Gender and Development
International Relations IR 237

Fall 2018
Thursdays 3:25 pm to 6:05 pm
Bausch & Lomb 269

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Office Hours:
Thursdays 2:15 to 3:15 pm, and immediately after class, or by appointment
Location: Harkness 316

Course Description

This course examines a range of issues in international development from the perspective of gender. We will review recent literature on gender and development, including how development policies, programs and issues affect people of different genders and gender identities differently. We will explore gender identity including sexual identity and LGBTQ+. We bring a critical eye to gender inequality and how it is addressed in the field of sustainable development. We will study how gender roles and norms are socially constructed, vary by society and culture, and change over time. Students will have the opportunity to examine development issues, policies, and programs that address poverty, sustainable development, and human rights in a range of sectors including health, education, agriculture, microfinance, migration, and the environment. We will explore the ways in which gender differences arise through social interactions, and in intersection with race/ethnicity, social class, income level, and sexualities and gender identities. We will do this through critical reading and discussions, student presentations. During the final weeks of the course, students will collaborate in small groups on a project addressing one theme of the course; this project will be in lieu of a final exam.

Learning Objectives

The course learning objectives focus on substantive knowledge and critical thinking, and (for W students) research and writing skills.

By the end of the semester, students should:

- Be familiar with thematic and conceptual debates on gender and development
- Understand basic issues, trends, and concepts in the field of international economic and sustainable development and gender inequality
- Possess a heightened capacity to identify and critically analyze the relevance and influence of gender in a range of development issues, including economic development,

poverty, sexual and reproductive health, masculinity and engaging men, LGBTQ+, the environment and climate change, microfinance, agriculture, and migration – with topics explored depending on time available

- Be familiar with current and emerging global issues related to the Sustainable Development Goals

- Have a greater understanding of the role gender relations can play in project planning and management, and a basic knowledge of some gender analysis tools and frameworks

- Have a greater awareness of how and why gender is important in development and the evolution of approaches to gender and development, including gender mainstreaming

- Practice and develop skills on collaboration, critical thinking and creativity through the class project and student presentation

W Students should also be able to:

- Demonstrate their critical thinking, research and writing skills in a 12 to 15 page research paper on a topic of their choice related to gender and development (topic must be approved by Professor);

- Articulate and defend the principal findings of their research paper in an oral presentation to the class (optional).

Aug 30 (Week 1) NO CLASS –

In lieu of the first class, we will be taking a field trip later in the semester at a time we will arrange based on students' schedules. We will go to the Seneca Falls Women's Rights National Historical Park where the first women's rights convention in the world was held in 1848. We will explore the connection of the movement for women's rights whose roots are in this region, and its national and international implications today. This should be a fun and meaningful learning experience, and an opportunity for us all to get to know each other better.

If you would like to get ahead on your reading, you can begin to read the Global Gender Gap Index Report assigned for Week 2 (see below).

Sept 6 (Week 2) Introductory Session: The Global Gender Gap

(*Note: Posting comments on the readings on Blackboard is not required for the first week, but come prepared to discuss readings in class*.)

Reeves, H. and Baden, S. (February 2000), Gender and Development: concepts and definitions (BRIDGE Report No. 55), (pp. 1-38) **38 pages** Institute of Development Studies. Pdf available on Blackboard.

Hausmann, R., Tyson, L.D., Bekhouche, Y. and Zahidi S. (2017), "The Global Gender Gap Index 2017," in *Global Gender Gap Report 2017*, pp. v-40 (**44 pages**), World Economic Forum at http://www3.weforum.org/docs/WEF_GGGR_2017.pdf Pay attention to how the Gender Gap Index is constructed and the recent findings for 2017 re gender equality worldwide.

Then, explore the country profiles of one developing and one developed country of your choice in the Country Profiles of the Global Gender Gap Report (from p. 43 onward) and come prepared to discuss in class. (See link above)

Watch in class:

Video: Ted Conversations Chimamanda Ngozi Aichie: The danger of a single story.

