

Sex, Markets, and Power
Political Science 427
Spring 2016

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308 Rosenkranz
Office Hours: Monday 1:30-2:30
and by appointment

Course Description: This course considers how women's socio-economic status and political power have varied across time (in historical perspective) and place (in Asia, Africa, Europe, and the Americas). We will employ three analytical lenses to help us interpret what we see: biology, markets, and power. These lenses will help us understand how issues specific to women relate to debates in mainstream political economy. How does the sex with which you were born matter, and why? How do different forms of economic production affect the distribution of resources between men and women? What generates and sustains power structures that are relatively patriarchal or matriarchal or mixed? How independent is the political sphere from cultural and economic ones? We will examine a range of substantive issues that concern women in a wide range of societies to gauge which kinds of explanations are the most persuasive.

Course Requirements

For regular credit:

1. 1 short paper (about 5 pages long) that grapples with a topic of your interest related to this course, or that puts forward a policy proposal for adoption by the U.S. government. The paper is due on the last day of class. 30% of your grade.
2. In-class one-hour mid term. 30% of your grade.
3. Final exam. 40% of your grade.

For Writing Intensive credit (WR): Write three short papers (5 pages, 20% each for a total of 60%; topics to be determined in consultation with me) in lieu of the midterm and one short paper; and take the final exam (40%). The final is still required for Writing Intensive credit.

Course Schedule and Readings:

PART I: Theoretical Lenses

Class 1. Introduction: Sex, Markets, and Power

Class 2. Why Sex Matters

Q: What is the strongest case for the argument that biology matters for human behavior? What is the strongest case you can make that it does not?

- Melvin Konner. 2015. *Women After All*. Introduction, Chapter 5.

Class 3. Markets and Bargains

Q: What is good about economic division of labor? How much can it explain? What are the costs, and who bears them? How should we evaluate the costs and benefits?

- Siv Gustafsson. 1997. "Feminist Neo-Classical Economics: Some Examples," in Dijkstra and Plantenga, eds., *Gender and Economics: A European Perspective*. NY: Routledge.

Class 4. Power

Q: What does it mean to be politically powerful? How can women achieve political power?

- Rick Geddes and Dean Lueck. 2001. "The Gains from Self-Ownership and the Expansion of Women's Rights," *American Economic Review*.
- Dawn Teele, 2014. "Ordinary Democratization: The Electoral Strategy that Won British Women the Vote," *Politics and Society*. 42, 4: 537-561.

PART II: Substantive Issues

Class 5. Sex and Society: Mate Choice

Q: What can we learn about ourselves by knowing more about hunter-gatherers?

- Ann Zihlman. 1981. "Women as Shapers of Human Adaptation," in Frances Dahlberg, *Women the Gatherer*. Yale University Press. 75-119.
- Gunter Hitsch, Ali Hortaçsu, and Dan Ariely. 2010. "Matching and Sorting in Online Dating," *American Economic Review*, 100(1): 130-63.

Class 6. Gender Discrimination

Q: When are girls valued less than boys?

- Robert Trivers and Dan Willard. 1973. "Natural Selection of Parental Ability to Vary the Sex Ratio of Offspring," *Science*, 179, 4068: 90-92.
- Amartya Sen. 1990. "More than 100 Million Women are Missing," *The New York Review of Books*. 37, 20.

Class 7. Sex and Society: Social Norms

Q: What accounts for the similarities across cultures in sexual stereotyping and gender roles? What accounts for the differences? How does it matter for women seeking equality?

- Gerry Mackie. 1996. "Ending Footbinding and Infibulation: A Convention Account," *American Sociological Review*, 61:999-1018.
- Alberto Alesina, Paola Giuliano, and Nathan Nunn. 2014. "On the Origins of Gender Roles: Women and the Plough."

Class 8. Women and Development

Q: Is economic development good or bad for women? What is the case on both sides?

- World Bank. 2015. "Gender Inequality and Growth: The Case of Rich vs. Poor Countries."
- Michael Ross. 2008. "Oil, Islam, and Women," *American Political Science Review*. 102, 1: 107-123.

Class 9. Women and Democratization

Q: Does democratization improve the lot of women? Are female voters' preferences different from males'?

- Amanda Clayton. 2014. "Women's Political Engagement in Quota-Mandated Female Representation: The Case of Lesotho," *Comparative Political Studies*.
- Sisonke Msimang. 2015. "The Backlash against African Women," *The New York Times*

Class 10. Female Political Representation

Q: Why are women underrepresented in formal political institutions? What difference does it make?

- Kira Sanbonmatsu, 2002. "Gender Stereotypes and Vote Choice," *American Journal of Political Science*, 46, 1: 20-34.
- "The Female Political Career," *Women in Parliament*.

Class 11. Policy Consequences of the Female Vote

Q: Where does the gender voting gap come from? What are its effects?

- Lena Edlund and Rohini Pande. 2002. "Why Have Women Become Left Wing?" *The Quarterly Journal of Economics*. 117, 3: 917-961.
- Gottlieb, Grossman, and Robinson. 2014. "Do Men and Women Have Different Policy Preferences?"

Class 12. The Women's Rights Movement in the U.S.

