

Gender Gaps in Politics

SPI 300

Spring 2025

Professor: Tanushree Goyal

Version: March 26, 2025

Contact Information

Instructor: Tanushree Goyal

Website: www.tanushreegoyal.com

Email: tgoyal@princeton.edu

Office Hours: Book on [Calendly](#).

Faculty Assistant: Jessica Conlon (jc6860@princeton.edu)

Lecture hours: Monday 1:30 - 4 PM

Seminar location: RH 212 (week 1); rest TBA.

Course Description

This seminar will provide an overview of research which has challenged existing paradigms on women's political representation and political participation, with a focus on research from the Global South. The course will explore research aimed at measuring gender inequality in politics and policy solutions that have been implemented to reduce it. We will discuss the reasons why some efforts have been successful while others have failed or even had negative consequences. The instructor will provide guidelines on ideas for research questions and methods to select a junior paper on the topic. Students will acquire additional skills to develop original research questions and access academic materials more efficiently. The seminar has several assignments that all lead up to the junior paper.

Prerequisites

Although not required, attending or having attended a course on causal inference will immensely improve your understanding of the quantitative materials. Note: You are permitted to use AI tools solely for mundane tasks like generating graphs or writing code. For any such usage, you must include an appendix in your submission detailing your approach, the specific AI platform used, and the prompt provided. AI must not be used for interpretation or substantive writing under any circumstances. The use of AI is

easy to detect. If even a few of you rely on AI, the resulting repetition and recognizable patterns across submissions will stand out and can be easily identified. Any improper or unauthorized use of AI—whether intentional or accidental—will result in an automatic fail grade for the course and will trigger further disciplinary action in accordance with university policy.

Email and office hours

In general, you should email me ONLY for substantive queries. You can also bring any questions, ideas, or concerns to office hours if you don't receive a response to your email in time or prefer to talk. For all logistical queries such as regarding attendance, canvas, accessing readings, class schedule, and a general first point of contact - please reach out to the faculty assistant.

Assessment

- Attendance - Attendance is mandatory. Any unexplained or repetitive absences will lead to fail grade in the course. For absences due to illness, other commitments, or religious observances, please notify via email in advance to arrange accommodations.
- Assignments (85%). All the assignments build up to the junior paper and are carefully designed to help you navigate the craft of writing an excellent paper. You will do a mix of in-class assignments, at home assignments, and presentations. Details are below.
- Junior paper proposal (15%). Details are below.
- Delayed assignments will be rejected and you will receive a zero for that assignment.
- 5% grade reduction for skipping methods workshop and some points for the performance (TBA).
- Attendance is mandatory. In the event of illness, other obligations, or a conflict with a religious observance, please contact me via email to make the necessary arrangements.

Data guide

Below is a list of helpful data sets that you may use for your junior paper:

1. World value survey - <https://www.worldvaluessurvey.org/wvs.jsp>
2. World Bank data- <https://data.worldbank.org>
3. Latinobarometer - <https://www.latinobarometro.org/lat.jsp>
4. Arab Barometer - <https://www.arabbarometer.org>
5. Afrobarometer - <https://www.afrobarometer.org>
6. Demographic and health surveys - <https://dhsprogram.com>

7. IHDS – India Human Development surveys - <https://ihds.umd.edu>
8. Hughes, M, et al. “Global Gender Quota Adoption, Implementation, and Reform” *Comparative Politics*, vol. 51, no. 2, 2019, pp. 219–38
9. A basic data visualization guide in R ([here](#))
10. Nyrup, J., & Bramwell, S. (2020). “Who Governs? A New Global Dataset on Members of Cabinets.” *American Political Science Review*, 114(4), 1366-1374.
11. Woo, B., Goldberg, L., & Solt, F. (2022). “Public Gender Egalitarianism: A Dataset of Dynamic Comparative Public Opinion toward Egalitarian Gender Roles in the Public Sphere.” *British Journal of Political Science*, 1-10.