Discussion Questions (come to class prepared to discuss the following):

- How is the Global Gender Gap measured? Do you agree with this approach?
- What countries have the greatest gender gaps? What countries have the smallest gaps? Why?
- What are the areas globally where we have most gender equality? And the least gender equality?
- How does culture play a role in gender relations and gender identities?
- What is gender equality vs. gender equity?

Sept 13 (Week 2) The Sustainable Development Goals (SDGs) and Gender

Sachs, J.D. (2012) From Millennium Development Goals to Sustainable Development Goals. *The Lancet*, Volume 379, Issue 9832, Pages 2206 - 2211, 9 June 2012. 6 pages.

Keep in mind this is Jeff Sachs' **proposal** for the Sustainable Development Goals. What he proposed and what was adopted in 2015 vary a bit. The next reading, *Transforming Our World*, shows you exactly what all UN Member nations adopted as the SDGs in 2015.

Transforming Our World: The 2030 Agenda for Sustainable Development, Finalized Text for Adoption, The United Nations, August 1, 2015. (pp. 1-29) 29 pages Read the entire Text, then choose 2 SDGs and focus on the sub-targets within them, coming to class prepared to discuss.

Case Study: "What is Development? Who is the Community? Voices from a Town Meeting in Indigenous Costa Rica," UC Santa Barbara Case Method Website at http://www.soc.ucsb.edu/projects/casemethod/vandergrift.html Review case carefully as preparation for role play in class.

Discussion Questions:

- Why does Sachs call for moving from the MDGs (completed in 2015) to the SDGs? What are the crises of environmental stability he points to?
- What is the definition of sustainable development? What are its three pillars?
- What are the Sustainable Development Goals (SDGs)? What is their purpose and how will countries be held accountable?
- Which goals specifically address women, girls, and gender inequality?
- What are the sub-targets under the SDG for gender equality?
- How do the SDGs differ from the MDGs, both in the process for setting them and the goals themselves?
- How are sustainable development and gender linked (i.e., how does improving sustainable development improve gender equality, and vice versa)?
- Which goals in your view should be prioritized, if any?
- Consider differing definitions and priorities for development of different groups in the community from the Costa Rican case study and be prepared to do a role play in class.
- How relevant are the Sustainable Development Goals to this Costa Rican community?

W PAPER ABSTRACT DUE

Sept 20 Boys, Men, and Gender Identity (Week 3)

"Because I am a Girl: So, what about boys?" The State of the World's Girls Report, Plan International (2011). https://plan-international.org/publications/state-worlds-girls-2011-so-what-about-boys#

Read whole report—this is our main reading for the week.

Blog, Urvashi Sahni, Brookings Center for Universal Education Teaching Boys to Examine Gender in Patriarchal Societies

Barker, G. et al, "Evolving Men: initial results from the International Men and Gender Equality Survey (IMAGES)," International Center for Research on Women and Promundo, (2011). https://www.icrw.org/wp-content/uploads/2016/10/Evolving-Men-Initial-Results-from-the-International-Men-and-Gender-Equality-Survey-IMAGES-1.pdf

Read Summary of Findings and Part I (pp 7-15); skim Survey Results and Examine Graphs (pp. 16-59); read Conclusion (pp. 60-61)

Discussion Questions

- Why is gender a boys' and men's issue too?
- Why should men and boys engage and be engaged with gender equality?
- What do they have to gain?
- What do girls and women have to gain by engaging men and boys?
- What are strategies for engaging boys and men in advancing gender equality?
- What did the IMAGES study measure, and where?
- Based on the IMAGES (Involving Men and Gender Equity) survey, what statistics surprised you? Which statistics did you expect?
- How do the results of the survey vary across countries? Which country appears to have the greatest gender equality based on the survey? Which country has the least gender equality?

