *Economic and Political Weekly* . Sameeksha Trust .
- Haritas, K. (2013). Gender identity in urban poor mobilizations: evidence from Bengaluru . *Environment & Urbanization*.

November 11: Rural and urban differences

- Auerbach, A., & Kruks-Wisner, G. (2020). The Geography of Citizenship Practice: How the Poor Engage the State in Rural and Urban India. *Perspectives on Politics*.
- Cheema, A., Liaqat, A., Khan, S., Khan Mohmand, S., & Rauf, S. F. (2021). “The Empty Promise of Urbanisation: Women’s Political Participation in Pakistan” (IDS Working Paper No. 547). Brighton.

VI. Women's empowerment & ways forward

Week 12:

November 16: Women's empowerment

- Duflo, E. (2012). Women Empowerment and Economic Development . *Journal of Economic Literature* . Nashville : American Economic Association .
- Jayachandran, Seema, M. Biradavolu, & J. Cooper. (2021). "Using machine learning and qualitative interviews to design a five-question survey module for women's agency."
 - Read J-Pal summary (on Moodle):
<https://www.povertyactionlab.org/blog/3-3-21/five-question-womens-agency-index-created-using-machine-learning-and-qualitative>

November 18: Improving outcomes – some examples

- Cornwall, Andrea. (2016). Women's Empowerment: What Works? *Journal of International Development* 28 (3): 342 – 359.
- Dhar, Diva, Tarun Jain, and Seema Jayachandran. (2018). "Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India." *Working Paper*.
- 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.

Week 13:

November 23: In-class work on final presentation

November 25: Thanksgiving break, no class

Week 14:

November 30: Final presentations

December 2: Final presentations

December 11: Final Paper Due by 11:59 pm on Moodle