Q: How far have women gotten? Has the meaning of "feminism" changed?

- Baldez, Epstein, and Martin. 2006. "Does the U.S. Constitution Need an Equal Rights Amendment?" *The Journal of Legal Studies* 35,1: 243-283.
- Claire Snyder, 2008. "What is Third Wave Feminism? A New Directions Essay," *Signs* 34,1: 175-196.

Class 13. Women and the Labor Market

Q: Where does gender wage inequality come from? What can be done about it? Evaluate the consequences of different solutions.

- Wei-hsin Yu. 2001. "Family Demands, Gender Attitudes, and Married Women's Labor Force Participation: Comparing Japan and Taiwan," in Brinton, ed., *Women's Working Lives in East Asia*. Stanford University Press, pp. 1-37.
- Claudia Goldin. 2014. "A Grand Gender Convergence: Its Last Chapter," *American Economic Review* 104, 4: 1091-1119.

Class 14: Midterm Exam, in class

Class 15. Marriage and Family Structure

Q: Generations of feminists, inspired by the work of Friedrich Engels, have viewed marriage as a woman's ball and chain. Evaluate this claim.

- Friedrich Engels, "Origins of the Family"
- David Thorstad, 2005. "Balls and Chains," *The Guide*, November: 13-17.

Class 16. Parenting

Q: How, why, and to what extent does sex affect parenting style? Does it matter?

- Michael Gurven, Jeffrey Winking, Hillard Kaplan, Christopher von Rueden, and Lisa McAllister. 2009. "A Bioeconomic Approach to Marriage and the Sexual Division of Labor," *Human Nature*. 20: 150-183.
- Anna Dechant, Florian Schulz. 2013. "Scenarios for the Equal Division of Paid and Unpaid Work in the Transition to Parenthood in Germany," *Comparative Population Studies*.

Class 17. Gender, Race, and Class

Q: How do blacks experience gender differently from whites? How do gender, race, and class affect experiences and shape identities? What are the consequences for "the female vote"?

- Leslie McCall. 2001. "Sources of Racial Wage Inequality in Metropolitan Labor Markets: Racial, Ethnic, and Gender Differences," *American Sociological Review*, 66,4: 520-541.
- Dara Strolovich. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *Journal of Politics*, 68: 893-908.

Class 18. Gender and the Global Economy

Q: How does global economic integration affect women and men differently?

- Mark M. Gray, Miki Caul Kittilson and Wayne Sandholtz. 2008. "Women and Globalization," *International Organization*.

Class 19. Abortion

Q: What accounts for the changes in direction and the variation in political heat surrounding abortion? Fathers' rights?

- Neal Devins. 2009. "How Planned Parenthood v. Casey (Pretty Much) Settled Abortion Wars," *Yale Law Journal*. 118 : 1318.
- Merike Blofield. 2008. Women's Choice in Comparative Perspective: Abortion Policies in Late Developing Catholic Countries, *Comparative Politics*, 40, 4: 399-419.

Class 20. Pornography

Q: Should pornography be treated as free speech or a form of sexual oppression?

- Ronald Dworkin. 1996. "Pornography and Hate" and "McKinnon's Words" in *Freedom's Law: The Moral Reading of the American Constitution*. Harvard University Press.

Class 21. Sex Trade

Q: Does the illegalization of prostitution help or hurt women? How do we know?

- Scott Cunningham and Manisha Shah. 2014. "Decriminalizing Indoor Prostitution: Implications for Sexual Violence and Public Health," NBER Working Papers.
- Linda DeRiviere. 2006. "A Human Capital Methodology for Estimating the Lifelong Personal Costs of Young Women Leaving the Sex Trade," *Feminist*

Economics 12,3: 367-402.

Class 22. Women and War

Q: Would female political leaders be less warlike?

- William Tulio Divale and Marvin Harris. 1976. "Population, Warfare, and the Male Supremacist Complex," *American Anthropologist*, 78, 3: 521-538.
- Pasi Loman, 2004. "No Woman, No War" *Greece and Rome*. 51, 1: 34-54.

Class 23. Sex on Campus

Q: What do men want? What do women want? What do they get? How can people avoid a "rape culture"?

- In class discussion

Class 24. Discrimination by Industry

Q: What are the patterns of female employment and earnings by industry?

- Re-read Claudia Goldin, "The Grand Gender Convergence," Class 13.

Class 25. Policy Interventions: What Works?

Q: Do we need quotas? Subsidized childcare? Workplace rules? Paycheck-division? How well would these interventions work? Would society accept them?

- Francine Blau and Laurence Kahn. 2013. "Female Labor Supply: Why is the U.S. Falling Behind?" National Bureau of Economics Research Working Paper 18702

Class 26. Men in a Gender Equal World

Q: How would the world look if it were gender-equal? What would happen to men?

- "Manhood: Men Adrift," 2015. *The Economist*.
- Michael Messner. 1993. "Changing Men and Feminist Politics in the U.S." *Theory and Society*. 22, 5: 722-737.

Class 27. Sex, Markets, and Power: Do They Mix?

Q: Do women need to balance family and career? Do men? Devise a set of government policies to achieve your goals and evaluate their distributional consequences.