Sept 27 (Week 4) Gender Analysis Frameworks and Gender Debates

Candida Marsh, Ines Smyth, and Maitrayee Mukhopadhay, "A Guide to Gender Analysis Frameworks," Oxfam (1999). Read pages 1 – 29, then choose and read about two of the gender analysis frameworks presented on pp. 30-119 and be prepared to discuss in class.

"Good Practices Framework: Gender Analysis," CARE International Gender Network, (May 2012) Glossy report, 15 pages. Get to know CARE's framework. Can be downloaded here http://gendertoolkit.care.org/default.aspx

We will be dividing up in groups in class to discuss the framework used by CARE and the frameworks in the Marsh, et al. Guide to Gender Analysis Frameworks, with each group taking a different framework to describe. To summarize, each person should be familiar with CARE's framework and two others (a total of 3).

In class, we will do a gender analysis on one or more real world cases so that you can apply the frameworks you learned about.

Discussion Questions

- What is gender mainstreaming? What are strategic vs. practical gender needs? Consider the definitions of sex vs. gender.
- What is a gender analysis framework?
- Why and by whom are these used?
- What is CARE's framework and why and how do they use it?
- Consider the strengths and weaknesses of the frameworks you focus on.
- Do you think gender analysis frameworks are useful in the context of developing countries? Could they be used in the US?

Oct 4 LGBTQ+ Rights and Development
(Week 5)
Human Rights Watch, "Audacity in Diversity: LGBT Activism in the Middle East and North America," Report April 16, 2018. Read whole report (62 pages).

"LGBT in development: a handbook on LGBT perspectives in development cooperation," RFSL (Swedish Federation for Lesbian, Gay, Bisexual and Transgender Rights), 2009. (Pages 42-45 only; glossy report).
http://www.albascan.com/uploads/3/2/2/1/32214183/lgbt_in_development.pdf

Julie Scelfo, "A University Recognizes a Third Gender: Neutral," *Education Life*, (New York Times), February 3, 2015. (Pages 1-9)
http://www.nytimes.com/2015/02/08/education/edlife/a-university-recognizes-a-third-gender-neutral.html?_r=0

1. What are some of the hardships faced by LGBTQ+ people in developing countries?
2. What are some of the challenges faced by LGBTQ+ communities and individuals in the Middle East as documented by Human Rights Watch?
3. What are some of the strategies that activities in this region have adopted to fight for their rights?
4. For development organizations working in countries to support LGBTQ+ rights and human development, what does the Swedish Federation for LGBT recommend as best practices (see Handbook)?
5. What are some of the ways in which the University of Vermont adapted to accommodate a third gender—neutral and transgender individuals?

Oct 11 Primary and Secondary Education
(Week 6)
Global Education Monitoring Report, Gender Review, "Creating Sustainable Futures for All" 2016, UNESCO. Read Forward – p. 5 -29 (**24 pages**)
http://unesdoc.unesco.org/images/0024/002460/246045e.pdf

Global Compact on Learning: Taking Action on Education in Developing Countries, Center for Universal Education, Brookings Institution, (2011) "Overview" (**pp 1-12**)
https://www.brookings.edu/wp-content/uploads/2016/06/0609_global_compact.pdf

Abhijit Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, "Top of the Class," Chapter 4 (2011).

"Designing Effective Cash Transfer Programs to Boost Schooling Among Young Women in Africa." World Bank working paper 5090, October 2009. Read Abstract, Introduction (pp 2-5) and Conclusion (pp 22-24) **Total 8 pages**

Optional

World Development Report: Learning to Realize Education's Promise, World Bank, 2016.

Jenny Perlman Robinson et al, *Millions Learning: Scaling Up Quality Learning in Developing Countries*, Brookings Institution, May 2016. Read whole report.

