



GEORGETOWN UNIVERSITY

Edmund A. Walsh School of Foreign Service

INAF 200: Researching Sex, Power, Politics and Markets

Professor Shareen Joshi

ICC 305J

Office hours: Monday 10:30am—12:00pm; OR email for an appointment (generally before/after class)
(I use google calendar – please sign up with the link on blackboard)

Email: sj244@georgetown.edu

Phone: (202) 997-6017

Class Schedule: Tuesday and Thursday 12:30pm—1:45pm

Location: Maguire 104

DESCRIPTION AND GOALS

All across the world, the first question asked upon the birth of a child is generally the same: “Is it a boy or a girl?” Gender, one of the most fundamental aspects of human identity, forms the foundation of our economic, political, and social systems. This course examines some important aspects of gender and family structure across the world. We will employ three analytical lenses to make sense of what we see: biology, economics, and power. Using these lenses the course will examine some fundamental questions about how men and women have interacted over the ages: A long time ago, were men hunters and women gatherers? When we settled down and started farming, how did the division of labor between men and women change? Under what conditions do patriarchy and matriarchy emerge? When did modern forms of marriage emerge? Under what conditions do monogamy, polygamy, and polyandry emerge? Who is more powerful in monogamous, polygamous, and polyandrous systems? How do these systems affect the course of economic development of a country or a people? The course will not only focus on where these systems came from but the many ways in which systems of marriage and family structure affect economies, labor markets, religious beliefs, and cultures, of societies we see today.

LEARNING GOALS

The main learning goals of this course are as follows:

1. Understand the different frameworks and approaches to the study of sex, power and politics across disciplines
2. Examine (and sometimes challenge) commonly-held stereotypes, particularly those within ourselves
3. Synthesize information from multiple sources to build and support effective arguments in both written and oral communication
4. Write critically and thoughtfully: this includes understanding the purpose and practice of proper citation, and the ability to build an argument that integrates evidence and analysis
5. Design, carry out, and report on a small original social science research project:
 - Formulate a clear research question
 - Identify and evaluate primary sources, and use them directly or through analysis, as evidence
 - Design a research plan and revise it based on feedback from both your professor and peers

- Write an original research paper
- Present your research to others in a short oral presentation

FORMAT

The class will meet twice a week. Class will be a combination of lectures and discussions. Students must complete the readings ahead of time and come to class ready to actively participate. Please bring your readings to each and every class (electronic formats are okay).

READING MATERIALS

There is no official textbook for this class. Under each topic, there will be a set of papers and articles from books. Students will be expected to consult the class website and download and print the required readings.

A reading list and schedule is attached here, but please note that this is subject to change! Each week, I will post all the required readings on Canvas under “Modules”. **Please check this before you start reading! Please do not consider the reading list finalized until one week prior to the class date.**

REQUIREMENTS AND ASSESSMENT

The requirements for this class are as follows:

Class participation	10%
Weekly journal	20%
Peer feedback	10%
Research project	
Research question	Complete/Incomplete
Annotated bibliography	5%
Proposal	5%
Literature review (4/5 pages)	10%
Research design (4/5 pages)	10%
Preliminary results	Complete/Incomplete
Presentation	10%
Paper (about 15 double-spaced pages)	20%

Weekly journal: Please plan to write comments or reflections on the course readings *prior* to class. Since class meets on Tuesday, and I want to read everything you write, the deadline for these posts is **Monday at 12pm**. Please use Canvas’ assignments tools. You can revise your post after class if you like, but it is very important that you submit ahead of time. You can use this journal to submit questions that you think I should pose to the class, or topics for discussion more generally. Posts will be graded for completion. This is a critical component of this class, so please take it very seriously!

