

Political Economy of Gender in South Asia

Spring 2019

[Meeting Time]

PROVISIONAL SYLLABUS

Last Updated: 10/04/2018

Instructor: Sarah Khan
Email: sarah.khan@yale.edu
Office: 213 Rosenkranz Hall
Office Hours:

COURSE DESCRIPTION:

This course focuses on the political and economic underpinnings and implications of gender inequality in South Asia. We will draw on evidence from Bangladesh, Pakistan and India to guide our theoretical and empirical inquiry into the following broad questions:

- 1) What is gender, and what approaches do social scientists use to study gender inequality?
- 2) How does gender inequality manifest in different social, economic and political spheres e.g. the household, the labor market, the electorate, the government?
- 3) What are the cultural and structural drivers of gender inequality?
- 4) How effective are different approaches to tackling gender inequality in South Asia?

The course introduces students to a variety of theoretical and methodological approaches, patterns and predictions emerging from empirical research, and context specific lessons.

LEARNING OBJECTIVES:

By the end of this course, students will be able to do the following:

- Be conversant in key theories and empirical patterns of gender inequality
- Engage critically with, and arbitrate between competing theories
- Use the concepts and theories learnt to evaluate evidence from new cases
- Construct clear arguments that evaluate, build on and challenge the ones presented in the syllabus readings

PREREQUISITES:

No formal prerequisites. Previous coursework in statistical data analysis will be helpful in reading some of the assigned papers but is not required. I will provide handouts and support during office hours on how to read quantitative empirical articles in the social sciences for those who are unfamiliar.

COURSE REQUIREMENTS & ASSESSMENT:

Attendance & Participation20%
Attendance and active participation is mandatory and integral to achieving the learning objectives of this course.

Students will be assessed on regular attendance, the substantive quality of their contributions to the class discussion, responses to questions posed by the instructor and peer discussion leaders, and their ability to respond to and build upon their peers' comments to generate fruitful conversation.

This is a reading intensive course. Successful participation will depend on closely reading the required texts before each week's seminar, and adhering to the discussion guidelines collectively set by course participants.

Peer Discussion Guide.....5%
Each student will be responsible for serving as a discussion guide for 1 week during the semester. This task will involve preparing and distributing a set of discussion questions pertaining to the assigned readings 24 hours in advance of that week's seminar meeting, and moderating part of the class discussion based using the prepared questions. I will distribute guidelines and a signup sheet on the first day of class.

Reading Responses x 3.....30%
Students will be expected to write 3 short reading response papers (1-2 pages) throughout the course of the semester. Response papers must engage primarily one of the assigned texts for a particular week. Good papers will avoid summarization, advance an original and clearly stated argument about the reading, and draw connections with at least one other reading from the same week, or one of the prior weeks.

The first 2 response papers must be submitted during Weeks 2-6. The third response paper must be submitted during Weeks 7-13. The response papers will be due online by 5pm on the day prior to that week's seminar time. Students may not submit a response paper during the week they are serving as a peer discussion guide. Only one response may be submitted in a particular week.

Final Paper.....45%
Students are required to write a 15-20 page original research paper for this seminar that (i) advances an original theoretical argument related to one of the themes of the course, and (ii) tests this argument using evidence. I will distribute detailed guidelines for the paper. The assessment for this assignment is broken down into 5 sub-components:

- 1 page topic memo due Week 7.....5%
- Instructor meeting during Week 10.....no grade
- First draft of paper due Week 12.....15%
- 1-2 page commentary on peer paper due Week 13.....5%
- Final draft of paper due by email 12noon, Monday, May 6.....20%

COURSE POLICIES:

Attendance:

Attendance is mandatory and unexcused absences will negatively impact your grade. You will have 1 excused absence during the semester – no questions asked. In case of illness, other obligations, or conflict with a religious observance, please email me to arrange an appropriate accommodation.

Electronic Devices:

You may use laptops and tablets for course related purposes during the seminar. Use of these devices for purposes unrelated to the course during seminar time will negatively impact participation grades. I request that all cell-phones remain silent and off the table during class.

Email:

In general, email should be used for logistical and short queries and you can expect a reply within 48hrs during weekdays. Substantive questions and concerns should be brought to office hours, where I look forward to seeing you!