Video: Malala Yousafzai address to the United Nations Youth Assembly http://www.youtube.com/watch?v=3rNhZu3ttIU (17 minutes)

Music Video: I am Malala (5 minutes)

Joshua Muskin, et al, "Empowered to Empower: a civil society-government partnership to increase girls' junior secondary school outcomes in Morocco," *Research in Comparative and International Education*, Vol. 6, No. 1, (2011) 17 pages

Discussion Questions:

- What progress has been made in enrolling girls and women in primary, secondary, and tertiary education worldwide? Where are there the greatest gaps? How does the Global Monitoring Report suggest that they be closed?
- Why the concern with "quality" education (Global Compact on Learning)?
- What is the Global Learning Crisis?
- What are some examples of effective models for scaling up quality education in developing countries? What factors affect effective scaling?
- What are the social and economic "returns" to increasing girls' education? Why is it considered a good investment?
- What does the International Commission on Financing Global Education recommend for financing achievement of SDG 4 on Education?

Oct 18 (Week 7) Sexual and Reproductive Health and Maternal Mortality

"Dying Too Young: Maternal mortality claims the life of a woman every minute," Amnesty International, May 2009 (pp. 2-7, 6 pages)

Oona MR Campbell and Wendy J Graham, "Strategies for reducing maternal mortality: getting on with what works," *The Lancet*, Volume 368, Issue 9543 (October 2006) 19 pages.

Pascaline Dupas, "Do Teenagers Respond to HIV Risk Information? Evidence from a Field Experiment in Kenya," (pp. 1-18, 18 pages) Pay special attention to how this Randomized Control Trial (RCT) was designed. See attachment entitled, "Teenagers HIV January 09"

"US Push for Abstinence in Africa Is Seen as Failure Against HIV," *New York Times*, Donald G. McNeil, February 26, 2015. http://www.nytimes.com/2015/02/27/health/american-hiv-battle-in-africa-said-to-falter.html?_r=0

Betsy McKay and Paul Overberg, "Rural America's Childbirth Crisis: The Fight to Save Whitney Brown," *Wall Street Journal*, August 11, 2017. https://www.wsj.com/articles/rural-americas-childbirth-crisis-the-fight-to-save-whitney-brown-1502462523

Watch in Class:

Paul Pronyk, Columbia U. Mailman School of Public Health Video
Vimeo (Basics of Maternal Mortality – 21 minutes) https://vimeo.com/33414213

Discussion Questions:

- How prevalent is maternal mortality? How many women die of childbirth each year? Is the trend worsening or improving?
- What are the main direct causes of maternal mortality? Can you think of some indirect causes?
- Why is maternal mortality a human rights issue (Amnesty article)?
- What are the recommended strategies for reducing maternal mortality (*Lancet*)?
- What did the study on providing risk information in schools re HIV find? How was the randomized control trial (RCT) designed?
- What have been the results of previous US policy to promote abstinence as a way of reducing HIV infections in developing countries?
- Why are rates of maternal mortality increasing in the US? Where is this happening? What factors cause this per the *WSJ* article?

Oct 25 (Week 8) Gender and Migration
Temporary Workers; Human Trafficking and Forced Labor

"The Female Face of Migration," Background Paper for the Forum on Women, Migration and Development, Caritas (2010). At http://www.caritas.org/includes/pdf/backgroundmigration.pdf

Jacqueline Bhabha, "Trafficking, Smuggling, and Human Rights," Migration Policy Institute (2005) http://www.migrationpolicy.org/article/trafficking-smuggling-and-human-rights/

Women, Gender and Development Reader (2011), Jean L. Pyle, "Globalization and the increase in transnational care work: the flip side," (**14 pages**) (Attached)

"The ILO Domestic Workers Convention: New Standards to Fight Discrimination, Exploitation, and Abuse," Human Rights Watch, (2013).
Glossy report, 8 pages.
http://www.hrw.org/sites/default/files/related_material/2013ilo_dw_convention_brochure.pdf

NEW

https://www.newyorker.com/magazine/2016/04/11/the-sacrifices-of-an-immigrant-caregiver?mbid=nl_Sunday%20Longreads%20(46)&CNDID=42853889&spMailingID=12143105&spUserID=MTQzMzQzODY1MzI5S0&spJobID=1261282131&spReportId=MTI2MTI4MjEzMQS2

