

UNIVERSITY OF UTAH
Department of Economics

Econ 5560/6560
Spring 2017

Instructor: Jean Arment
Office: Bldg. 72
Office hours: by appointment

Gender and Economic Development in the Third World
Monday 1:25 – 4:20 pm
Bldg. 72 Room 115



Staving off hunger with a non-nutritional substitute. Mudcake production, Haiti, ca. 2008.

Course Description:

Countries once lumped into the “Third World” category have become a set of widely diverse economies ranging from “non-developing” (see above photo) to the relative powerhouses now classified as “emerging” economies. Our policy-centered approach will focus on gender-based problems *and possibilities* of economic development within the context of such global uncertainties as climate change, volatile commodity prices, uncertain production outlooks in an age of market gluts, and the disturbing trend of violence toward women and girls associated with resource conflicts. Attention will also be given to gender bias in how we measure wellbeing in the context of economic development and the importance of non-biased, inclusive institutions in enabling viable livelihoods for still-large populations of (mainly female) subsistence farmers.

This course examines the gender dimensions of economic development and globalization from the perspective of the field of feminist economics. This perspective implies examining gender differences in labor, broadly defined to include paid and unpaid work, access to resources, and well being outcomes, how these are affected by macroeconomic policies, and how gender inequalities are relevant for societal wellbeing. Since the early 1980s economic globalization has been achieved on the basis of a common set of macroeconomic policies pursued in industrial and developing countries alike. These policies frame the gender-differentiated impacts of policy as well as the initiatives implemented to reduce those inequalities. The main objective of the course is to examine the *impact* of these policies on men and women in the global South (a.k.a. developing countries/Third World) and to evaluate possible policies/strategies for reducing gender inequalities and promoting the well-being of all people. In pursuit of these objectives, we will begin with a historical overview of the policy-oriented field of “gender and development” and a brief examination of the central tenets of feminist economics. Gender-differentiated statistics will be reviewed as they pertain to the topics under discussion.

Upon completion of the course students can expect to attain gender-aware literacy and skills in a number of areas:

- (1) The facility to interpret economic development policy concerns and debates from a feminist economics perspective.
- (2) A critical perspective and knowledge of how gender matters in development economics, international trade, and macroeconomics;
- (3) The ability to interpret gender-differentiated indicators and descriptive statistics;
- (4) The ability to evaluate various popular schemes to reduce gender inequalities and promote women’s well-being in developing countries in the broader development policy context.

Required Text: Beneria, et. al., *Gender, Development and Globalization*

Required Readings: Readings for the course (listed below) consist of a series of scholarly articles as well as excerpts from books and international development agency reports. All the readings on the syllabus are available in electronic form on the course website on Canvas.

Course Requirements and Grading:

Grades in Gender/Development 5560/6560 will be determined by

1. *class participation, judged centrally by* comments and responses on course readings and submission of Paper Analysis Tables (20%); 40 points
2. discussion leadership on one assigned class paper (20%); 40 points
3. short assignments (20%); 40 points
4. final presentation on a professional paper (approved by the instructor) (40%). 80 points

Total: 200 points

The course grade will not be a simple average of points but will also take into consideration such elements as effort, improvement over time, and the quality of participation.

Econ 6560 students will be held to higher standards on all assignments and will write a more substantial (longer and more in depth) Wikipedia contribution.

The Canvas webpage: This is where you find either pdf copies or links to the course readings. In addition, outlines or study questions will be posted here for some of the readings. Short assignments will also be posted here by students. The webpage also has links to important development publications, such as the UNDP's *Human Development Report*, the World Bank's *World Development Report*, and any additional material that you may need (statistical tables, hand-outs, notes).

Comments, Responses and Participation: The class is conducted in a seminar format. It is therefore essential that you attend every class meeting and that you are both prepared and willing to discuss the assigned reading material, respond to questions, and engage one another in intellectual conversation in a courteous manner. Participation can take many forms (a question, an answer, reporting on a current news item).

