

**Hong Kong University of Science & Technology**  
**Division of Social Science**  
**Spring 2024**

## **SOSC 3250: Gender and Development**

Instructor: Dr. Sujata Balasubramanian  
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Office Hours: Tuesday, 12pm to 1pm.  
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Class Timings: Tuesdays 9am to 11:50am  
Class Venue: Room 4580, Lift 27-28.

### **Course Objectives and Activities:**

This course aims to help students develop a deeper understanding of the interactions between gender and development through a study of theoretical frameworks as well as a discussion of practical case studies. Students will compare different approaches to gender and development and will learn about various strategies for empowering women in developing countries - such as increasing their access to credit and employment, and their opportunities for political participation. By the end of the semester, students should be able to critically analyze developmental policies and interventions through a gender lens.

Course activities include lectures, presentation and discussion of assigned readings, a country case study report and related presentations by groups, as well as specific in-class activities and caselet discussions tailored for particular topics.

### **Intended Learning Outcomes**

1. Students will develop an understanding of the social construction of gender and its consequences for the day to day lives of women in developing countries.
2. Students will understand the benefits as well as the drawbacks of various strategies that have been used to empower women in developing countries – such as micro-credit, political quotas and cash transfers.
3. Students will develop the ability to critically assess the design and implementation of development projects and propose modifications to enhance gender equity.

## **STRUCTURE OF THE COURSE**

*Week 1 (Tues, 6<sup>th</sup> Feb): Introductory Lecture & group formation*

Women Empowerment and Economic Development by Esther Duflo. *Journal of Economic Literature*, Vol. 50, No. 4 (Dec 2012), pp. 1051-1079 (29 pages)

## **Theoretical frameworks and models**

*Week 2 (Tue, 20<sup>th</sup> Feb): Gender as a Social Construct: Socialization for Inequality*

Measuring Women's Agency (2020). Aletheia Donald, Gayatri Koolwal, Jeannie Annan, Kathryn Falb & Markus Goldstein. *Feminist Economics* Volume 26, 2020 - Issue 3.

\*\*“To each less than she needs, from each more than she can do: Allocations, Entitlements and Value” by Hanna Papanek. Chapter 10 of *Persistent Inequalities*, edited by Irene Tinker, Oxford University Press, 1990.

*Week 3 (Tue, 27<sup>th</sup> Feb): Approaches to Gender Planning: WID and GAD*

Fixing women or fixing the world? ‘Smarteconomics’, efficiency approaches, and gender equality in development (2012). Sylvia Chant & Caroline Sweetman. *Gender & Development*, 20:3, 517-529.

\*\* “Gender planning in the Third World: meeting Practical and Strategic Gender Needs” by Caroline Moser. *World Development*, 17 (11), 1989.

*Week 4 (Tue, 5<sup>th</sup> March: Economic models of the family: intra-household bargaining*

Intrahousehold Bargaining and Resource Allocation in Developing Countries (2013) by Cheryl Doss. *The World Bank Research Observer*, Volume 28, Issue 1, February 2013, Pages 52–66 only.

\*\* Diffusion and Dilution: The Power and Perils of Integrating Feminist Perspectives Into Household Economics by Cheryl R. Doss (2021) *Feminist Economics*, 27:3, 1-20.

## **Strategies for Women's Empowerment**

*Week 5 (Tue, 12<sup>th</sup> March): Micro-credit to Women*

The Impact of Microfinance on Poverty Alleviation: Making Sense of the Evidence (2017). Supriya Garikipati. In G. Giorgioni (ed.), *Development Finance*, Palgrave Studies, 2017.

\*\* “Who takes the credit? Gender, power and control over loan use in rural credit programs in Bangladesh” by Anne-Marie Goetz & Rina Sen Gupta. *World Development*, 24 (1), 1996.

*Week 6 (Tue, 19<sup>th</sup> March): Women and Work*

Female labor force participation in developing countries (2014). Sher Verick. IZA World of Labor, 2014, No 87, 87.

\*\* “Women, Wages and Intra-household Power Relations in Urban Bangladesh” by Naila Kabeer. *Development and Change*, Vol. 28, 1997.

*Week 7 (Tue, 26<sup>th</sup> March): Leadership & Political Participation*

Women Have Found Respect: Gender Quotas, Symbolic Representation, and Female Empowerment in Rwanda (2011) by Jennie E. Burnet. *Politics & Gender*, 7, pp. 303-334.

\*\* “The pros and cons of gender quota laws: what happens when you kick men out and let women in?” by Lisa Baldez, pp. 102-109 only. *Politics & Gender*, 2 (1), 2006.

\*\* “Tokenism or Agency? The impact of Women’s reservations on Village Democracies in South India” by Radu Ban and Vijayendra Rao, pp. 501- 505 and pp.526-527 only. *Economic Development and Cultural Change*, 56 (3), 2008.

*Week 8 (Tue, 9<sup>th</sup> April): Cash Transfers*

Conditional Cash Transfers: The Case of Progres/Oportunidades (2017). Susan W. Parker & Petra E. Todd. *Journal of Economic Literature*, American Economic Association, vol. 55(3), pages 866-915, September 2017. Read Sections 1 & 2; OMIT Sections 3 & 4; read Section 5 (omit sub-section 5.6); read Sections 6 &7. OMIT Tables 6, Table 7, Table 8 & Table 9.