Watch in Class

Video Young and Invisible: Domestic Workers in Yemen (**33 minutes**)

Discussion Questions

- What share of the world's migrants are women? Why do women migrate?
- Do the poorest women migrate?
- Does migration improve or worsen a woman's status and empowerment?
- What is the difference between human trafficking and smuggling?
- What measures can be used to address human trafficking?
- What is transnational care work? In what ways can it be exploitative, and in what ways can it not be exploitative? How do we know?
- What does the Domestic Workers Convention call upon signatories to do? Why is it historic? Can it be enforced?

W Students: Outline and Preliminary Bibliography Due

W PAPER OUTLINE AND BIBLIOGRAPHY DUE

Nov 1 (Week 9) Governance and Political Participation

Women in Parliament: 20 Years in Review, Inter-Parliamentary Union, Geneva, 2015. (pp 1-15) **15 pages** http://www.ipu.org/pdf/publications/WIP20Y-en.pdf

US Case Study
Kira Sanbonmatsu, "Why Women? The Impact of Women in Elected Office," Political Parity 2015, **7 pages**
https://www.politicalparity.org/wp-content/uploads/2015/08/Parity-Research-Women-Impact.pdf

Lori Beaman, Esther Duflo, et al, "Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India," *Science*, February 2012 **5 pages** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3394179/

Claire Cain Miller, "Women Actually Do Govern Differently," *New York Times*, November 10, 2016. http://www.nytimes.com/2016/11/10/upshot/women-actually-do-govern-differently.html?_r=0 (**3 pages**)

Sheryl Gay Stolberg, "More Women than Ever in Congress, But With Less Power Than Before," *New York Times*, February 2, 2016. http://www.nytimes.com/2015/02/03/us/politics/republican-takeover-of-senate-pushes-women-out-of-powerful-committee-posts.html (**3 pages**)

Rwanda Case Study

Swami Hunt, "The Rise of Rwanda's Women: Rebuilding and Reuniting a Nation," *Foreign Affairs*, May/June 2014 (**10 pages**).

Optional:
Elizabeth Powley, "Rwanda, The Impact of Women Legislators on Policy Outcomes Affecting Women and Children," The State of the World's Children 2007, UNICEF December 2006. Read pp 1-9 for background on evolution of women's seats in Rwanda's parliament.
http://www.unicef.org/sowc07/docs/powley.pdf

Discussion Questions:

- How well are women represented in elected office worldwide? Which regions lead in female representatives in Parliament? Which regions lag?
- What are the arguments for use of gender quotas for political office? What is their track record—do quotas work?
- What are the main arguments against using quotas to increase women in office?
- How did Rwanda become the first nation with over 50% women in Parliament? Does it offer best practices for other countries?
- Do women in office govern and vote differently from men? How do we know? What does the evidence say for the US?
- What was the natural experiment reported on by Beaman et al in village councils in India? What was the impact on girls and parents of having women village council leaders?

Nov 8 (Week 10) Diversity, Inclusion, and Corporate Leadership

"Women in the Workplace," Lean In and McKinsey & Co., 2016. https://womenintheworkplace.com/(Read whole report, **18 pp**)

Credit Suisse Research Institute. "Gender diversity and corporate performance", 2012. http://www.calstrs.com/sites/main/files/file-attachments/csri_gender_diversity_and_corporate_performance.pdf **(28 pages)**

"Decoding Diversity: The Financial and Economic Returns to Diversity in Technology," Dalberg Report, 2017 Read Overview through Chapter 3 **(23 pages)** https://www.dalberg.com/system/files/2017-07/Diversity%20report.pdf

"Women Matter—Reinventing the Workplace to Unlock the Potential of Gender Diversity," (2016) McKinsey and Company. (Glossy report; **26 pages**)

In class: Watch Behavioral Design to avoid bias - Video https://www.youtube.com/watch?v=niH9wfKsUIc

Optional:

"Closing the Gender Gap in Japan", 2014 – Added as of 9/1/2016 –

Deloitte, "Waiter, is that inclusion in my soup? A new recipe to improve business performance", 2012. http://www.deloitte.com/assets/Dcom-Australia/Local%20Assets/Documents/Services/Consulting/Deloitte_Diversity_Inclusion_Report_V4_Nov_2012.pdf

Sheryl Sandberg and Adam Grant, "Madam CEO, Get Me a Coffee," *New York Times* February 6, 2015.

