**Gender and Development**

Course Number:

Graduate School of International Studies

Seoul National University

Fall 2020

Instructor: Professor Ki-Soo Eun and Professor Taekyoon Kim (in part)

Class hours: 14:00 – 17:00, Thu.

Office hours:

Email:

Tel:

TA:

**Outline of the Course**

This course is designed for a better understanding of interactive nexus between gender and development, which can be translated as analytical framework for gender studies within the diverse purview of international development. It is important to stress that developmental institutions have not necessarily been right for men, shaping choices for them in limiting ways according to gender, class and race in a variety of contexts. The focus in this course on getting institutions right for women is meant to signal that a concern with gender justice should be a core value when analyzing institutions and organizations and making proposals for change. In this regard, this course examines the project of institutionalizing gender equity in the development context. This is known as ‘mainstreaming’ gender equity concerns in development institutions. The contributions to the course provide theoretical and empirical discussions of gendered features of a range of development organizations, from NGOs through state bureaucracies to international organizations. They consider the relationship between gendered aspects of organization, and gender-discriminatory outcomes in the development process. In the end, the project for gender-sensitive institutional change is to routinize gender-equitable forms of social interaction and to challenge the legitimacy of forms of social organization which discriminate against women. The final objective of this course is to promote accountability to women in development institutions by identifying the organizational and political conditions under which economic and political gains for women in developing states might be achieved and sustained.

**Honor code**

You are expected to be thoroughly familiar with the Honor Code, which provides guidance on when citation is required. Essentially, all quotations must be set off as such and attributed; citations should be used whenever material is derived from another source; and students who present words or ideas from another source as their own in papers or examinations by failing to give proper attribution will receive a failing grade in the class, at a minimum. Please do not plagiarize your own work: work that has been prepared for a purpose other than this class may not be submitted to fulfill class requirements and doing so is a violation of the Honor Code. If you have any questions about plagiarism or proper citation practices please do not hesitate to ask.

**Participation**

Stimulating and thoughtful class discussion is a public good that is only possible if students come to class and are well prepared. You are expected to attend class, to arrive on time, and to come to class prepared to engage in class discussion by doing the assigned reading, noting the key arguments, and identifying and thinking about discussion questions and raising questions of your own. You should be prepared to be called upon at random and asked to introduce a reading by outlining its main discussion points.

**Course Requirements**

**Grading**

• Mid-term exam (30%)

• Final exam (30%)

• Presentation (20%)

• Discussion participation (10%)

• Class participation and attendance are a basic requirement that all students enrolled to this course are expected to meet (10%).

**Presentation**

All students are required to make verbal presentations, at least once, on a particular topic of different sessions. You can present your own analytical points on the basis of the required and recommended readings. Make sure that you need to present empirical applications of a particular set of development theories. The number of presentations depends on how many students will be enrolled, so that the instructor will adjust it after the first week.

**Basic Reading**

• Lourdes Beneria, *Gender, Development and Globalization: Economics As If All People Mattered* (Abingdon: Routledge, 2016).

• Anne Marie Goetz (ed.), *Getting Institutions Right for Women in Development* (London: Zed Books, 1997).

**Office Hours**

This office hour sign-up sheet will be put on the door of the instructor’s office. Please sign up for a slot; if you find that you must cancel, please cross off your name, or let me know via emailing, so that the slot will be available for another students. If you find that you cannot arrange to meet during the office hours, please email me to set up a special arrangement. Please do not hesitate to email me if you have any questions or concerns.

**Individual Exceptions**

In the interest of fairness to all students, no individual exceptions to the rules stated in this syllabus will be granted in principle.

**Course Outlines**

All sessions will be conducted in the combined fashion of instructor’s lecture, students’ presentations, and class discussions which invite all students enrolled in this course.

**WEEK 1 (09/03): COURSE INTRODUCTION**

Alejandro Portes, “Neoliberalism and the Sociology of Development,” *Population and Development Review* 23(2), 1997.