\*\**Unjust Conditions: Women’s Work and the Hidden Cost of Cash Transfer Programs* by Tara Patricia Cookson; University of California Press, 2018. Introduction: pp 1-12; Chapter 6: pp. 127-138; pg.143-147.

**Common Gender Issues**

*Week 9 (Tue, 16<sup>th</sup> April): Norms of Masculinity*

Youth perceptions of violence in Western Honduras (2020). Rebecca J. Williams and Paige Castellanos. *Third World Quarterly*, 2020, Vol. 41, No. 3, 397–414.

\*\* “Men, Masculinities and the politics of development” by Sarah White in *Men and Masculinity* edited by Caroline Sweetman, Oxfam, 1997.

\*\* “From Woman-blind to Man-kind: should men have more space in Gender and Development?” by Sylvia Chant. *IDS Bulletin*, 31 (2), 2000.

*Week 10 (Tue, 23<sup>rd</sup> April): Mainstreaming gender in development programmes*

The 2030 Agenda: challenges of implementation to attain gender equality and women's rights (2016). Shahra Razavi. *Gender & Development*, 2016; Vol. 24, No.1, pp 25-41.

\*\* “Mainstreaming Gender or ‘Streaming’ Gender Away: Feminists marooned in the Development Business” by Maitrayee Mukhopadhyay. *IDS Bulletin*, 2004; 35 (4).

\*\* “Gender, Myth and Fable: The perils of mainstreaming in sector bureaucracies” by Hilary Standing. *IDS Bulletin*, 2004; 35 (4).

*Week 11 (Tue, 30<sup>th</sup> April): Population policy and women’s reproductive rights*

The demographic transition and women’s economic participation in Tamil Nadu, India: a historical case study (2020). Rohini Prabha Pande, Sophie Namy and Anju Malhotra. *Feminist Economics*, 2020, vol. 26, issue 1, 179 -207.

\*\* “Women’s Rights and Reproductive Choice: Rethinking the Connections” - Chapter 5 of *Population Policy and Women’s Rights* by Ruth Dixon-Mueller, Praeger, 1993.

***Week 12 (Tuesday, 7<sup>th</sup> May): Country case study presentations by the groups in class***

## **Course Requirements**

### **Assigned Readings: Presentation and Class Discussion**

Students will form groups to present the main points of assigned readings (both required and recommended readings), **starting from Week 2**. This will be followed by class discussion of the *required* readings. There will be exactly five groups and each group will present twice during the semester – *Group 1 will present in Week 2*.

The group presentation of the readings is expected to be **not more than 20 minutes** long and should highlight the main issues raised in the articles. Groups should present a very concise summary of the recommended readings while going into greater detail when presenting the required readings.

Students are expected to come to class familiar with the *required* readings for that week’s topic and prepared to discuss and analyze the related issues – *all starred readings are required*. All readings will be available on Library Reserve and as PDF files on the course website. The TA will also have 1 set of hard copies of all the readings.

## Group Project: Report and Presentation

Each group will work on a country case study - details of this project will be discussed in class. Groups must make a **20 minute presentation** of their major findings in Week 12 on **Tuesday 7<sup>th</sup> May**. They must also submit a **WRITTEN** project report by **12 noon on Fri, 10<sup>th</sup> May**.

## Final Research Term Paper

In lieu of a final exam, each student must submit a final, individual research paper related to the subject of gender and development. Papers should be typewritten and should not exceed **3500 words** (excluding references, tables and appendices). The deadline for submission of term papers is **12 noon on Tuesday 14<sup>th</sup> May**.

## Assessment and Grades

Grades for the course will be based on the following:

Group Presentation of readings	10%
Final Term Paper	35%
Group project: report & presentation	30%
Class participation & discussion	<u>25%</u>
TOTAL	100%

Feedback on assessments will be provided upon request in about 10 working days.

## Use of GenAI and Academic Integrity

Students are permitted to use ALL kinds of Generative Artificial Intelligence tools (such as ChatGpt) to complete written assignments – guidelines for appropriate usage of such tools will be discussed in class.

All written assignments will be checked by Turnitin which is a plagiarism detection software. This is in line with the University's policies on academic integrity and plagiarism.

The University takes all allegations of cheating, copying and plagiarism very seriously. It is your responsibility to familiarize yourself with the guidelines for academic integrity posted on the University website: <https://registry.hkust.edu.hk/resource-library/academic-honor-code-and-academic-integrity>. Lack of knowledge or understanding of the rules will not be accepted as an excuse under any circumstances.

In order to avoid any hint of plagiarism, please ensure that you are familiar with the guidelines for proper referencing and acknowledgement of sources for written assignments. The academic integrity website has a section on "How to avoid Plagiarism and Copying" <https://registry.ust.hk/resource-library/how-avoid-plagiarism-and-copying> and the library website has several instruction guides on writing papers and referencing which you can consult to avoid any suggestion of plagiarism.