Course Description:
This course examines the complex relationships between economic development and gender inequality, and explores current approaches to integrating gender issues into development. The course begins with an introduction to the theoretical frameworks and debates that have shaped the analysis of gender and economic development. This will be followed by an exploration of the interactions between gender relations and economic development policies and processes in the global South. Topics will include the household as a unit of analysis; the gender division of labor: paid and unpaid work; the feminization of the labor force in the global economy; health; asset inequality; microfinance; migration; the gendered impacts of economic restructuring and economic crisis.

Course Goals:
Upon completion of the course, you will be able to

(1) understand how and why gender matters as an analytical category in development economics, in theory, research and practice
(2) locate, interpret, evaluate and use gender-differentiated economic indicators
(3) evaluate alternative strategies for reducing gender inequality in developing countries
(4) analyze development theory and policy debates from a gender perspective.

Required Texts and Assigned Readings:
There are no required textbooks for this class. All required readings will be posted on the Moodle course website. All required readings need to be done BEFORE the class for which they are assigned. Note that readings are typically assigned on a weekly basis. Readings may be changed; any changes will be announced in class and posted on Moodle in advance. Always check the Moodle site for any changes.

Course Requirements:
You should expect to spend about 4-6 hours per week outside class time on this class. Your grades will be based on the following:

Attendance and participation (10%)
This class is a learning community, which means that your individual attendance and participation is essential for making this class a success for us all; very little learning will take place without your commitment and active participation. You should come to class prepared and willing to discuss the assigned readings, respond to questions, engage one another in conversation, and engage with the lecture presentations based on your knowledge of the assigned readings. Respectful and constructive disagreements and debates are strongly encouraged!
Class attendance is required; if you must miss a class for medical, family or other reasons, it is your responsibility to notify me beforehand, when possible, and to provide official documentation e.g. a doctor’s note, when you return to class. If you fail to provide acceptable documentation for three or more missed classes, you cannot receive a passing grade for the class.

Engagement and progress (10%)
One of my main goals for this course is to encourage your development as a student. At different points in the semester, I will ask you to reflect briefly on what you are learning in this class. It is a good idea to keep a journal for this purpose. At the end of the semester, you will write a 1-2 page reflection piece on your progress and learning in this course. This will be an important piece of your final portfolio for this class.

Class presentations (10%)
Each one of you will sign up to do a brief presentation (5 – 10 minutes, including questions) on a topic related to our readings for the week. There is a forum on Moodle for each class where you can place any material that you think will be interesting/relevant for your presentation. Be prepared to answer questions about your presentation from your colleagues.

Reading responses (20% of total grade)
To foster greater engagement in this class, you have each been assigned to a discussion group of 3-5 randomly selected students. Over the course of the semester, I will post a question about the assigned readings on a Moodle forum. You will be required to do three things:

1. Post a short reading reflection on the assigned readings. In general, your response will never be more than a page long, double-spaced. Your reaction essay should cover the 4M’s (see below; we will discuss these further in class).
2. In your reading reflection, include a short response to my question.
3. Post a question or comment that you have about the reading – this may be related to my initial question, but it should be posed in such a way as to stimulate a response from the others in your group.
4. Respond to at least one of the questions or comments posted by the others in your group. You may respond to more than one, if you wish, or you may write one response that engages with all the questions posed by others in the group.

The Moodle posts are designed to serve a number of functions: they prepare you for class discussions, compel you to read and think about the readings, and create a learning community. You may also draw on your Moodle forums to pose questions for class discussion during our class meeting times. Although I will not give detailed feedback on each individual post, I will monitor the discussions and chime in with comments when appropriate. At the end of the semester, I will consider the quality of your posts to determine your grade for this component of the class. You are allowed to miss ONE Moodle response without any penalty on the day you’re signed up to give a presentation (see below).

