Course overview: Political equality is a normative ideal, and is thought to have positive consequences on citizens’ socio-economic outcomes such as income, health and education. As a result, many societies have sought to correct political inequality through various remedies, including electoral quotas. In this course, we will review what political inequality is, and examine how scholars have measured it, and studied its causes, effects and remedies. Our selective examination of the literature will focus on the cutting edge of the empirical literature on inequalities in political participation and representation, and will pay close attention to issues of measurement and causal inference.

Learning outcomes: Successful students will be able to develop theoretically grounded and testable hypotheses about the causes and effects of, and remedies for, inequalities in political representation and participation. They will able to formulate and implement clear research designs for evaluating their hypotheses.

Course credits: This is a three credit class. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities, which include class meetings of two hours each week, multiple instructor-student meetings over the course of the semester, reading, data collection, analysis, writing, etc.

Assignments and grading: The class grade will be based on:

- Active, informed class participation, for 15% of the class grade. Participants are expected to have read the assigned works closely, and reflected on them, including possibly by discussing them with their colleagues before class.
- Two in-class presentations, for 15% of the class grade each. PDFs of the presentations should be uploaded to Canvas before class. A sign-up sheet for presentations will be circulated in the first class.
- A referee report, for 15% of the class grade. These may be written on one of the starred readings, and should be posted on Canvas by 8pm the day before the reading is discussed. See are.berkeley.edu/courses/ARE251/2004/assignments/RRGuidelines.pdf for advice on how to write a referee report, and http://chrisblattman.com/2012/01/18/how-to-referee-
an- academic-paper/ for further leads.

- A 25-page research paper its presentation, for 40% of the class grade. Students should discuss their topics with me once by week 6, and a second time by week 11. Papers are due on Canvas one week after the last class, on 5/7. The paper will be graded on the questions posed, hypotheses developed and the research design, and not the statistical significance of preliminary results.

Disabilities: Students needing special accommodations to enable full participation in this course should contact me during the first week of class. All information will remain confidential. You may, in addition to contacting me, contact the McBurney Disability Resource Center (www.mcburney.wisc.edu) at 1305 Linden Drive and 608.263.2741 regarding questions about campus policies and services.

A detailed class plan, subject to revision, follows.

**Week 1 (1/29)**: What is political inequality? Do we need it? Why?


**Week 2 (2/5)**: Measures


**Week 3 (2/12)**: Causes—Economic inequality


**Week 4 (2/19): Causes—Dynasties**


**Week 5 (2/26): Causes—Voter Discrimination**


**Week 6 (3/5): Effects—Democratization**


Week 7 (3/12): Effects—The Value of a Vote


Week 8 (3/19): Effects—Descriptive representation


Week 9 (4/2): Remedies—Altering participation


**Week 10 (4/9): Remedies—Information**

Dunning, Thad, Guy Grossman, Macartan Humphreys, Susan D. Hyde, and Craig McIntosh, eds. 2018. Metaketa I: The Limits of Electoral Accountability. Chapters 1, 2, 3, 11, 13.


**Week 11 (4/16): Remedies—Electoral quotas**


**Week 12 (4/23): Class presentations**

**Week 13 (4/30): Class presentations**

Final papers due on Canvas, 5/7