A. Course Overview

This course examines the processes, politics and policies of development from a gender perspective. The course takes as its starting point the assumption that the term ‘development’ must be understood within a historical and political context. An exploration of the political and historical content of development also involves an investigation into the ‘omissions’ and ‘commissions’ of development, i.e. what contemporary understandings of development have ignored or have privileged. A consideration of gender in economic development is one such ‘omission’ that this course aims to discuss in detail.

In the first part of this course we establish the theoretical and policy context for our study of gender and development, and look into the ways in which this field of study has evolved over the past few decades. Some of the important theoretical and measurement issues that arise with respect to defining women’s empowerment, studying the household and accounting for unpaid labor will also be looked at within this first part. In the second part of the course examine the (often uneven) impact of various aspects of development on men and women, and on gender relations. In this latter section, we also look at some of the important debates within this field. Some of the things we cover in this part of the course will be the evidence on the relationship between growth and gender equality; feminist evaluations of macroeconomic policy; and the determinants and effects of women’s access to labor markets, credit markets and property. We will also look at some of the ways in which women’s movements have responded to development policies across the third world.

The course is appropriate for students interested in working in the area of international development, for economics majors who would like an advanced introduction to the growing literature on gender and development, and for women’s studies majors who work in the social sciences.

B. Course Objectives

The course has the following objectives:

1. To examine the historical and political context within which development has evolved, what development has come to represent and mean, and national and international political/economic contexts within which development policies are formulated and implemented.
2. To understand the theoretical debate about gender relations and to look into gender relations in development historically (including an analysis of ‘traditional’ gender relations in the pre-colonial times, and the impact of colonialism on gender relations in the Third World).
3. To look into the emergence of conceptual frameworks proposed that integrate women/gender into development.
4. To study empirical literature on the differential impact of development on women and men, on the continued marginalization of women and women’s work in various sectors of the global economy, and on the interaction of gender with class, caste and race to produce specific contexts of oppression.
5. To make connections between theory and practice and think about how future development agendas may be shaped to reflect feminist concerns.
6. To explore alternative visions and initiatives for engendering development.

C. Textbooks and Reading Materials

The following text is available for purchase:


I will also be using short pieces from the book below:

*The Women, Gender and Development Reader*, edited by Nalini Visvanathan, Lynn Duggan, Laurie Nisonoff and Nan Wiegersma, London: Zed Books, 1997. We will refer to this book as the Reader henceforth. Copies of the Reader are placed in Reserve. Articles selected from the Reader will also be posted on the course website along with other readings.

Most of the readings in the syllabus below are ‘classic’ articles within the field that have appeared in various journals over the years. Luckily for us, these articles and many more have been collected together in the following edited volumes.

However, these two volumes are only available in an extremely expensive hardcover version so rather than ask you to buy them, they have been placed on reserve in the library, and posted on the course website.

All other required readings are included in the course website.

D. Evaluation Components

Five 5-6 page assignments: 50%

Attendance and Class participation: 15%

Brief presentation of reading in class: 10%

Final paper: 25%

Students are expected to have completed the assigned readings and to have spent some time thinking and reflecting critically upon them. Thoughtful and informed class discussions will help all of us to learn more!

Each of you will also be asked to make a brief presentation (5-10 minutes) on an article on the syllabus and present to the class comments and questions for discussion based on that paper. I will also ask you to post a brief version of the comments/questions beforehand on a forum, so that others can have a chance to critically reflect upon them before class.

In place of a midterm exam, you will be asked to write five different 5-6 page assignments/papers over the course of the semester. These papers will give you the opportunity to intervene in particular debates and evaluate the readings from your own perspective.

You will be asked to submit a 10-15 page final paper on any relevant topic of your choice. The final paper can be a literature review or a piece of original research. Please feel free to discuss possible topics with me before deciding upon one. I will ask you to submit a paper outline to me midway through the semester. Your final paper will be due on May 6th.

E. Academic Conduct and Exam Policy

* There are five assignments in this course. All papers need to be submitted in hard copy in class ON the due date. The final paper is also due on May 6th in hard copy. Please be careful to note the submission dates for the short assignments and the final paper. Late submissions will be penalized for each day late.

