GENDER IN LATIN AMERICAN DEVELOPMENT

A central question in the field of Gender & Development is the relationship between the process of economic development, attaining gender equality and the empowerment of women. For example, over the course of the 20th century women in Latin America gained a broad range of economic and political rights so that in most countries men and women now have equal rights before the law. Nonetheless, there continues to be a significant gap between formal and real equality. This seminar examines the evolution of women’s property rights, access to resources and employment, and socio-economic position under the various models and strategies of Latin American economic development. Particular attention is given to the theoretical and policy debates regarding the meaning and measurement of women’s empowerment; the role of the women’s movement in advancing a feminist and social justice agenda; and the impact of policy interventions on households and gender relations.

The goal of the course is to deepen students’ understanding of the Latin American development experience by viewing it through a gender lens. The specific objectives include enhancing students’ analytical, research and writing skills, as well as familiarity with interdisciplinary research methods. The seminar combines lectures, discussion and student presentations.

Course Requirements: (See Appendix I for greater detail and due dates)
1. Attendance and class participation is mandatory (10% of the final course grade). If you need to be absent for any reason please notify the instructor in advance. You are expected to come to class prepared to discuss all of the assigned readings.
2. Assignment #1: Gender equality & women’s empowerment indicators, group presentation and an essay (30%).
3. Assignment #2: A review essay and discussion questions on one section of the reading list (30%).
4. Assignment #3: Researching women’s economic empowerment; design of a research instrument, class presentation and essay (30%).

University Policies:
Please consult the following links for information on UF grading policies, campus helping resources, services for students with disabilities, and academic honesty. You are responsible for knowing what constitutes plagiarism and avoiding it. https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
www.counseling.ufl.edu/cwc/
The required readings will be available on the class web page in Sakai, under “Resources”: [http://www.lss.at.ufl.edu](http://www.lss.at.ufl.edu).

**READING LIST**

1. **Introduction: The Road to Empowerment (WID, WAD, GAD and the Latin American Women’s Movement)** (Aug. 25th)


Further reading:


Sept. 1 – Holiday; work on data collection for Assignment #1, Gender Equality & Women’s Empowerment indicators

2. **Gender, Development and Women’s Empowerment** (Sept. 8th*)

*Form groups for class presentation; sign-up for Review Essay section


Further reading:

3. Measuring Progress towards Women’s Economic Autonomy and Empowerment (Sept. 15th)


Further Reading:
4. Households and Bargaining Power Theory (Sept. 22nd)

*Group presentations of Gender Equality & Women’s Empowerment indicators


Further Reading:

5. Property Rights and Asset Accumulation (Sept. 29th)

*Essay due, Assignment #1, Gender Equality & Women’s Empowerment indicators


Further Reading:


Further Reading:


Film: Maquilapolis (City of Factories) (2006)

Further Reading:

8. Gender and International Migration (Oct. 20th)


Film: *Letters from the Other Side* (2006)

Further Reading:


10. Rural Labor Markets and the Feminization of Agriculture (Nov. 3rd)


Film: Colombia: Flowers for the Gringo (2009)

Further reading:


11. Gender, Natural Resource Management and Climate Change (Nov. 10th)


Further reading:


12. Gender, Poverty and Anti-Poverty Strategies (Nov. 17th)


Further Reading:

13. Gender Gaps in Savings and Access to Credit (Nov. 24th)


Film: Disruption (2013)
Further reading:

14. Gender, the Care Economy, and Social Protection (Dec. 1st)


Further Reading:

15. Wrap-up and Class Presentations (Assignment #3) (Dec. 8th)

*Assignment due December 10th.
APPENDIX I: Course Requirements

A. Gender Equality and Women’s Empowerment, Assignment #1

1. Choose one Latin American or Caribbean country to develop a set of historical indicators (including country rankings on the various indices) on gender equality/inequality and the position of women. If possible, collect a few indicators which are disaggregated by rural/urban locale and/or race/ethnicity. Choose your country and begin collecting data by September 1st.

2. Participate in a group discussion, analysis and development of a power point presentation on the similarities and differences between the status of women in your country and its neighbors. Focus primarily on the rankings and the components of the various indices. The groups will be organized according to geographic sub-regions (Central America, the Andes, etc.) on Sept. 8th; the class presentation will take place on Sept. 22nd.

3. Based on the data which you have collected, write a short essay on whether progress towards gender equality and women’s empowerment has been achieved in your country. Critically discuss the various indices that have been developed and their components and how well your country does in the various rankings. Consider whether the available indicators really allow you to measure progress towards women’s empowerment. Discuss any other problems (conceptual or otherwise) you found in collecting appropriate data. The essay should be 5-8 pages, double-spaced, and handed in on Sept. 29th.

4. The tables should be included in an Appendix and numbered in the order that you refer to them in the text. These can be photocopies (i.e., they do not need to be re-typed); always report the source.

Consult the following sources, besides those noted on the reading list:


B. Review Essay of a Section of the Reading List, Assignment #2

1. The review essay is to be based on a one to two-paragraph summary of the articles in the section of the reading list that you have chosen. The summary should
synthesize the author’s main argument and contributions. All of the required readings should be discussed plus at least two further readings.

2. After an introduction motivating the essay, and the summary of the articles, you should then focus on i) how the readings relate to each other and what you learned from this section of the reading list; ii) a critique of any specific arguments or points with which you disagree or found confusing; and iii) the questions raised for you by these readings that merit discussion and/or might require further research.

3. You will be expected to share your findings regarding point #2 during the class discussion of this section of the reading list, and specifically, to propose questions for class discussion. The questions should be distributed to the class via email by 8 pm the previous evening.

4. The essay is to be turned in the day after the scheduled class discussion of that section. The essay should be 5-8 pp., double-spaced.

C. Researching Women’s Economic Empowerment: Instrument & Essay, Assignment #3

1. Design a research instrument to investigate women’s economic empowerment. This can be: i) a guide for semi-structured interviews; ii) a guide for focus groups; or iii) a survey module.

2. Write a 5-8 pp. essay that justifies your selection of the instrument and its content. Drawing on the course readings, present your definition of economic empowerment as well as a conceptual model of how you are operationalizing this concept in your research instrument. The essay should also present a brief description of the context of your research (for example, women in agro-exports) and your central question (i.e., if a woman earning her own wage leads to greater participation in household decision-making).

3. You are to present your instrument and conceptual framework in class on December 8th. The essay is to be turned in by Wed., December 10th. Include the research instrument as an Appendix.

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Note: All essays should be typed and double-spaced and a hard copy turned into the instructor on the due date. Late assignments will be penalized by a step grade (i.e., an “A” quality paper which is late will automatically receive an “A-” grade). Use the author/date system in the text to reference your sources; i.e., Deere and León (2001: 5). Include a full reference list of your sources at the end, following the style utilized in the course reading list.