Group Research Proposals (50%)
Over the course of the semester, you will work in small groups (up to 3) to develop a research proposal on the broad topic of gender and the Covid-19 pandemic in a low- or middle-income country of your choice. A research proposal should include a focused research question, a bibliography some background information about your country and why your research question is
August 31, 2021

important for that country, a review of the relevant literature, and a proposed method for doing the
research that is necessary to answer your research question. You may use some of the topics we
cover in class to develop a focused research question. We will discuss this component of the class
in more detail as the semester progresses.

Each group will be required to submit the following in class by the deadlines below:

1. a tentative research proposal due 9/27: this should include some relevant data on your
country from one of the data sources we will look on 9/15, and a tentative research idea
2. an annotated bibliography due 10/27
3. the research question and a description of your research methods due 11/15
4. Oral presentations: 12/6 and 12/8
5. A final draft of the research proposal, due 12/14
6. In addition to the final draft, each member of the group must also submit 1-2 pages
describing and reflecting on their individual contributions to the assignment. This is
separate from the reflection piece on the course as a whole.

The length of the research proposal should be in the range of 2500-3000 words, excluding
footnotes, references, tables and figures. During the final weeks of the semester, each group will
have the chance to share its research with the class in the form of an oral presentation. The
dates for this are marked on the course calendar.

Useful data sources for this project/class
The World’s Women 2020: Trends and Statistics
The UNDP Gender Inequality Index http://hdr.undp.org/en/composite/GII
The World Bank’s Gender Statistics Database
wiegos-work-during-crisis
UN Women: https://www.unwomen.org/en/what-we-do/2030-agenda-for-sustainable-development

GENERAL POLICIES:

Participation: Your participation is essential if we are to succeed in creating a learning community
in this classroom; very little learning will take place without your commitment and active
participation. I will try to provide ample opportunity for you to engage fully with the course
material. You should be prepared and willing to discuss the assigned readings, respond to questions,
engage one another in intellectual conversation, and engage with the lecture presentations based on
your knowledge of the assigned readings.

Academic Honesty: University policies on academic honesty will be enforced in this class. These
policies can be found here. There will be a zero-tolerance policy for plagiarism and cheating, and
students who knowingly plagiarize or cheat will receive an F on the assignment or exam.
Late work and extensions: In general, I do not encourage requests for extensions on assignments and exams. Extensions may be granted in extenuating circumstances, such as properly documented illness. If you find yourself in circumstances that make it necessary to request an extension, please do so as soon as you can – DO NOT WAIT until after the deadline has passed. Late assignments will be subject to a grade penalty.

Accommodations: If you need accommodations in order to complete course requirements, please use this form to contact the office of Disability Services. You should do this and inform me of any accommodations you have been granted as early as possible in the semester, well in advance of any course deadlines.

Guidelines for classroom civility and respect: To successfully create a classroom environment in which everyone feels that they are part of a learning community we need to maintain an atmosphere of civility and respect towards each other and towards your instructors. These goals are clearly articulated in the University’s Guidelines for Classroom Civility and Respect, which can be found here. In particular, I would like to highlight this section of the Guidelines:

Student behavior or speech that disrupts the instructional setting or is clearly disrespectful of the instructor, teaching assistants or fellow students will not be tolerated. Disruptive conduct may include, but is not limited to:

1. rude or disrespectful behavior
2. unwarranted interruptions
3. failure to adhere to instructor's directions
4. vulgar or obscene language, slurs or other forms of intimidation
5. physically or verbally abusive behavior

In addition, making or sharing recordings of the class without the written permission of the instructor are a potential violation of the Code of Student Conduct which can be found here.

COVID-related policies

For the health and safety of all members of our campus community, students are expected to follow all COVID-related policies on campus. At the start of the Fall 2021 semester, there are two policies in effect that deserve special mention.

First, students are required to follow the COVID-19 Daily Self-checklist. Students who are ill must not attend class, and they will be offered reasonable accommodations for missed work.

