WAGS 08: Gender and Economic Development in a Globalizing World

Course Description

This course is designed to provide an overview of the processes, politics and policies of economic development through a gender lens. The course will begin with an introduction to alternative approaches to economics and to economic development, focusing on the neoclassical and feminist approaches before going on to examine and critique the theoretical frameworks that have shaped the gender perspective in economic development. The course will also explore the impacts of economic development policy on men and women and on gender relations in Africa, Asia and Latin America, in the context of a globalizing world economy. Special topics will include the household as a unit of analysis; women’s unpaid labor, the gendered impacts of structural adjustment, international trade and economic crisis; the feminization of migration flows and the global labor force in the formal and informal sector, and the implications of these trends for economic development.

Upon completion of the course, students can expect to attain

(1) A critical perspective and understanding of how and why gender matters as an analytical category in economics;

(2) The ability to interpret gender-differentiated indicators and descriptive statistics;

(3) The ability to analyze economic development policy concerns and debates in the developing world from a gender perspective.

Required Text:


Course Requirements:

1. Attendance and class participation (20%)

2. Weekly responses (20%): You will be required to write short responses (no more than 1 page long) to the weekly readings, which you will be required to post on the course website by 12:00 noon on the day prior to the class at which the readings will be covered in order for
you to receive credit for that paper. Occasionally, I will post questions on the course website based on specific readings that you should address in your responses. It is your responsibility to note when these questions are posted on the course website and to respond to them. **If I do not post any response questions by midnight on Friday of the previous week, then you may write your responses on either Tuesday’s or Thursday’s readings.**

For example, the first response will be due on Monday January 31st. I have already posted a question to which you must respond by this date. In the following week, if I have not posted a question by midnight on Friday February 4th, your response will be due either on Monday February 7th, or on Wednesday, February 9th, depending on which readings you are responding to. Your responses should demonstrate some critical reflection on the readings, and will be graded on a pass/fail basis. At the end of the semester, I will look at the quality of all your responses to determine your grade for this component of the class.

3. **Term papers (60%)**: There will be 2 short papers (3-5 pages, double-spaced, 12-point font) over the course of the semester. These papers will be based on the readings as well as on material discussed in class and are designed to encourage synthesis of and reflection on the material.

**Due Dates for Term Papers:**
March 10 2011: Paper 1 due in class
May 9 2011: Paper 2 due in my mailbox in WAGS Office, Grosvenor House

**Attendance Policy:**

Your attendance and participation is essential for making this class a success; in other words, the course cannot continue as normal without your commitment. Therefore, if you exceed 3 absences, you will have missed more than a week’s worth of class time. This will result in a significant drop in your final grade. For every absence beyond your third, your grade will drop by an entire letter grade. Eg. if you are earning a B, you will receive a C.

**Assignments/Late Work:**

Printed copies of all assignments are due on the stated date. You must hand in all your work directly to me, unless otherwise specified. I will not accept late papers unless you have contacted me ahead of time, with a legitimate reason, and we have agreed on an alternate due date. **Please do not email me your assignment.**

**Changes to syllabus**

This syllabus is subject to change. Any changes will be announced in class and posted on the course website. You are responsible for taking note of any changes made to the syllabus during the semester.
A. Theoretical perspectives on gender and economic development

**Week 1: Introduction to Feminist Economics**

January 25: Introduction to class; No assigned readings.

January 27: Evolution of Gender and Development; Alternative Approaches to Economics


**Recommended:**


**Week 2: Defining Development**

February 1: What is Economic Development?


**Recommended:**


February 3: Evolving Development Policy: From State-led Development to Neoliberal Growth and the “Post-Washington Consensus”


Week 3 (February 8-10): Engendering Development – Part I

February 8: From Women in Development (WID) to Women and Development (WAD) to Gender and Development (GAD)


Recommended:

February 10: The Millenium Development Goals

http://www.iss.nl/News/Past-Events/7-October-2004-Dies-Natalis-Address-by-Diane-Elson (ER)

Sakiko Fukuda-Parr (2004), The Millennium Development Goals: the pledge of world leaders to end poverty will not be met with business as usual, Journal of International Development, Vol 16 (7) pp. 925-932 (ER)

Film:
The Millennium Goals: Dream or Reality? (2004): 27 minutes

Week 4: Engendering Development – Part II

February 15: Feminist Approaches to Gender and Economic Development

Beneria, L. (2003), Gender, Development, and Globalization: Economics as if All People Mattered, London: Routledge, pp 1-29 (ER)

February 17: A Feminist Economic Analysis of the Household: Neoclassical Household Models and Critiques


Agarwal, B. (1997), Bargaining and Gender Relations: Within and Beyond the Household, Feminist Economics, 3 (1) pp. 7-22 ONLY (ER)


Week 5: Engendering Development – Part III

February 22: Accounting for Women’s Work


February 24:
Film: Who’s Counting: Marilyn Waring on Sex, Lies and Global Economics (53 minutes)

B. Gender and Macroeconomic Policy

Week 6: Structural Adjustment and Neoliberal Macroeconomic Policies (March 1-3)

March 1: Introduction to Structural Adjustment


March 3: Feminist Critiques of Structural Adjustment


Film (in class):
Banking on Life and Debt, (2009), Maryknoll World Films, (30 minutes)

Week 7: Economic Crises and Gender (March 8-10)

March 8: Gendered Impacts of Economic Crisis


March 10: Gendered Impacts of the Recent Global Financial Crisis


Spring Break – March 15, 17: No class


March 22: Defining Globalization


Recommended:
Beneria, L. *Gender, Development, and Globalization: Economics as if All People Mattered*, Routledge, 2003, p.77- 83; 91-108
March 24: Globalization, Women and Work I: Women in the Informal Sector


March 29: Globalization, Women and Work II: Debates about the impacts of labor force feminization


Fernandez-Kelly, Maria (reprinted 2008), Maquiladoras: The View From the Inside. in Visvanathan et al. (2008), The Women, Gender and Development Reader, Zed Books, p. 203 - 215. (B)


Recommended:


March 31
Film: China Blue (88 minutes)
Week 10 (April 5-7). The Feminization of Global Migration Flows

April 5: Are Migration Flows becoming feminized?


Recommended:

April 7: Migrant remittances and development


Recommended Film (watch this at home if you like): Letters from the Other Side (73 minutes)

Week 11: (April 12-14) Globalization of Care Work & Transnational Families

April 12:


April 14:


Film: The Chain of Love, (2001) (50 minutes)
Week 12: (April 19-21) Gender and International Trade

April 19: Introduction to Theories of International Trade


April 21: Analyses of Gendered Impacts of International Trade


Week 13: (April 26-28) Policies/Strategies for Reforming the Global Economic Environment

April 26: Labor Standards


April 28: Macroeconomic Reform


Beneria, L. (2003), Development as if all People Mattered, Chapter 6 in Gender, Development and Globalization: Economics as if all People Mattered, pp. 161-169 (ER)

Week 14: (May 3-5) Women, NGOs and Grassroots Movements around Development

May 3:


Mary Beth Mills (2005) From Nimble Fingers to Raised Fists Signs Vol 31 Issue 1 pp. 117-144 (ER)
May 5:
What have we learnt?