Late Work:

Response papers and discussion guide questions submitted after the deadline will not be accepted. Other late work will be downgraded by 1/3rd of a letter grade (A to A-, A- to B+ etc.) for each day after the deadline. As with attendance, in case of illness, family emergency, or conflict with a religious observance, please email me to arrange an appropriate accommodation.

Academic Integrity:

It is your responsibility to be aware of the various forms of academic dishonesty and plagiarism, related university regulations, and to adhere to these regulations. Ignorance of will not constitute an excuse for violation. Please refer to the Yale Undergraduate Regulations (<http://catalog.yale.edu/undergraduate-regulations/>) for more detail, and to the Yale Writing Center (<https://ctl.yale.edu/writing/using-sources>) for guidance on how to appropriately cite sources in your work

Disability:

I will work to provide the appropriate accommodations for students with disabilities. Please contact the Yale University Resource Office on Disabilities to discuss your needs and request accommodations.

Inclusivity and Classroom Climate:

An inclusive and safe learning environment for all students is a priority for this course. To this end, we will use time on the first day of class to set collective guidelines for discussion. In general, disagreement is highly encouraged and disrespect will not be tolerated.

A note that Week 9 of the course involves material pertaining to gender-based violence. If you are concerned about your ability to participate this week, please reach out to me to discuss this. 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.

COURSE SCHEDULE & READINGS

WEEK 1: Introduction

Gender and gender inequality as a subject of inquiry (Read by Week 2)

1. Htun, Mala. "What it means to study gender and the state." *Politics & Gender* 1.1 (2005): 157-166.
2. Goffman, Erving. "The arrangement between the sexes." *Theory and Society* 4.3 (1977): 301-331.
3. Young, Iris Marion. "Gender as Seriality: Thinking about Women as a Social Collective." *Signs*, 19.3 (1994): 713–738.
4. Sen, Amartya. "Many Faces of Gender Inequality." *Frontline*. 18.1 (2001)

WEEK 2: Population

Why are women missing in South Asia?

1. Sen, Amartya. "More than 100 million women are missing." *New York Review of Books* (1990): 61-66.
2. Kabeer, Naila, Lopita Huq, and Simeen Mahmud. "Diverging stories of "missing women" in South Asia: Is son preference weakening in Bangladesh?." *Feminist Economics* 20.4 (2014): 138-163.
3. Lemoine, Kristi, and John Tanagho. "Gender Discrimination Fuels Sex Selective Abortion: The Impact of the Indian Supreme Court on the Implementation and Enforcement of the PNDT Act." *U. Miami Int'l & Comp. L. Rev.* 15 (2007): 203—
4. Denyer, Simon and Annie Gowen. "Too Many Men." *Washington Post*. 18 Apr. 2018.

Recommended:

- Jayachandran, Seema. "Fertility decline and missing women." *American Economic Journal: Applied Economics* 9.1 (2017): 118-39.

- 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.

WEEK 3: Marriage & the Household

Marriage and the household as sites of the production and reproduction of gender roles and inequality

1. Kandiyoti, Deniz. "Bargaining with patriarchy." *Gender & society* 2.3 (1988): 274-290.
2. Rao, Vijeyndra. "Dowries". *Oxford Companion to Economics in India*. Edited by Kaushik Basu
3. Agarwal, Bina. "Bargaining" and gender relations: Within and beyond the household." *Feminist economics* 3.1 (1997): 1-51.

Recommended:

- Ahuja, Amit, and Susan L. Ostermann. "Crossing caste boundaries in the modern Indian marriage market." *Studies in Comparative International Development* 51.3 (2016): 365-387.

WEEK 4: Labor

Why do women make up a small portion of the South Asian labor force? How should we think about the work that women do?

1. Field, Erica and Kate Vyborny. *Female Labor Force Participation: Pakistan Country Study for the Asian Development Bank*. 2016.
2. Heath, Rachel, and A. Mushfiq Mobarak. "Manufacturing growth and the lives of Bangladeshi women." *Journal of Development Economics* 115 (2015): 1-15.
3. Barry, Ellen. "In India, a Small Band of Women Risk it All for a Chance to Work" *The New York Times*. 30 Jan. 2016.
4. Bernhardt, Arielle, et al. "Male Social Status and Women's Work." *AEA Papers and Proceedings*. Vol. 108. 2018.
5. Islam, Asadul, and Russell Smyth. "Economics of Sex Work in Bangladesh." *The Oxford Handbook of the Economics of Prostitution*. Oxford University Press, 2016.