Second, the university has adopted an indoor mask mandate for all public spaces in buildings on campus, including all classrooms. Students are expected to wear masks while the mandate is in effect.

Your instructor will remind you to wear a mask that securely covers your mouth and nose, and direct you to a nearby mask station if you do not have one. If you are unwilling to mask, you will be asked to leave the class. If you do not leave the class, the instructor will end the class, and the Dean of Students office will be informed that you have disrupted class and violated the Guidelines for Classroom Civility and Respect. Anyone with a mask exemption must provide prior written notice.
August 31, 2021

to the instructor and must maintain at least six feet of distance from faculty and other students at all times.

To ensure adherence to the mask mandate, consumption of food and beverages (including water) in the classroom will not be allowed. If you need a drink during class, you may step out of the classroom to do so.

**COURSE OUTLINE AND READINGS**

(Subject to change; any changes will be announced in class and posted on Moodle)

**A. BASIC CONCEPTS AND INTRODUCTION TO THE FIELD OF GENDER AND DEVELOPMENT (9/1-9/22)**

9/1: Introduction to the course; introduction to the field of gender and development

9/6: No class: Labor Day

9/8: Defining Development

What do you understand by development? What are the different meanings of development? Which do you find most appealing? How has development typically been measured? What are the limitations of these measures? How has development theory and policy changed over time?


**Recommended:**

Rai, S., The History of International Development: Concepts and Contexts, Chapter 1 in The Reader, p.14-21


9/13: Why gender and development?

What do the terms ‘gender’ and ‘gender inequality’ mean? Is gender inequality the same everywhere? What are the different forms it can take? Why does gender inequality matter for development? How does the process of development impact gender relations?

Momson, J. (2010), Gender is a development issue in Gender and Development, 2nd ed., Routledge Perspectives on Development, p.1-10

9/15: What is a research proposal, and why/how do I write one? Data sources on gender and economic development: an introduction

9/20: Theorizing gender as a development issue: changing perspectives (B)
What are the main theoretical frameworks that have shaped thinking about women/gender in development? How do they differ? What is the ‘instrumentalist’ approach, and what is the problem with this approach?

Momson, J. (2010), Gender is a development issue in Gender and Development, 2nd ed., Routledge Perspectives on Development, p.11-18

Beneria, L. et al. (2016), Gender and Development: A Historical Overview, pp.1-36 in GD&G


World Development Report (2012), Overview, pp.1-44 (skim!!!)

9/22: Finding information for your research project
Library session with SBS librarian???

9/27: Gender and the post-2015 development agenda
What are the sustainable development goals (SDGs)? What are the specific goals for gender equality? How do they differ from the millennium development goals?

The Sustainable Development Goals https://sustainabledevelopment.un.org/sdgs


9/29: Tentative research proposal due

B: THEORETICAL PERSPECTIVES ON DEVELOPMENT, GENDER AND ECONOMICS

10/4-10/6: The Economics of the Household

Neoclassical Approaches to Household Economics and Critiques
How do neoclassical economists model rural households in developing countries? How have these models changed over time? What are the feminist critiques of these models? What is the basis for these critiques?


**Recommended:**

**10/11-10/20: Defining and accounting for paid and unpaid work in the economy**

**10/11: No class**

**10/13: Unpaid work and the gender division of labor**
*What is unpaid work? What kinds of activities constitute unpaid work? How does the burden of unpaid work vary by social class?*


**10/18: Measuring and Valuing Unpaid work (B)**
*Why is unpaid work often described as ‘invisible’? What the arguments for and against valuing unpaid work?*

Beneria et. al (2016), Paid and unpaid work: meanings and debates, pp.179-198 in GD&G

**10/20: Measuring and valuing unpaid work**
*What progress has been made towards measuring and valuing unpaid work? What challenges still remain?*

Beneria et al. (2016), Progress towards measurement and valuation of unpaid work, p.198-226 in GD&G