**[PART 1] CONCEPTUAL AND THEORETICAL PERSPECTIVES ON GENDER AND DEVELOPMENT**

**WEEK 2 (09/10): LEVELING THE FIELD OF GENDER AND DEVELOPMENT**

**Required Readings:**

M. Patricia Fernandez Kelly, “Broadening the Scope: Gender and International Economic Development,” *Sociological Forum* 4(4), 1989.

Hazel Reeves and Sally Baden, “Gender and Development: Concepts and Definitions,” *BRIDGE: Development-Gender* Report No. 55, IDS (<http://www.bridge.ids.ac.uk/sites/bridge.ids.ac.uk/files/reports/re55.pdf>).

Samuel Cohn and Rae Lesser Blumberg, *Gender and Development: The Economic Basis of Women’s Power* (Thousand Oaks: Sage, 2020), ch. 1.

**Recommended Readings:**

Ester Boserup, *Women’s Role in Economic Development* (London: Earthscan, 1989).

**WEEK 3 (09/17): DEVELOPING THE FIELD: FROM WOMEN TO GENDER**

**Required Readings:**

Shahrashoub Razavi and Carol Miller, *From WID to GAD: Conceptual Shifts in the Women and Development Discourse* (Geneva: UNRISD, 1995).

Caroline Moser, *Gender Planning and Development: Theory, Practice & Training* (London: Routledge, 1993), ch. 1.

Diane Elson (ed.), *Male Bias in the Development Process* (Manchester: Manchester University Press, 1995), ch. 1.

**Recommended Readings:**

M. Patricia Fernandez Kelly, “Political Economy and Gender in Latin America: The Emerging Dilemmas,” Latin American Program Working Papers, Woodrow Wilson International Center for Scholars, 1993.

Gita Sen and Caren Grown, *Development, Crises and Alternative Visions* (London: Earthscan, 1988), ch. 3.

**WEEK 4 (09/24): CONTENDING PERSPECTIVES AND ALTERNATIVE VOICES**

**Required Readings:**

Anne Marie Goetz, “Feminism and the Claim to Know: Contradictions in Feminist Approaches to Women in Development,” in Rebecca Grant and Kathleen Newland (eds.), *Gender and International Relations* (Bloomington: Indiana University Press, 1991).

Irene Tinker, *Persistent Inequalities: Women and World Development* (New York: Oxford University Press, 1990), ch. 5.

Chandra Talpade Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses,” in Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres (eds.), *Third World Women and the Politics of Feminism* (Bloomington: Indiana University Press, 1991).

**Recommended Readings:**

Em Rathgeber, “WID, WAD, and GAD: Trends in Research and Practice,” *Journal of Developing Areas* 24(4), 1990.

Ruth Dixon-Mueller, Population Policy and Women’s Reproductive Rights (New York: Praeger Press, 1993), ch. 1.

**WEEK 5 (10/01): KOREAN THANKSGIVING DAY (CHUSEOK) – NO CLASS**

**WEEK 6 (10/08): INSTITUTIONALIZING GENDER IN DEVELOPMENT**

**Required Readings:**

Ann Marie Goetz (ed.), Getting Institutions Right for Women in Development (London: Zed Books, 1997), ch. 1, 2, 5.

**Recommended Readings:**

S. Alvarez, “Politicizing Gender and Engendering Democracy,” in A. Stepan (ed.), *Democratising Brazil’s Problems of Transition and Consolidation* (Oxford: Oxford University Press, 1989).

**WEEK 7 (10/15): MID-TERM EXAMINATION**

**[PART 2] PRACTICAL UNDERSTANDING OF GENDER AND DEVELOPMENT**

**WEEK 8 (10/22): WORK AND GENDER RELATIONS**

**Required Readings:**

Caroline Moser, *Gender Planning and Development*, ch. 2.

Kathryn Ward (ed.), *Women Workers and Global Restructuring* (Ithaca: Cornell University Press, 1990), ch. 1, 2.

