

Political Economy of Gender in South Asia

Spring 2023

Wednesdays, 1:30-3:20pm

Rosenkranz Hall, Room 202

Instructor: Sarah Khan, Assistant Professor, Dept. of Political Science
Email: sarah.khan@yale.edu
Office Hours: Tuesdays 3:00-5:00pm, or by appointment
Signup: <https://calendly.com/sarah-khan/>

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 or prior regional knowledge of South Asia required. 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 on how to read quantitative empirical articles in the social sciences.

COURSE POLICIES:

Attendance:

Attendance is mandatory; 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.

Participation:

Active participation in class is crucial for this seminar. I will moderate the class discussion and call on students to speak, except for the portion of class that is led by student discussion leaders. We will adapt these practices as necessary as we go along. During the semester if you feel that your ability to participate is being hindered for any reason, please reach out to me.

Email:

In general, email should be used for logistical and short queries and you can expect a reply within 24hrs during weekdays. More substantive questions and concerns should be brought to office hours, where I look forward to seeing you!

Grading:

Grades will be allocated along the following scale; note that there is no A+ grade at Yale College.

A:	93-100	C+:	77-79	D-:	60-62
A-:	90-92	C+:	73-76	F:	Below 60
B+:	87-89	C-:	70-72		
B:	83-86	D+:	67-69		
B-:	80-82	D:	63-66		

Late Work:

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 that it is submitted. If you require an extension for any reason, please contact me to arrange this.

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/regulations/academic-dishonesty/>) 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 to 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 devote some time on the first day of class to set collective guidelines for discussion.

Week 9 of the course involves material pertaining to gender-based and sexual 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, we 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 REQUIREMENTS & ASSESSMENT:

Participation.....20%

This is a discussion-based seminar that depends on active participation from each student. You are expected to read, watch, or listen closely to required materials in advance of our weekly class meeting, regularly attend the class meeting, and to engage actively in class discussion.

In addition, students will submit two questions pertaining to the materials for the week to the Canvas Discussion Board by 5pm on Tuesday beginning in Week 2.

Discussion Leader.....10%

Each student will be responsible for co-leading class discussion for 1 session with another student. This will involve:

- A short (10 minute) presentation synthesizing the texts for the week and posing questions. You may choose to introduce new examples or make connections with current events as part of the presentation.
- Moderating 20 minutes of class discussion

I will distribute guidelines and a signup sheet to organize this.

Reading Response Papers x 2.....20%

2 short reading response papers (approx. 2 pages) throughout the course of the semester.

Response papers must primarily focus on 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 response paper must be submitted during Weeks 3, 4 or 5.

The second response paper must be submitted during Weeks 7, 8 or 9

The response papers will be due online by 5pm on the Tuesday before class. Students may not submit a response paper during the week they are serving as a discussion leader. Only one response may be submitted in a particular week.

Field Notes Response Paper.....10%

Students will write a 3 page response to field notes collected by undergraduate students as part of a study of households' gendered responses to the COVID-19 pandemic in Lahore, Pakistan.

The response should identify key themes emerging from the field notes, contextualize these in light of at least 3 relevant syllabus readings, and propose further areas/questions of inquiry.

The field notes response paper must be submitted during Week 11, 12 or 13

Final Paper.....40%

15-20 page original research paper that (i) advances an original theoretical argument related to one of the themes of the course, and (ii) tests this argument using evidence from South Asia.

The paper is broken down into the following sub-components:

- 1 page topic memo due Week 6.....5%
- Office hours meeting during Week 7,8 or 9.....NA
- Annotated bibliography due Week 10.....5%
- First draft of paper due Week 12.....5%
- 1-2 page commentary on peer paper due Week 13.....5%
- Final draft of paper due Friday, May 14.....20%

For students writing their senior essay in this seminar, the senior essay will replace the final paper and will be subject to the departmental and College guidelines and timeline for the senior essay.