**10/25-10/27: Macroeconomic policy and feminist critiques**

**10/25: Neoliberal Macroeconomic Policies and gender inequality (A)**
*What do neoliberal macroeconomic policies consist of, and how do they impact gender relations?*

Beneria et al. (2016), Macroeconomic Policies, Provisioning and Well-being, pp.77-83 in GD&G
Heintz, J. (2015), Why macroeconomic policy matters for gender equality, UN

Esquivel and Rodriguez Enrequez (2014)

**Recommended:**
World Bank (2001), Engendering Development

UNRISD (2005), Gender Equality: Striving for justice in an unequal world


**B. SPECIAL TOPICS IN GENDER AND DEVELOPMENT**

11/1 – 11/10: The global feminization of labor: liberation or exploitation?

**11/1: The feminization of manufacturing employment (B)**
*What are the benefits of increasing women’s paid employment in manufacturing, commercial agriculture and micro-enterprises? What conditions are necessary for these benefits to be fully realized? What are the different ways in which such employment might impact gender relations?*

Rivoli, P. (2009), The travels of a t-shirt in the global economy, chapters 6 and 7, p.93-119


Beneria et al. (2016), The Feminization of Labor and the Dynamics of Gender Relations in Gender, Development and Globalization, pp.123-130

**11/3: The feminization of migration flows (B)**
*What is meant by the ‘globalization of care work?’ What is the global care chain? How is this connected to the feminization of migration flows from the global south to the global north? How has economic restructuring in high-income countries contributed to the demand for care, and how has migration policy in the global north and south facilitated the globalization of care? What are the implications of this for migrants and for gender relations?*

11/8: Writing a research proposal

11/10: Informal employment
What is informal employment? What are the characteristics of this kind of employment? Who are home-based workers and what is their relationship with the global economy?


Documentary: Haiti – The Reign of the Informal Economy (view this before class) https://www.youtube.com/watch?v=kX2Ao-1tSZQ

Recommended:

11/15-11/17: Gender Integration in development: microfinance, cash transfers and agrarian reforms

The process of gender mainstreaming in development has led to a variety of policy interventions intended to reduce poverty. To what extent are these interventions gender-aware, and what are their impacts on gender inequality?

11/15-11/17: The microcredit debate
What is microcredit? Why are women the major beneficiaries of microcredit? How is microcredit supposed to empower poor women? Is it always effective?
November 22

**Debates over cash transfers**

*What are cash transfer programs? Why are women frequently targeted in these programs? Are these programs always effective?*


**11/2-12/1: Asset inequality and the gendered impacts of agrarian reforms**

*What kinds of agrarian reforms are described in these studies, and what impact have they had on gender asset inequality? What are the implications of gender inequality for environmental sustainability?*


Agarwal, B. (2007), Gender inequality, cooperation and environmental instability in Bowles et al., Inequality, cooperation and environmental instability, pp.274-309

**Documentary: In my own name**


**Recommended**


**12/6: Presentations on group research projects**
12/8: Presentations on group research projects
August 31, 2021

The 4Ms: An outline format for taking notes and fostering engagement

1. Major thesis: the major claim that the article supports and develops
2. Motivation: the purpose, objective, or significance of the article. If the thesis is the “What?”, the motivation is the “So what?”
3. Map: What are the major points that support the thesis and make up the argument?
4. My take: What’s my reaction to the article? Was it fascinating, empowering, liberating, useful, powerful, provocative, troubling, objectionable, upsetting, useless, dangerous—and why?

Purposes of the 4Ms

1. To encourage critical reading of the introduction, which may establish the first three elements of the 4Ms.
2. To encourage critical writing of both the introduction and the body.
3. To encourage critical writing by focusing on the alignment between the thesis and the supporting argument.

To prepare for engagement in class discussion of the readings. The fourth M can be especially useful for discussion