Each student will take the lead in the discussion of two (substantial) papers listed on the Syllabus. This should take the form of a brief oral introduction to the paper, and then leading the class discussion. A sign-up sheet will be distributed.

Short Assignments: There will be about 4 of these. You will look up documents or statistics, make sense of them in a 250-300 word summary/comment, and turn them in on the day they are to be discussed in class.

When the assignment is a brief (1-page) response to a film viewed in class, the assignment will be due by the following class meeting. One additional assignment for each student is to contribute one course-related news item (link/copy the news item) accompanied by a one paragraph interpretation of its relevance/connection to the course. (This can be a link/copy of the news item on the Canvas Discussion Board, with an email to notify class members of the posting), or it can be presented at the beginning of any class.

Late assignments will not be accepted but there will be one extra assignment, which will allow you to make up any that you may have missed. *Written assignments may be submitted as a pdf on Canvas, or can be submitted in paper form.*

Class Format and Rules: The class format centers around a sort of "round table" discussion of the scholarly papers we will be reading. The class instructor and students will take turns leading these discussions. These will be augmented frequently by brief lectures, and student presentations. Computers *may* be used for note taking, though pencil and paper are preferred. Pagers and cell phones must be turned off for the duration of the class meeting.

Americans with Disabilities Act:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class,

reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Academic Honesty/Plagiarism: In compliance with strict standards of academic honesty, in your papers and presentations you should always cite/reference any words or ideas that are not your own. Making a habit of using your own words as much as possible is helpful in guarding against problems in this respect. Whenever in doubt, please ask me.

Course Schedule and Readings

Any changes in this schedule or readings will be announced in class and reflected in the outlines posted on Canvas. Students are responsible for keeping up to date with any changes.

I. INTRODUCTION

January 9 – Class 1 – Introduction and Overview

Course objectives, themes, and expectations

January 9 – Class 2 - Gender Inequalities: An Introduction

Reference Documents:

Sen, Amartya, 2001. “Many Faces of Gender Inequality.” *Frontline, India’s National Magazine*, 18 (22), 1-17.

The World Bank. 2012. *Gender Equality and Development: World Development Report 2012*. Washington, D.C: The World Bank. Overview, pp. 2–6.
<http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/Complete-Report.pdf>

UNDP, *Human Development Report 2015*, Table 1 (pp. 144-147)
http://hdr.undp.org/sites/default/files/reports/14/hdr2013_en_complete.pdf

UNICEF. 2007. “A Call for Equality” in *The State of the World’s Children* New York: UNICEF pp. 1-2, 4-5, Figures 1.1 to 1.5. <http://www.unicef.org/sowc07/>

January 16 Martin Luther King Jr. Day—No class meeting

II. HISTORY OF THOUGHT OF GENDER, DEVELOPMENT AND GLOBALIZATION

January 23 – Class 3 – From WID to GAD and Beyond

Readings:

Beneria, Lourdes, Gonsel Berik, and Maria Floro. 2015. *Gender, Development and Globalization: Economics as if all People Mattered*, Ch. 1, pp. 1-14.

Boserup, Ester. 1970. *Woman's Role in Economic Development*, Ch. 1.

January 23 – Class 4 – Postmodern Critique and Responses

Readings:

Beneria, Lourdes, Gonsel Berik, and Maria Floro. 2015. *Gender, Development and Globalization: Economics as if all People Mattered*, Ch. 1, pp. 14-21.

Mohanty, Chandra. 1991. "Under Western Eyes" in C. Mohanty, A. Russo, L. Torres, eds., *Third World Women and Politics of Feminism*, Bloomington: Indiana UP (excerpt; 7 pages)

January 30 – Class 5 – Gender Analysis and Economic Theory

Readings:

Beneria, Lourdes, Gonsel Berik, and Maria Floro. 2015. *Gender, Development and Globalization: Economics as if all People Mattered*, Ch. 2: Introduction, pp. 41-43; Critique of Mainstream Economics, pp. 51-58.