* Please specify sources clearly and provide complete citations when writing papers. Any material used in the paper (quotes, data, paraphrased information) that has not been appropriately cited will be considered plagiarized material. Plagiarism is a serious academic offense and entails serious consequences for a student who is found to have plagiarized material for assignments and papers. Here is the link to Hampshire policy on matters pertaining to academic ethics. [http://www.hampshire.edu/shared_files/ETHICS_OF_SCHOLARSHIP.pdf](http://www.hampshire.edu/shared_files/ETHICS_OF_SCHOLARSHIP.pdf)

* Starred readings are essential. Please read them before coming to class so that you can contribute to in-class discussions.

* All starred readings are fair game for assignments and exams. Other readings are not required, but useful to consult when writing papers (especially the final paper should you decide to write on a topic in the syllabus).

F. Attendance Policy

* Attendance is, needless to say, required. Two excused absences, for valid reasons, will be allowed in the course of this session. Any more absences are to be considered unexcused (regardless of reason) and will likely affect class participation grade. This is really not out of a desire to be unreasonable. Class notes are invaluable to tackle assignment and exam questions. Plus, the course is structured in a way that emphasizes participation and discussion. Indeed, this element constitutes 15% of the grade. So, come to class! Really!

* While I might not take attendance in every class, I will randomize taking attendance. If you are absent for a particular class (without being excused) and that happens to be the class in which I take attendance, I will be taking away points regardless of what the reason for your absence is, or how sincere you have been with your work otherwise.

G. Topics and Readings

See below.

PART I: THE THEORETICAL AND POLICY CONTEXT
I. Introduction to the course

January 27: No assigned reading.

II. Understanding Changing Development Policy

February 1:

1. Evolving Development Policy: From State-led Policies to Neo-liberal Growth


February 3:

2. The “Post-Washington Consensus”: Engendering Development and the Millennium Development Goals


III. From Women in Development (WID) to Gender and Development (GAD)

February 8:


IV. A Feminist Approach to Gender and Development

February 10:


IV. A Feminist Approach to Gender and Development

February 10:


Handout: Patriarchy

V. A Closer Look at the Household as a Unit of Analysis

February 15:
1. The Neoclassical Model of the Household and Critique


February 17: Advising Day – No Class

February 22:

2. Guest Lecture: An Empirical Application of Intra-household Bargaining – Migration in Ghana

Assignment 1 due in class today.

VI. Accounting for Women’s Unpaid Labor

February 24:


March 1:

Movie: Who’s Counting: Marilyn Waring on Sex, Lies and Global Economics (abbreviated to 60 or so minutes)

PART II: DEVELOPMENT ISSUES THROUGH THE LENS OF GENDER

VII. Growth and Gender Inequality

March 3:


Assignment 2 due in class today

VIII. Gender and Macroeconomic Policy
1. The Gendered Impacts of Economic Crises

March 8:


2. Structural Adjustment Policies and Gender Implications

March 10:


3. Gender Budgeting: Tools to Engender Fiscal Policy

March 22:


4. Revising Macroeconomic Policies

March 24:


**Assignment 3 due in class today**

IX. Women in the Global Labor Force

1. Women in the International Division of Labor

March 29:

Movie: The Global Assembly Line (58 minutes)

Discussion

March 31:


2. Women and the Informal Sector

April 5:


3. Emerging Markets in Domestic/Care Labor

April 7:


X. Reproductive Rights and Population Policy

April 12:

Movie: Something Like a War (60 minutes)

Discussion

1. Population Policy and Development
April 14 and April 19:


2. The Globalization of Reproductive Technologies


Assignment 4 due in class today

XI. Gender and Asset Inequality

April 21:


XII. Women’s Access to Credit Markets

April 26:


XIII. Gender and the Environment
April 28: **Guest Lecture**

Readings, if any, will be announced in the course of the semester.


**Assignment 5 due in class today**

XV. Women, NGOs and Grassroots Movements around Development

May 3:

Movie: WSF: Another World is Possible (24 minutes)


XVI. The Post-Colonial Critique and Summing Up

May 5:


**FINAL PAPER due on MAY 6, by 5:30 p.m.**