Recommended:

- Papanek, Hanna. "Purdah in Pakistan: seclusion and modern occupations for women." *Journal of Marriage and the Family* (1971): 517-530.
- Heath, Rachel, and Seema Jayachandran. *The causes and consequences of increased female education and labor force participation in developing countries*. No. w22766. National Bureau of Economic Research, 2016.

- Field, Erica, et al. "Friendship at work: Can peer effects catalyze female entrepreneurship?." *American Economic Journal: Economic Policy* 8.2 (2016): 125-53.

Week 5: Land

Do property rights reduce gender inequality?

1. Agarwal, Bina. *A field of one's own: Gender and land rights in South Asia*. Vol. 58. Cambridge University Press, 1994. [extracts TBD]
2. Basu, Srimati. *She comes to take her rights: Indian women, property, and propriety*. SUNY Press, 1999. [extracts TBD]
3. Bhalotra, Sonia, Rachel Brulé, and Sanchari Roy. "Women's inheritance rights reform and the preference for sons in India." *Journal of Development Economics*. 2018.
4. Jameel, Mehab. "Badrunissa: Okara's 'Terrorist' Peasant". *Tanqeed*. 2016

Recommended

- Arens, Jenne. *Women, Land and Power in Bangladesh: Jhagrapur Revisited*. The University Press Limited. 2011. [extracts TBD]
- Baruah, Bipasha. "Gendered realities: exploring property ownership and tenancy relationships in urban India." *World Development* 35.12 (2007): 2096-2109.
- Agarwal, Bina. "Gender and land rights revisited: exploring new prospects via the state, family and market." *Journal of Agrarian Change* 3.1-2 (2003): 184-224.

Week 6: Political Representation I

Descriptive Representation

LAST WEEK TO SUBMIT READING RESPONSE #2

1. Jalalzai, Farida, and Mona Lena Krook. "Beyond Hillary and Benazir: Women's political leadership worldwide." *International Political Science Review* 31.1 (2010): 5-21.
2. 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.
3. Kesavan, Mukul. "The Solitude of Female Politicians in South Asia" *Al Jazeera*. 20 Dec. 2016.

WEEK 7: Political Representation II

Substantive representation

FINAL PAPER TOPIC MEMO DUE IN CLASS

1. Celis, Karen, et al. "Rethinking women's substantive representation." *Representation* 44.2 (2008): 99-110.
2. Weldon, Laurel. "Perspectives against interests: Sketch of a feminist political theory of "women"." *Politics & Gender* 7.3 (2011): 441-446.
3. Chattopadhyay, Raghavendra, and Esther Duflo. "Women as policy makers: Evidence from a randomized policy experiment in India." *Econometrica* 72.5 (2004): 1409-1443.
4. Panday, Pranab Kumar. "Representation without participation: Quotas for women in Bangladesh." *International Political Science Review* 29.4 (2008): 489-512.

Recommended:

- Clots-Figueras, Irma. "Women in politics: Evidence from the Indian States." *Journal of public Economics* 95.7-8 (2011): 664-690.
- Labonne, Julien, Sahar Parsa, and Pablo Querubin. "Political dynasties, term limits and female political empowerment: evidence from the Philippines." 2017. *Working Paper*.

Week 8: Political Participation

Gender gaps in different forms of political participation

1. 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.
2. Cheema, Ali, Sarah Khan, Asad Liaqat and Shandana Mohmand. "De Facto Suffrage: A Field Experiment to Improve Women's Turnout in Pakistan's National Election" *Working Paper*. 2018
3. Prillaman, Soledad Artiz. "Strength in Numbers: How Women's Networks Close India's Political Gender Gap" *Working Paper*. 2017.
4. Parthasarathy, Ramya, Vijayendra Rao, and Nethra Palaniswamy. *Deliberative inequality: a text-as-data study of Tamil Nadu's village assemblies*. The World Bank, 2017.