Research Project: Students are not expected to have a topic in mind when they enter the class. No prior experience with research is necessary either. To make the process smoother, the research project will be divided into a series of steps:

- Weeks 1 and 2: Warm-up phase, get to know each other
- Week 3: Sign up for a research group on Canvas under “People” (I encourage you to form groups of 3 that will meet weekly – trust me, even though your project is an individual project, it will REALLY help you to talk through what you are doing with someone who is in the class. It will also help you stay focused.)
- Week 4: Develop your research question (this requires some thought about sources and methods as well – by the end of this week, please plan to know what topic you are interested

in)

- Week 5: Refine your research question and start building a bibliography (list at least 15 academic articles or books that could be useful to you) and summarize each paper or book
- Week 6: Submit the bibliography developed with a summary of the papers and books you intend to use
- Weeks 7: Submit a one-page proposal that describes what you are studying and what methods you will use in your research. The proposal should include a clear research question with a solid bibliography and a preliminary plan for research design
- Week 8-9: Make the annotated bibliography into a proper literature review in your own words, and also work on your research design
- Week 9-12: **METHODS AND RESULTS! TIME TO APPLY YOUR RESEARCH SKILLS!** If you are working on data, then you need to have the data up and running, print out means, medians, standard deviations, minimum values, and maximum values of your main dependent and independent variables and start looking for relationships between them. Throughout this time, you should document what you are doing. At the end of the 12th week, you should have this CORE of your paper written down.
- Week 12-14: Presentation of your results (and conclusions if you have them) to your peers
- Study days and finals: Write up your paper!

A small word of caution: these steps are linear, but research is not. Each week, you will need to set aside some time to work independently, and this will involve skipping ahead. For example, while formulating a research question, you will need to think hard about research design even though we won't cover it properly until after spring break. To do this, you will need to use the links on the syllabus and my guides, and your own research group often.

I have set up some comprehensive pages on Canvas (under "pages") to help you in each step of these processes. I would suggest that you spend some time on these pages very early in the semester and read at least one or two of the research guides online. The sections that are particularly important are entitled "How to choose a research topic in this class -- my initial thoughts," "Resources on Research Design," and "Some Great Resources and Data!"

Some important things to remember

- I use Google Calendar for my office hour signups. Please do use this!
- Laptops are allowed in class, but I expect all students to use them for class purposes only.
- Please attend every class session prepared to participate. Since class discussion will go well beyond the readings, absence severely diminishes what you learn from this course. If you cannot come to class, please let me know in advance and we will need to put together a plan for catching you up.
- Your written work should be intellectually honest and consistent with the Georgetown Honor Code. Please read this carefully: <https://honorcouncil.georgetown.edu/>
- Please do not wait for the course evaluation at the end if you have concerns or suggestions for ways to improve the course. Stop by during office hours, make an appointment, or approach me after class with your suggestions, concerns, or problems. If you are uncomfortable giving feedback face-to-face, send me an email or drop a note in my mailbox in the GHD suite of the ICC. No student will ever be penalized for providing constructive feedback!

Most important of all, enjoy this course!

READING LIST

Everything written in black pertains to readings/teaching;
Everything written in blue pertains to research.

1. Week 1, January 11: Introduction

- Familiarize yourself with <http://methods.sagepub.com>
- Another helpful resource: <http://libguides.usc.edu/writingguide/researchdesigns>
- Petre, M., and Rugg, G., 2007, A gentle guide to research methods. Introduction and Chapter 1.
- Please check out the [CULP writing Guide](#)

2. Week 2, January 16 and 18: Does Biology Matter?

Key topics: Why did biology matter in the earliest societies? What is the strongest argument that it matters even today?

- Deborah Blum. 1997. *Sex on the Brain: The Biological Differences Between Men and Women*. New York: Penguin Books. Introduction, chapters 2 and 3.
- Robert Wright, *The Moral Animal: Why we are the way we are, The new science of evolutionary psychology*, Chapter 2: Male and Female, pages 33—54. (Chapter 3 is optional)
- Gough, K., 1971, "[The Origin of the Family](#)", *Journal of Marriage and the Family*, 33, pages 760—770.

Research tasks: Read and re-read the material from Jan 11 class.