COURSE SCHEDULE SUMMARY

Week	Topic	Submissions Due	
		Response Papers	Final Paper
1 01/18	Approaches		
2 01/25	Approaches*		
3 02/01	Households, Marriage, Bargaining	Reading Response 1	
4 02/08	Missing Women		
5 02/15	Labor & Work		
6 02/22	Political Representation		Topic Memo

7 03/01	Political Representation	Reading Response 2	
8 03/08	Political Participation		
9 03/29	Gender Based Violence		
10 04/05	Religion and Culture		Annotated Bibliography
11 04/12	Economic Development	Field Notes Response	
12 04/19	Law and Policy		First Draft
13 04/26	Imagining Equality		Peer Review
05/15	Finals Week		Final Paper

*Weekly discussion questions due on Canvas this week, and all following weeks

COURSE SCHEDULE DETAIL & READINGS

All readings are available online, either through Yale Library or posted to Canvas

Jan 18 WEEK 1: Approaches to Gender & Gender Inequality I

1. Htun, Mala. "What it means to study gender and the state." *Politics & Gender* 1.1 (2005): 157-166.
2. Sen, Amartya. "Many Faces of Gender Inequality." *Frontline*. 18.1 (2001)
3. Scott, Joan W. "Gender: a useful category of historical analysis." *The American historical review* 91.5 (1986): 1053-1075.

Recommended:

- Goffman, Erving. "The arrangement between the sexes." *Theory and Society* 4.3 (1977): 301-331.
- Young, Iris Marion. "Gender as Seriality: Thinking about Women as a Social Collective." *Signs*, 19.3 (1994): 713–738.

Jan 25 WEEK 2: Approaches to Gender & Gender Inequality II

1. Mohanty, Chandra Talpade. "Under Western eyes: Feminist scholarship and colonial discourses." *Boundary 2* (1984): 333-358.
2. Collins, P. H., Chepp, V., Waylen, G., Celis, K., Kantola, J., & Weldon, S. L. (2013). *The Oxford handbook of gender and politics*. Chapter 2: Intersectionality
3. Anthias, Floya, and Nira Yuval-Davis. "Contextualizing feminism—gender, ethnic and class divisions." *Feminist review* 15.1 (1983): 62-75.
4. Dube, Leela. (2003) "Caste and Women" in *Gender and Caste: Contemporary Issues in Indian Feminism*, New Delhi: Kali for Women
5. Devji, Faisal. "How Caste Underpins the Blasphemy Crisis in Pakistan" *New York Times*. Dec 18, 2018

Listen:

- What is misogyny? <https://www.wnyc.org/story/misogyny-101/>

Recommended:

- Manne, Kate. "Women in a man's world: Understanding the logic of misogyny" <https://www.abc.net.au/religion/kate-manne-understanding-the-logic-of-misogyny/11981268> (Pay attention to the discussion of *misogynoir*)

Feb 1 WEEK 3: Households, Marriage, and Bargaining

NOTE: CLASS WILL BE HELD OVER ZOOM THIS WEEK

1. Collins, P. H., Chepp, V., Waylen, G., Celis, K., Kantola, J., & Weldon, S. L. (2013). The Oxford handbook of gender and politics. Chapter 11: Households, Family and Social Reproduction
2. Kandiyoti, Deniz. "Bargaining with patriarchy." *Gender & society* 2.3 (1988): 274-290.
3. Agarwal, Bina. "Bargaining"and gender relations: Within and beyond the household." *Feminist economics* 3.1 (1997): 1-51.
4. Anukriti, S., & Dasgupta, S. (2017). Marriage markets in developing countries. In *The Oxford Handbook of Women and the Economy*

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.
- Edlund, Lena. "Cousin marriage is not choice: Muslim marriage and underdevelopment." *AEA Papers and Proceedings*. Vol. 108. 2018.

Feb 8 WEEK 4: Missing Women

1. Sen, Amartya. "More than 100 million women are missing." *New York Review of Books* (1990): 61-66.
2. Jayachandran, Seema. "Fertility decline and missing women." *American Economic Journal: Applied Economics* 9.1 (2017): 118-39.
3. 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.
4. Akbulut-Yuksel, Mevlude, and Daniel Rosenblum. "Estimating the Effects of Expanding Ultrasound Use on Sex Selection in India." *The Journal of Development Studies* (2023): 1-17.

Recommended:

- 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.
- 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—

Feb 15 WEEK 5: Labor and Work

1. 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.
2. Jayachandran, Seema. "Social norms as a barrier to women's employment in developing countries." *IMF Economic Review* 69.3 (2021): 576-595.
3. Field, Erica, and Kate Vyborny. "Women's Mobility and Labor Supply: Experimental Evidence from Pakistan." *Asian Development Bank Economics Working Paper Series* 655 (2022).
4. Heath, Rachel, and A. Mushfiq Mobarak. "Manufacturing growth and the lives of Bangladeshi women." *Journal of Development Economics* 115 (2015): 1-15.