Reading and writing resources

1. Three templates for writing introductions: [here](#).
2. Templates for writing: [here](#).
3. Writing an abstract using the “Tiny text” framework: [here](#).
4. Economics Writing Guide by Melissa Spencer which is more generally applicable to Social Sciences: [here](#).
5. Raul Pacheco has many excellent suggestions of reading and writing resources: [here](#).
6. Mushtaq Bilal, PhD (@MushtaqBilalPhD on [Twitter](#)) offers excellent tools and workshops to improve academic writing.
7. Paul Niehaus on cultivating a “research system” to come up with research ideas.
8. *Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success* (Chicago Guides to Writing, Editing, and Publishing)- This is a more advanced resource and I recommend using this to rewrite your junior paper draft or for your senior thesis.

Junior paper proposal

The proposal of your Junior paper is the junior paper proposal and includes all sections except evidence and conclusion. It should include, abstract (150 words), Introduction, Context, Literature Review, Hypothesis, Data, Methodology, Practical timelines, Ethics and data confidentiality, and Appendix.

The Junior paper has two additional sections: Results and Conclusion. Junior papers are graded separately. Students should take note of these expectations from SPIA guidelines: “Papers should not exceed 24 pages (including appendices and footnotes, but excluding the title, table of contents, and bibliography.) The paper should specify a clear research hypothesis, justify its significance in scholarly literature and relevance to policy, compare alternative hypotheses, assess evidence in support of a conclusion, and provide specific policy recommendations. The paper should be original, clearly written, and include full citation of sources and description of methodology.” Further, please note that the policy

on late papers is beyond the instructor's control: "Students who do not hand in their individual research papers on the due date may receive a grade of F for the paper unless they have requested an extension in advance and received approval for it from the dean of the student's residential college. Extensions may or may not be subject to late penalties. One-third of a grade will be deducted from the JP grade in a research seminar for each four days (or fraction of four days) that the JP is late."

Weekly Plan

Most lectures (but not all) will have three modules: seminar/ lecture, workshop and QnA, co-working lab or one-on-one. The duration of these components is roughly 30-40 mins each but will differ across weeks, and the order of the modules will also differ.

- Week 1 (27th Jan week)- Introduction

1. We will discuss logistics and layout of the course. We will discuss best practices and success stories from last year.
2. Sen, Amartya. *Development As Freedom*, Oxford University Press, Incorporated, 2001 [Ebook](#). Introduction and Chapter 8, "Women's agency and Social Change."
3. Duflo, Esther. "[Women Empowerment and Economic Development](#)" *Journal of Economic Literature* 50, no. 4 (December 2012): 1051-1079.
4. Browse: [Global Gender Gap Report 2024](#), The World Economic Forum
5. Read: Powner, Leanne C., *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks, California: CQ Press, an imprint of SAGE, 2015. [Chapter 1](#).
6. Workshop agenda:
 - (a) How to come up with research questions. What are the different types of research questions?
 - (b) How to write an abstract?
 - (c) Three templates for writing introductions: [here](#).
 - (d) Discussion on seminar norms ([copy here](#)).

Assignment 1 co-working lab (5%) – Identify one journal articles from the course list that you find most relevant to the potential research question for your junior paper. Copy the abstracts into a document. Decode the abstract and introduction as per the scheme provided in the workshop. Evaluate the abstract and identify the template that bests fit the paper. The instructor will be available to answer questions. Do more articles if time allows. Submit at the end of the seminar.

- Week 2 (3rd Feb week)- What explains the gender gap in political office?

1. Lecture on the scale of gender gaps in political representation and key explanations
2. [If Only They'd Ask: Gender, Recruitment, and Political Ambition](#), Richard L. Fox and Jennifer L. Lawless, *The Journal of Politics*, 2010, 72:2, 310-326

3. Chapter Six in Iversen T, Rosenbluth F. “**Women, Work, and Politics: The Political Economy of Gender Inequality**,” New Haven: Yale University Press.
4. Arriola, Leonardo R., Martha C. Johnson, and Melanie L. Phillips (eds), ‘Individuals and Institutions: Situating African Women’s Political Experiences’, in Leonardo Arriola, Martha Johnson, and Melanie Phillips (eds), **Women and Power in Africa: Aspiring, Campaigning, and Governing** (Oxford, 2021; online edn, Oxford Academic, 23 Sept. 2021), accessed 22 Jan. 2023.
5. Workshop agenda: Instructor presents example of Assignment 2 (below) and opens for QnA.
6. One-on-One brainstorms (10 mins each): Please come prepared to this lecture with thoughts on assignment 2 to discuss one-on-one with the instructor.