Discussion Questions:

- Does gender diversity within corporate leadership improve performance of a corporation? What does the research tell us? Why or why not?
- What are the arguments for gender diversity in leadership?
- What is the distinction between diversity and inclusion? What makes inclusion important?
- Do men and women have different leadership styles? Is it possible to make such generalizations? How do we know?

Nov 15 MIDTERM EXAM (1.5 hours) followed by Discussion in Project Groups

Nov 20 **W Students Draft Paper Due**

Nov 22 NO CLASS: THANKSGIVING BREAK

Nov 29 Collaborative Project Work
(Week 11) Possible discussion of additional topics

Dec 6 Collaborative Project Work
(Week 12)

W Students Final Paper Due December 10

Dec 13 Collaborative Project Presentation
(Week 13) **December 13 Final Projects Due**

Course Requirements

Exams and Papers

Mid-term Exam (in class)

Final Project (due last day of class)

For W Students: A substantial research paper (12-15 pages) on a gender and development-related topic (must be approved) is required for this course. Please choose a research question and design your paper around answering that question. See the syllabus for dates that the abstract, outline and rough and final drafts are due. I am happy to work with you on successive drafts if you would like to discuss them and improve your paper. I do require at least one rough draft. This process is designed to help you improve your writing—a skill that will serve you well in the future in nearly any field you pursue.

Readings and Presentations

All students are expected to complete all of the readings every week and to be familiar with the major arguments made. Discussion questions are provided on the syllabus to help guide your reading. Be prepared to discuss these questions in class. In addition

1. Each week, students are required to post on Blackboard talking points reflecting on the readings for that week, by Wednesday at midnight prior to the Thursday seminar. The talking points should offer critical reflections on all of the readings. Instead of summarizing or synthesizing the readings, they should highlight puzzles, make comparisons, present your reflections, relate to your experiences, and/or identify

contradictions, thereby stimulating class discussion. They can be in the form of a narrative, bullet points, and/or a table and will be graded on a pass/fail basis.

2. Most weeks, a group of two to three students will work together to create and deliver in class a short presentation (no more than 12 minutes) regarding the topic of the week. Detailed instructions will be provided to guide the development of the presentation. Presentations will require some outside research. In some cases, presentations will also draw on aspects of the readings but are not meant to reproduce or synthesize the main points of the readings. Student presentations will serve as a jumping off point for class discussion and add a new angle to the week's topic. W students may elect to present on their paper instead of this weekly presentation, or in addition to it.

3. Class discussion is an important part of the course. I expect all students to read each week's assigned readings, be prepared to discuss them, and to participate actively. Discussion questions are offered for each week to help guide your reading.

All readings are available online and/or via electronic reserves on Blackboard.

W Paper Due Dates

Abstract	September 13
Discussion of Topic with Professor	Continuing
Outline & Bibliography	October 25
Presentations	(to be scheduled if student chooses this option)
Draft Paper	Nov 20
Final Paper	Dec 10

I will work with you on multiple drafts if you would like to improve your writing and the quality of your research paper. We will also hold a writing workshop (1-2 hours) with other W students in the class to read and comment on each other's drafts.

Grading

Class Discussion, Talking Points, & Presentation	25%
Mid-term	35%
Final Project	40%

For W Students

Research Paper	30%
Class Discussion, Talking Points & Presentation	20%
Mid-term	20%
Final Project	30%