

# End of term feedback survey

- Please complete the survey in the first 5 minutes of the class: you should have an email with the link in your LSE inbox.
- When you have time, please also complete Dr Ershova's teaching and learning survey: <https://forms.gle/UvGoZXQQaA85wFDs5>

# GV101

## Introduction to Political Science

### Week 20: Women's Political Representation

Classes, Monday 23 March, 2020

Joe Greenwood-Hau

Email: [j.greenwood3@lse.ac.uk](mailto:j.greenwood3@lse.ac.uk)

Tweet: [@NiceOneCombo](https://twitter.com/NiceOneCombo)

# Order of Play

- Reading overview and contemporary example (10 minutes)
- Group discussion of women's political representation (20 minutes)
- Feedback and questions arising from group discussion (20 minutes)

# Reading Overview and Contemporary Example

- Tripp and Kang conduct regressions on data covering 153 countries, with many controls. They find that 'quotas and, in particular, reserved seats and voluntary party quotas are a significant factor in explaining the presence of women in national legislatures around the world... from a global perspective, the combination of quotas and electoral systems explains much of the variance in women's representation in legislatures.'
- O'Brien uses data on 71 parties in eleven OECD countries from 1965 to 2013 to analyse the likelihood that women will become party leaders, finding that the likelihood is increased when party performance is poor. Further, she shows that women are more likely than men to be removed as party leaders when the party is performing badly, but survive longer when the party is performing well (which they attribute to the high level of competence required for a woman to ascend the party leader position in the first place).
- Besley, Folke, Persson, and Rickne use data on the competence (income relative to the median amongst similar people) of elected representatives in Sweden's municipalities around the Social Democratic Party's introduction of 'zipped' quotas in 1993, finding that general competence, and the competence of male representatives in particular was raised because, they argue, mediocre male representatives were removed.
- Contemporary example of women's political representation: [Strategies for Success](#) and UCL Constitution Unit [summary by Dr. Leah Culhane](#) (co-author of the report).

# Group Discussion of Women's Political Representation

- Each group will be allocated one question from the handout. You can view the handout via [Moodle](#) (GV101 > Course Information and News Forum > Joe Greenwood's Classes > Week 20 Women's Political Representation)
- Each group discusses their question and summarises their discussion on padlet, including any uncertainties or questions about the ideas, concepts, or arguments:
  - Classes at 10:00, 12:00, and 15:00: [padlet.com/j\\_greenwood3/GV101A](https://padlet.com/j_greenwood3/GV101A)
  - Classes at 11:00, and 14:00 [padlet.com/j\\_greenwood3/GV101B](https://padlet.com/j_greenwood3/GV101B)