Assignment 2 due in-class next week (10%) – Research interest oral-presentation 8 mins. What aspect of political inequality are you interested in researching for your junior paper? Choose a country (in the Global South) or setting (e.g. seminar, local body meeting, political rally) or material (e.g. school books, stories, campaign posters, speeches, media, images, course list, patent submissions) where or through which you want to investigate some form of gender inequality in political behavior, representation, or participation. You can also choose a macro- or sub-national relationship or replication of an existing study. Decide what time-frame you want to focus on - contemporary, historical, current. Describe the problem and provide context. Why do you want to study this problem? What makes it puzzling? Share your motivation or experience or background for your choice.

- Week 3 (10th Feb week)– What works to lower the gender gaps in political office?
 - Gender quotas
 1. Pande, Rohini, and Deanna Ford. 2012. “**Gender Quotas And Female Leadership: A Review**.” Background Paper For The World Development Report On Gender. April, 2011.
 2. Hughes, M, et al. “**Global Gender Quota Adoption, Implementation, and Reform**” *Comparative Politics*, vol. 51, no. 2, 2019, pp. 219–38
 - Local governments and decentralization
 1. Goyal, Tanushree. 2024. **Local political representation as a pathway to power: A natural experiment in India**. *American Journal of Political Science* 00: 1–15.
 2. Goyal, T., & Sells, C. (2024). **Descriptive Representation and Party Building: Evidence from Municipal Governments in Brazil**. *American Political Science Review*, 118(4), 1840–1855.
 - Candidate training programs and non-profits. See for example, **Emily’s list**, **America Moment**, **Run For Something** in the U.S; **Renova BR** in Brazil; **Emerging leader’s foundation** in Kenya.
 - Candidate collectives and political action committees. Read for example, **One seat, multiple representatives? A novel political idea takes off in Brazil and Rep. Ocasio-Cortez Launches Political Group To Boost Progressive Candidates** and optionally watch documentary: **Knock down the house**

Assignment 2 Workshop: Oral-presentations and feedback.

- Week 4 (17th Feb week)– The Effects of Political Representation
 - Should women represent women? Are women leaders role models?
 1. Beaman, Lori, Raghavendra Chattopadhyay, Esther Duflo, Rohini Pande, and Petia Topalova. “Powerful Women: Does Exposure Reduce Bias?”, *The Quarterly Journal of Economics* 124, no. 4 (2009): 1497–1540.
 2. Goyal, Tanushree, *Not My Role Model: How Gender Quotas Eliminate Backlash* (TBD).
 - Does women’s political inclusion increase substantive representation?
 1. Chattopadhyay, R., & Duflo, E. (2004). *Women as Policy Makers: Evidence from a Randomized Policy Experiment in India*. *Econometrica*, 72(5), 1409–1443.
 2. Betz, T., Fortunato, D., & O’Brien, D. Z. (2021). *Women’s Descriptive Representation and Gendered Import Tax Discrimination*. *American Political Science Review*, 115(1), 307–315.
 3. Watch: *Pahel - Women Leading Change*

Assignment 3 in class (5%) – – Open data from data sources and use the online tool to create graphs showing gender gaps in political preferences in your selected country, region, or comparative graph. The lecture concludes with a 3-5 min presentation of graphs and reflections on the readings by each student, submit at the end of the seminar.

