

Hong Kong University of Science & Technology
Division of Social Science
Spring 2020

SOSC 3250: Gender and Development

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Course Objectives and Activities:

This course aims to help students develop a solid 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: Introductory Lecture & group formation (Thursday, 13th Feb)

Theoretical frameworks and models

Week 2 (20th Feb): Gender as a Social Construct: Socialization for Inequality

“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 (27th Feb): Women's Practical and Strategic Needs

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

Week 4 (5th March): Economic models of the family: intra-household bargaining

“‘Bargaining’ and Gender Relations: Within and Beyond the Household” by Bina Agarwal. *Feminist Economics*, 3 (1), 1997.

Strategies for Women's Empowerment

Week 5 (12th March): Micro-credit to Women

“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 (19th March): Women and Work

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

Week 7 (26th March): Leadership & Political Participatio

“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 (2nd April): Cash Transfers

“Cash transfers, gender equity and women's empowerment in Peru, Ecuador and Bolivia” by Maxine Molyneux and Marilyn Thomson. *Gender & Development*, 19 (2), 2011.

Common Gender Issues

Week 9 (9th April): Norms of Masculinity

“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 (16th April): Mainstreaming gender in development programmes

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

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

Week 11 (23rd April): Population policy and women’s reproductive rights

“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 (Thursday 7th May, 2020): Country case study presentations in class

Course Requirements

Assigned Readings: Presentation and Class Discussion

Students will form groups to present the assigned reading/s in class, starting from the second week of class. This will be followed by class discussion of the reading/s.

The group presentation of the readings is expected to be ***not more than 15 minutes*** long and should highlight the main issues raised in the articles. There will be five groups and each group will present twice during the semester.

All weekly readings are required and students are expected to come to class familiar with the assigned reading/s for that week’s topic and prepared to discuss and analyze the related issues. All assigned readings will be available as PDF files on the course website.

For those who would like to learn more about particular issues, a list of Recommended Readings is attached as an appendix to the Course Outline.

Group Project: Report and Presentation

Each group will prepare a country case study - details of this group project will be discussed in class. Groups must submit a WRITTEN project report by ***12 noon on Saturday, 9th May***. These written reports will be checked using the Turnitin software.

In addition, each group will make a presentation of its major findings in class in Week 12 –***on Thursday, 7th May, 2020***.

Term Paper

Each student must submit a 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 Thursday, 14th May, 2020**.

Note: All term paper submissions 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.

Assessment and Grades

Grades for the course will be based on the following:

Group Presentation of readings	10%
Individual Term Paper	35%
Group project: report & presentation	35%
Class participation	<u>20%</u>
TOTAL	100%

Academic Integrity

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. 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" <http://ugadmin.ust.hk/integrity/student-4.html>" and A Guide to Good Referencing Skills which you may refer to <https://libguides.ust.hk/basic-citation/good-referencing-tutorial>

Appendix 1:

Recommended Reading

Abu-Ghaida, and Klasen (2004): The costs of missing the millennium development goal on gender equity. *World Development*

Anderson, S. and D. Ray 2010. *Missing Women: Age and Disease*. Review of Economic Studies.

Benería L, 2003. "Paid and unpaid labor: meaning and debates" (Chapter 5) in *Gender, Development and Globalisation*, Routledge, London.

Chant, Sylvia (ed) 2010. *International Handbook of Gender and Poverty: Concepts, Research, Policy*, Edward Elgar.

Chant, Sylvia, 2007. *Gender, Generation and Poverty*, Edward Elgar.

Duflo, E. and P. Chattaphaya. 2004. Women as Policy-Makers. *Econometrica* 72:1409-1472

Gutierrez, M., 2003. *Macroeconomics: making gender matter*. London: Zed Books

Klasen, S, 2006. "UNDP's Gender-Related Measures: Some Conceptual Problems and Possible Solutions." *Journal of Human Development* 7(2): 243-274.

Knowles S, Lorgelly PK, Owen PD, 2002 "Are educational gender gaps a brake on economic development? Some cross-country empirical evidence." *Oxford Economic Papers*, 54: 118-149.

Klasen, S. and D. Schüler. 2011. Reforming the Gender-Related Development Index (GDI) and the Gender Empowerment Measure (GEM): Some Specific Proposals, *Feminist Economics*.

Mahmud, S. 2003. "Actually how empowering is Microcredit?" *Development and Change*: 34:4.

Sen, A.2003: *Missing Women*: British Medical Journal 11 October 2003

Sikoska T, 2003. "Measurement and valuation of unpaid household production: a methodological contribution" (Chapter 7) in M Gutiérrez (ed) *Macro-Economics: Making Gender Matter*, Zed Books, London

Swamy, A. 2002. "Gender and Corruption". *Journal of Development Economics*

World Bank, "Is economic development good for gender equality?" (Chapter 5) in *Engendering Development*, Oxford University Press, New York, 2001.