Week 9: Violence

Forms, drivers and consequences of gender based violence

1. Borker, Girija. "Perceived risk of street harassment and college choice of women in Delhi" *VoxDev*. 1 Oct. 2018.
2. Koenig, Michael A., et al. "Women's status and domestic violence in rural Bangladesh: individual-and community-level effects." *Demography* 40.2 (2003): 269-288.
3. Malik, Mehreen Zahra. "Transgender Pakistanis Win Legal Victories but Violence Goes On" *New York Times*. 19 Aug. 2018

4. Pande, Rohini. "Keeping Women Safe: Addressing the Root Causes of Violence against Women in South Asia." *Harvard Magazine* (2015): 1-9.
5. To Watch: *India's Daughter*. Dir. Leslee Udwin. 2015

Week 10: Religion, Culture and Norms

Is Islam/Hinduism/South Asian culture bad for women? What's wrong with this question?

FINAL PAPER MEETING WITH INSTRUCTOR THIS WEEK

1. Rushdie, Salman. "India and Pakistan's Code of Dishonor." *New York Times*. 10 Jul. 2005
2. Sanday, Peggy Reeves. *Female power and male dominance: On the origins of sexual inequality*. Cambridge University Press, 1981. [extracts TBD]
3. Gazdar, Harris. "Gendered Spaces and Economic and Social Stagnation" *SPO Discussion Paper Series*. 2003.
4. Kabeer, Naila. "Cultural dopes or rational fools? Women and labour supply in the Bangladesh garment industry." *The European Journal of Development Research* 3.1 (1991): 133-160.

Recommended

- Terman, Rochelle Layla. "Researching Gender & Women in Muslim Contexts: Beyond Orientalism?" in Golder, Matt and Sona Golder (eds.) CP: Newsletter of the Comparative Politics Organized Section of the American Political Science Association 27(1): 1-109. 2017.
- Dhar, Diva, Tarun Jain, and Seema Jayachandran. *Intergenerational Transmission of Gender Attitudes: Evidence from India*. No. w21429. National Bureau of Economic Research, 2015.
-

Week 11: Structure and Economic Development

Relationship between economic structures, development and gender equality

1. 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.
2. Rahman, Lupin, and Vijayendra Rao. "The determinants of gender equity in India: examining Dyson and Moore's thesis with new data." *Population and Development Review* 30.2 (2004): 239-268.
3. Duflo, Esther. "Women empowerment and economic development." *Journal of Economic Literature* 50.4 (2012): 1051-79.

Week 12: Law

When are gender-equalizing laws passed? Can legal reform achieve equality?

FIRST DRAFT OF FINAL PAPER DUE

1. Htun, Mala, and S. Laurel Weldon. *The Logics of Gender Justice: State Action on Women's Rights Around the World*. Cambridge University Press, 2018. Chapters 1, 2 & 4
2. Narain, Vrinda. "The Supreme Court of India and maintenance for Muslim women: transformatory jurisprudence." *Routledge Handbook of Gender in South Asia*. Routledge, 2014. 109-126.
3. Brule, Rachel. "'Reform, Representation and Resistance: The Politics of Property Rights' Enforcement." *Forthcoming*.

Week 13: Imagining Equality

This week is an opportunity to reflect on alternative arrangements and the potential for transformative change

PEER COMMENTARY DUE LAST WEEK TO SUBMIT READING RESPONSE #3

1. Hossain, Rokeya Sakhawat. *Sultana's Dream: And Selections from The Secluded Ones*. The Feminist Press at CUNY, 2013.
2. Brulé, Rachel and Nikhar Gaikwad. "Culture, Capital, and the Political Economy Gender Gap: Evidence from Meghalaya's Matrilineal Tribes." *Working Paper*. 2018
3. John. Arusha "The Beauty Of The Constitution Is That It Compels Us To Unlearn Our Prejudices": Menaka Guruswamy Discusses The Section 377 Judgment" *The Caravan*. 10 Sept. 2018.
4. Phadke, Shilpa, Sameera Khan, and Shilpa Ranade. *Why loiter?: Women and risk on Mumbai streets*. Penguin Books India, 2011. [extracts TBD]