Beneria, Lourdes, Gonsel Berik, and Maria Floro. 2015. *Gender, Development and Globalization: Economics as if all People Mattered*, Ch. 1, pp. 28-33 (in reference to Nussbaum reading); Ch. 2, pp. 55 and 58-67 (in ref to Power reading)

January 30 – Class 6 – The Capabilities Approach

Readings:

Nussbaum, Martha. 2004. "Promoting Women's Capabilities" in Lourdes Beneria and Savitri Bisnath, eds. *Global Tensions*, Routledge: 241-254.

Sen, Amartya. 1990. "Gender and Cooperative Conflicts" in Irene Tinker (ed.) *Persistent Inequalities*, pp. 123-128, 131-140, 144-149, New York and Oxford: Oxford University Press.

Power, Marilyn. 2004. "Social Provisioning as a Starting Point for Feminist Economics." *Feminist Economics* 10(3): 3-8, 15.

III. MEASURING GENDER INEQUALITY

February 6 – Class 7 – Measuring Gender Inequality

Readings:

Beneria, Berik, and Floro. 2015, *Gender, Development and Globalization* Ch. 5, pp. 188-208.

Alphonse takes lead: Sen, Amartya, 1999. “The Ends and Means of Development” in A.K. Sen, *Development as Freedom*, 43-51.

Berik, Gunseli. 1997. “Crossing Methodological Boundaries.” *Feminist Economics*. 3(2) pp. 121-125.

Bessell, Sharon. 2010. “Methodologies for gender-sensitive and pro-poor poverty measures.” In Chant, Sylvie, *The International Handbook of Gender and Poverty*. pp.. 59-64.

UNDP, *Millennium Development Goals*,
<http://www.undp.org/content/undp/en/home/mdgoverview/>.

February 6 – Class 8 – Film Viewing

Viewing:

Film: *Who’s Counting?* (1995) 52 min.

February 13 – Class 9 – Unpaid Work: Concepts and Measurement

Readings:

Beneria, Berik, and Floro. 2015. *Gender, Development and Globalization* Ch. 5, pp. 179-188; 209-221.

Bardasi, Elena and Quentin Wodon. 2010. “Working long hours and having no choice: Time-poverty in Guinea.” *Feminist Economics*. 16(3). Pp. 45-78.

February 13 – Class 10 – Gender Inequality Indices

Review of the indices: GDI, GII, WEIA, SIGI
Assignment: The Best Countries for Women.

February 20 – Presidents’ Day---No class meeting

IV. GLOBALIZATION AND GENDER INEQUALITIES

February 27 – Class 11 – Neoliberal Policy, Structural Adjustment and Effects in the Third World

Readings:

Beneria, Berik, and Floro, *Gender, Development and Globalization* Ch. 1, pp. 21-28. Supplemental: Ch. 3, pp. 93-111.

Finnegan, William. 2003. "The Economics of Empire: Notes on the Washington Consensus." *Harper's Magazine*. May 2003.

Blair takes lead: Elson, Diane, and Nilüfer Çağatay. 2000. "The Social Content of Macroeconomic Policies" in *World Development*, 28 (7): pp. 1347-48 (Introduction); 1352-58, beginning with (c) on 1352; and 1360-61 (Conclusion).

February 27 – Class 12 – Film Viewing

Viewing:

Film: *Rich World, Poor Women* (2003) (60 min.)

March 6 – Class 13 – The Global Feminization of Labor

Readings:

Beneria, Berik, and Floro, *Gender, Development and Globalization* Ch. 3, pp. 112-119.

Standing, Guy. 1999. "Global Feminization through Flexible Labor: A Theme Revisited," *World Development* 27 (3): 583-586.

Fussel, Elizabeth. 2000. "Making Labor Flexible: The Recomposition of Tijuana's Maquiladora Female Labor Force." *Feminist Economics* 6(3), 59-79.