Feb 22 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. Khan, Sarah. "Women in Electoral Politics: An Account of Exclusion" in eds. Mufti, Siddiqui and Shafqat. (2020). *Pakistan's Political Parties: Surviving Between Dictatorship and Democracy*. Georgetown University Press.
4. Brulé, Rachel, and Aliz Toth. "Do Quotas In Two Dimensions Improve Social Equality? Intersectional Representation & Group Relations." (2022) *Working Paper*

Recommended:

1. Wängnerud, Lena. "Women in parliaments: Descriptive and substantive representation." *Annual Review of Political Science* 12.1 (2009): 51-69.

March 1 WEEK 7: Political Representation II

Substantive representation

FINAL PAPER TOPIC MEMO DUE

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, Raghabendra, 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.

March 8 Week 8: Political Participation

1. Cheema, Ali, et al. "Canvassing the Gatekeepers: A Field Experiment to Increase Women Voters' Turnout in Pakistan." *American Political Science Review* (2022): 1-21.
2. Prillaman, Soledad Artiz. "Strength in numbers: how women's groups close India's political gender gap." *American Journal of Political Science* (2021).
3. Goyal, Tanushree. "Representation from below: How women's grassroots party activism promotes equal political participation." *Working Paper*
4. Parthasarathy, Ramya, Vijayendra Rao, and Nethra Palaniswamy. "Deliberative democracy in an unequal world: A text-as-data study of South India's village assemblies." *American Political Science Review* 113.3 (2019): 623-640.

March 15 & March 22: SPRING BREAK, NO CLASS

March 29 Week 9: Gender Based Violence

1. Pande, Rohini. "Keeping Women Safe: Addressing the Root Causes of Violence against Women in South Asia." *Harvard Magazine* (2015): 1-9.
2. Bloch, Francis, and Vijayendra Rao. "Terror as a bargaining instrument: A case study of dowry violence in rural India." *American Economic Review* 92.4 (2002): 1029-1043.
3. Roychowdhury, Poulami. *Capable Women, Incapable States: Negotiating Violence and Rights in India*. Oxford University Press, 2020. (extracts TBD)

Listen: Not Safe in Public, Hear Me Too Podcast:

<https://www.spreaker.com/user/14859220/5-not-safe-in-public>

April 5 Week 10: Religion and Culture

1. Jejeebhoy, Shireen J., and Zeba A. Sathar. "Women's autonomy in India and Pakistan: the influence of religion and region." *Population and development review* 27.4 (2001): 687-712.

2. Shaheed, Farida. "Controlled or autonomous: Identity and the experience of the network, women living under Muslim laws." *Signs: Journal of Women in Culture and Society* 19.4 (1994): 997-1019.
3. Kang, Alice. "Studying oil, Islam, and women as if political institutions mattered." (2009).
4. 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.

April 12 Week 11: Structure and Economic Development

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. Duflo, Esther. "Women empowerment and economic development." *Journal of Economic Literature* 50.4 (2012): 1051-79.
3. Brulé, Rachel and Nikhar Gaikwad. "Culture, Capital, and the Political Economy Gender Gap: Evidence from Meghalaya's Matrilineal Tribes." *Journal of Politics*. Forthcoming

April 19 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. Brule, Rachel. "Reform, Representation and Resistance: The Politics of Property Rights' Enforcement."
3. Khan, Maryam, and Farieha Aziz. "The 'Defamation Backlash': Law and the Feminist Movement in Pakistan." *Available at SSRN 4258714* (2022).

Listen: Inside the Battle to Decriminalize Homosexuality in India

<https://shows.acast.com/612d51c9c6e18e00145085c9/episodes/612d51d095f9ec00136d56ab>

April 26 Week 13: Imagining Equality, Mobilizing for Change

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

PEER COMMENTARY DUE

1. Hossain, Rokeya Sakhawat. *Sultana's Dream: And Selections from The Secluded Ones*. The Feminist Press at CUNY, 2013.
2. Aurat March Ephemera. Princeton University Digital Library Collections. <https://dpul.princeton.edu/sae/browse/aurat-march-ephemera>
3. Interactive Archive of the Women's Action Forum Pakistan: <https://archive.lums.edu.pk/interactives/womens-action-forum/home>
4. Kumar, Radha. *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800-1990*. Zubaan, 2014. (extracts)

05/10: FINAL PAPER DUE