3. Week 3, January 23rd and 25th: Economics (Division of Labor by Sex)

Key topics: Is the division of labor by sex "efficient"? What are the costs of this division of labor, and who bears them? How should we evaluate the costs and benefits? We will also look at these issues by examining the drivers of divorce

- Gary Becker. 1981. "Human Capital, Effort, and the Sexual Division of Labor," in *A Treatise on the Family*. Harvard University Press. pp. 54-79.
- World Development Report, 2012, Chapter 5 "Gender Differences in Employment and why they Matter".
- Goldin, Claudia. 2014. A Grand Convergence: Its Last Chapter. *American Economic Review* 2014; 104(4):1091-1119
- ILO Women at Work Trends 2016, pp 30-31; 81-83 http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_457317.pdf
- OPTIONAL: Jensen, Robert. 2012. "Do Labor Market Opportunities Affect Young Women's Work and Family Decisions? Experimental Evidence from India," *Quarterly Journal of Economics*, 127(2): 753-792.

Research task: Join a research group

4. Week 4, January 30th: Power

Key topics: What does it mean to be powerful? Where does power come from within families? What are the implications of this?

- Deborah Blum. 1997. *Sex on the Brain: The Biological Differences Between Men and Women*. New York: Penguin Books. Chapter 9.

- Doepke, M., Tertilt, M., & Voena, A., 2012, The economics and politics of women's rights. *Economics*, 4.
- Barbara Smuts, 1995, “The Evolutionary Origins of Patriarchy,” *Human Nature*, 6, pp. 1—32

Research task: Meet research group, discuss what you want to study this semester. Glance at some of the guides on research design -- <http://libguides.usc.edu/writingguide/researchdesign>.

5. Week 4, February 1st: Some analytical tools from demography (ALL READINGS OPTIONAL)

Key topics: What does family life look like around the world, through the lens of demography? What are some of the current new demographic challenges?

- OPTIONAL: Browse through the Population Reference Bureau’s [Population Handbook](#).

Research Task: Please come up with a two-paragraph description of what you want to study this semester. Please identify a really preliminary research question, your primary variables of interest, and any research design/selection issues you anticipate. Think also about how you will obtain data and how you will measure it. Upload your description on canvas by Friday at 5pm. This will be shared with the entire class. We will discuss this on Feb 6th.

CROSS-CULTURAL AND SOCIETAL PERSPECTIVES

6. Week 5, Feb 6th and 8th: RESEARCH WEEK!

This week we will talk about research design and research methods.

- Petre, M., and Rugg, G., 2007, A gentle guide to research methods. Chapters 2 and 3.
- Stephen Van Evera, “Hypotheses, Laws, and Theories,” in *Guide to Methods for Students of Political Science* (Ithaca, NY: Cornell, 1997), pp. 7-48.
- Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (Cambridge, MIT Press, 2005), 3-36, 61-108.

Feb 6th: We will visit the library and get a sense of the resources available

Research task: Refine and expand your proposal, start to build a bibliography. Start getting serious about your research design on the basis of what we cover in class. Please plan a significant meeting with your research group – set aside at least 20-30 minutes per person in the group.

7. Week 6, Feb 13th and 15th: The nuclear family: History, role in development and current challenges

Key topics: Has monogamous marriage always been the norm? Do we really have monogamous marriage today?

- Coontz, Stephanie, Chapters 1—3, entitled “The Radical Idea of Marrying for Love”, “The Many Meanings of Marriage” and “The Invention of Marriage”, In: *Marriage: A History*, Penguin Books. On e-reserve
- A. Greif, 2005, [Family Structure, Institutions, and Growth: The Origin and Implications of Western Corporatism](#)
- Betsey Stevenson and Justin Wolfers, 2007, “Marriage and Divorce: Changes and Their Driving Forces”, *The Journal of Economic Perspectives*, Vol. 21, No. 2, pp. 27-52.
- Wolfers, J., Leonhardt, D. and Quealy, K., 2015, 1.5 million missing black men. *The New York Times*, 20.

Research task: Refine and expand your proposal, start to build a bibliography. Please submit your bibliography on Friday, Feb 16th at 5pm. Again, you don't have to turn it in this week, but please continue to think hard about your research design and your data (if you need any). This is the most important part of the research project!