March 6 – Class 14 – Women in the Informal Economy

Readings:

Sierra takes lead: Carr, Marilyn, Martha Alter Chen and Jane Tate. 2000. "Globalization and Home-Based Workers," *Feminist Economics* 6(3), 123-142.

March 13 – 19 – Spring Break—NO CLASSES

March 20 – Class 15 – Working Conditions in Global Factories

Readings:

Beneria, Berik, and Floro, *Gender, Development and Globalization* Ch.4, pp. 135-42.

Kabeer, Naila. 2004. "Globalization, Labor Standards, and Women's Rights: Dilemmas of Collective (In)action in an Interdependent World," *Feminist Economics* 10 (1) pp. 3-35.

March 20 – Class 16 – Film Viewing

Viewing:

Film: *China Blue* (2005) 87 min.(Streaming)

March 27 – Class 17 – International Migration/Trafficking and Violence Toward Women

Readings:

de Parle, Jason. 2007. "A Good Provider is One Who Leaves" *New York Times*, April 22.. <http://www.nytimes.com/2007/04/22/magazine/22Workers.t.html>

Evan takes lead: Beneria, Lourdes. 2008. "The Crisis of Care, International Migration and Public Policy," *Feminist Economics*. 14(3) pp. 8-12.

March 27 – Class 18 – Film Viewing

Viewing:

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

V. GENDER AND AGRICULTURE

April 3 – Class 19 – The Role of Agriculture in Development and the Role of Women in Agriculture

Readings:

Bryson, Judy. 1981. Women and agriculture in sub-Saharan Africa: Implications for development (an exploratory study)." *The Journal of Development Studies*. 17(3), pp. 29-46

April 3 – Class 20 – Women's Contributions in Agriculture

Readings:

.Doss, Cheryl. 2011. "The role of women in agriculture." ESA Working Paper No. 11-02.

Koopman, Jeanne. 2009. "Globalization, Gender, and Poverty in the Senegal River Valley." *Feminist Economics*. 15(3), pp. 253-285.

April 10 – Class 21 – Structural Adjustment Effects on Women's Provisioning Role

Readings:

Beneria, Berik, and Floro, *Gender, Development and Globalization* Ch.3, pp. 93-100.

Fonchingong, Charles. 1999. "Structural Adjustment, Women, and Agriculture in Cameroon." *Gender and Development*. 7(3) pp. 73-79.

April 10 – Class 22 – Land, Water and Resource Inequality

Readings:

Agarwal, Bina. 2002. "Are We Not Peasants Too? Land Rights and Women's Claims in India," *Seeds*. Vol. 21: The Population Council, pp 2-28.

Porro, Noemi Miyasaka and Joaquin Shiraishi Netob. 2014. "Coercive Harmony in Land Acquisition: The Gendered Impact of Corporate "Responsibility" in the Brazilian Amazon." *Feminist Economics*. 20(1) pp. 227-248.

VI. POLICIES/STRATEGIES FOR OVERCOMING GENDER DISPARITIES AND ADVANCING WELLBEING

April 17 – Class 23 – "Pro-poor" Growth Strategies in an Era of Low Growth

Readings:

Beneria, Berik, and Floro, *Gender, Development and Globalization* Ch. 6.

Garrick leads: Christa Wichterich, 2012. "The Other Financial Crisis: Growth and Crash of the Microfinance Sector in India" *Development* 55(3): 406-412.

April 17 – Class 24 – Engendering Development Policy

Readings:

Elson, Diane. 2010. "Gender and the Global Economic Crisis in Developing Countries: A framework for analysis." *Gender & Development* 18(2): 201-212.

Chant, Sylvia. 2016. "Addressing world poverty through women and girls: a feminized solution." London School of Economics On-line.

<http://eprints.lse.ac.uk/68589/>

April 24 – Class 25/26 – Class Presentations