- Week 5 (24th Feb week)– Political participation – What works to lower gender gaps in political participation?
 - Robinson, A., & Gottlieb, J. (2021). *How to Close the Gender Gap in Political Participation: Lessons from Matrilineal Societies in Africa*. *British Journal of Political Science*, 51(1), 68-92.
 - 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(1), 141-162.
 - Goyal T. 2024. *Representation from Below: How Women’s Grassroots Party Activism Promotes Equal Political Participation*. *American Political Science Review* 118(3), 1415–1430.
 - Cheema, Ali, Sarah Khan, Asad Liaqat and Shandana Khan Mohmand. 2022. “Canvassing the Gatekeepers: A Field Experiment to Increase Women Voters’ Turnout in Pakistan”, *American Political Science Review*. 1-21.

Assignment 4 in class (5%) – Open data from data sources and use the online tool to create graphs showing gender gaps in political participation in your selected country, region, or comparative graph. The lecture concludes with a 3-5 min presentation of graphs and reflections on the readings by each student, submit at the end of the seminar.

- Week 6 (3rd March week)– Guest seminar

- Soosun You, will present her research paper, “The Main Squeeze: How a Constricting Marriage Market Leads to a Conservative Backlash .”
 - Prepare a review memo in 1000 words constructively engaging with the speaker’s paper. The review should have the following structure. A 200 words summary of the paper in your own words, 3 analytical big picture review points with exposition, and a 100 words concluding statement. At the end of the review pose two questions for the speaker. **Graded at 10%**. Due Sunday 6pm EST (day before class).
- Week 7 (17th March March week)– Recap
 - **Assignment 5 (15/%)**: Prepare a recap of the course (5-10 minutes), share an update of your JP’s progress (non-evaluative), and end with proposing a key paper that is central to your research question. Due Sunday 6pm EST (day before class).
 - A key paper is a model journal article that comes closest to your research question and is a paper they wish to emulate. If you cannot find such a paper (discuss with instructor during seminar/ office hours), focus on either the substantive research question or on the method that will be using in their junior paper. Substantive paper: Think about which paper would you include in your introduction. Method paper: Choose a paper which comes closest methodologically to your data analysis or data collection protocol. The student selected readings will become the class reading list for week 11 and 12, and your assignment during the week will be to present the paper (see below). Students are expected to read all the papers as these substitute the reading list for the class. In week 10 and 11, the student will present the paper (15 minutes), followed by instructor comments and peer QnA (15 mins). The assignment is evaluated at a total of **10%**.
 - Present your recap of the course in the seminar.
 - The remaining time is reserved for the discussion of the research proposal presentations.
 - Week 8 (24th March week)– Guest seminar - Komalpreet Kaur
 - Komalpreet Kaur, post-doc at Princeton, will present her research paper, “De-liberating Women’s Issues: Evidence from Indian Legislature, 1999-2019.”
 - Prepare a review memo in 1000 words constructively engaging with the speaker’s paper. The review should have the following structure. A 200 words summary of the paper in your own words, 3 analytical big picture review points with exposition, and a 100 words concluding statement. At the end of the review pose two questions for the speaker. **Graded at 10%**. Due Sunday 6pm EST (day before class).
 - Paraphrase and engage with examples from the paper with page numbers mentioned within brackets, if quoting any content directly from the paper, cite in double-quotas and include page number.
 - Week 9 (31st March week) - Research Proposal presentations

1. Students present their research proposals and get feedback. Due Sunday 6pm EST (day before class).
2. The remaining time is devoted to office hours.

Deadline for draft junior papers: 2nd April 11:59pm EST. The draft is evaluated at 15%.

- Week 10 & 11 (7th and 14th April week) (Reading list presentation)
 1. April 7th Students selected papers are the reading list. Each student presents their key paper for 8-10mins, followed by QnA.
 2. April 14th - Practitioners' policy talk and QnA. Read about her project discussed [here](#).
- Week 12 (21st April week)– Research proposal presentations

Prepare a 10 minute presentation of your junior paper research project. Following each presentation, question and answer session will allow us to discuss your project as a group and offer feedback. The final presentation is evaluated at **15%**.

Deadline for final junior papers: 29th April 2024 11:59pm EST.

**Deadline for reflection memo on paper to receive grade (500 words):
May 8-15 TBA 11:59pm EST.**