8. Week 7, Feb 20th and 22nd: Patriarchal Property Rights

Key topics: What is patriarchy? How prevalent is it? What are the general explanations for this practice? Who benefits most from patriarchal systems? Does the system have any costs? Who bears them?

- **Dadi's family – video**
- Boserup, Ester, 1970, "Male and Female Farming Systems", Chapter 1 in: *Women's Role in Economic Development*, Earthscan Publications Limited, London.
- Rick Geddes and Dean Lueck. 2001. "The Gains from Self-Ownership and the Expansion of Women's Rights," *American Economic Review*.
- Homa Hoodfar, 1997, *Between marriage and the market: intimate politics and survival in Cairo*, University of California Press, Chapters 1 and 2.

Research task: Please submit a formal proposal. This should include a clear research question with a preliminary plan of what your research design will look like, and a good solid bibliography. Please submit it on Friday, Feb 23rd by 5pm.

WEEK 8: FEB 27th and March 1st: RESEARCH WEEK

Proposal presentations (no formal grade for this, just counts as class discussion)

Research task: Please work on your literature review. Submit it on Friday afternoon. Please also simultaneously work on your research design.

SPRING BREAK

9. Week 9: March 13th and 15th: Polygyny and Polyandry

Key topics: What is polygamy? What is polyandry? How prevalent are they? Under what conditions do they emerge? Who benefits most? Does the system have any costs? Who bears them?

- Robert Wright, *The Moral Animal: Why we are the way we are, The new science of evolutionary psychology*, Chapter 4: The Marriage Market, pages 93—107
- Boserup, Ester, 1970, "The Economics of Polygyny" and "The Loss of Status Under European Rule", Chapters 2 and 3 in: *Women's Role in Economic Development*, Earthscan Publications Limited, London.
- Goldstein, Melvyn C. 1971. "[Stratification, Polyandry, and Family Structure in Central Tibet](#)", *Southwestern Journal of Anthropology*, 27(1): 64-74.
- Goldstein, Melvyn C. 1987. "[When Brothers Share a Wife](#)", *Natural History*, 96(3):109-112.

Research task: Work on your research design this week. Submit it on Friday afternoon.

10. Week 10, March 20th and 22nd: Missing women

- Qian, Nancy (2008). “Missing Women and the Price of Tea in China: The Effect of Sex-Specific Income on Sex Imbalance.” *Quarterly Journal of Economics*, 123(3), p. 1251-1285.
<http://findit.library.jhu.edu/go/2021595>

Research task: METHODS AND RESULTS! If you are working on data, then you need to have the data up and running, print out means, medians, standard deviations, minimum values, and maximum values of your main dependent and independent variables and start looking for relationships between them. Throughout this time, you should document what you are doing.

Week 11, March 27th: RESEARCH WEEK

Updates in class.

11. Week 12, April 3rd and 5th: Gender and Politics

What are the key patterns of political participation -- especially representation in parliaments, cabinets and leadership? Why are women systematically under-represented in politics? What do we know about what has worked to enhance representation? How does higher female decision-making power correlate with other outcomes of interest?

- Frances Rosenbluth, Josh Kalla and Dawn Teele, "The Female Political Career"
http://www.womeninparliaments.org/wp-content/uploads/2015/01/Final_13012015_The-Female-Political-Career.pdf
- Beaman, Lori, Esther Duflo, Rohini Pande and Petia Topalova “Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India,” *Science Magazine*, Vol. 335 no. 6068, February 2012
- Krook, Mona and Pippa Norris, "Beyond Quotas: Strategies to Promote Gender Equality in Elected Office". *Political Studies* 62 (1): 2-20, 2014.http://mlkrook.org/pdf/ps_krook_norris_2014.pdf

Research task: Submit your preliminary results.

12. Week 13, April 10th and 12th: Final presentations

13. Week 14: April 17th and 19th: Final presentations

14. Week 15: April 24th and 26th : Final presentations

Study days and finals: Put it all together!