Alison MacEwen Scott, “Informal Sector or Female Sector? Gender Bias in Urban Labor Market Models,” in Diane Elson (ed.), *Male Bias in the Development Process.*

M. Patricia Fernandez Kelly and Saskia Sassen, “Recasting Women in the Global Economy: Internationalization and Changing Definitions of Gender,” in Christine E. Bose and Edna Acosta-Belen (eds.), *Women in the Latin American Development Process* (Philadelphia: Temple University Press, 1995).

**Recommended Readings:**

Anju Malhotra and Deborah DeGraff, “Entry Versus Success in the Labor Force: Young Women’s Employment in Sri Lanka,” *World Development* 25(3), 1997.

Elizabeth Katz, “Gender and Trade within the Household: Observations from Rural Guatemala,” *World Development* 23(2), 1995.

Jane Collins, “Gender, Contracts and Wage Work: Agricultural Restructuring in Brazil’s Sao Francisco Valley,” *Development and Change* 24, 1993.

**WEEK 9 (10/29): AGRICULTURE, ENVIRONMENT AND GENDER**

**Required Readings:**

Cecile Jackson, “Environmentalisms and Gender Interests in the Third World,” *Development and Change* 24, 1993.

Barbara Thomas-Slayter and Dianne E. Rocheleau, “Research Frontiers at the Nexus of Gender, Environment and Development: Linking Household Community, and Ecosystem,” in Rita S. Gallin, Anne Ferguson, and Janice Harper (eds.), *The Women and International Development Annual* (volume 4) (Boulder: Westview Press, 1995).

Dianne Rocheleau and David Edmunds, “Women, Men and Trees: Gender, Power and Property in Forest and Agrarian Landscapes,” *World Development* 25(8), 1997.

**Recommended Readings:**

Judith Carney, “Converting the Wetlands, Engendering the Environment: The Intersection of Gender with Agrarian Change in Gambia,” in Richard Peet and Michael Watts (eds.), *Liberation Ecologies* (New York; Routledge, 1996).

Susanna Hecht, “Women and the Latin American Livestock Sector,” in Jamie Monson and Marion Kalb (eds.), *Women as Food Producers in Developing Countries* (Berkeley: University of California Press, 1985).

**WEEK 10 (11/05): POPULATION & HEALTH POLICY AND GENDER**

**Required Readings:**

Lori Heise, Kirsten Moore and Nahid Toubia, *Sexual Coercion and Reproductive Health: A Focus on Research* (New York: The Population Council, 1995).

Rosalind Petchesky, *Negotiating Reproductive Rights* (New York: International Reproductive Rights Research Action Group, 1998).

Gigi Santow, “Social Rights and Physical Health: The Case of Female Disadvantage in Poor Countries,” *Social Science Medicine* 40(2), 1995.

**Recommended Readings:**

Susan Greehalgh and Jiali Li, “Engendering Reproductive Policy and Practice in Peasant China, *SIGNS* 20(3), 1995.

H.C. Harpending and R. Pennington, “Age Structure and Sex-Biased Mortality Among Herero Pastoralists,” *Human Biology* 63(3), 1991.

**WEEK 11 (11/12): HEALTH SECTOR REFORM AND GENDER**

**Required Readings:**

A. Cassels, “Heath Sector Reform: Key Issues in Less Developed Countries,” *Journal of International Development* 7(3), 1995.

Lynellyn Long and E. Maxine Ankrah, *Women’s Experiences with HIV/AIDS: An International Perspective* (New York: Columbia University Press, 1997), ch. 1.

**Recommended Readings:**

UNAIDS/WHO, *Report on the Global HIV/AIDS Epidemic* (New York: United Nations Press, 1998).

**WEEK 12 (11/19): SOCIAL REPRODUCTION: EDUCATION AND GENDER**

**Required Readings:**

John Knodel and Gavin W. Jones, “Post-Cairo Population Policy: Does Promoting Girls’ Schooling Miss the Mark?” *Population and Development Review* 22(4), 1996.

Carolyn Bledsoe, John Casterline, Jennifer A. Johnson-Kuhn, and John Haaga (eds.), *Critical Perspectives on Schooling and Fertility in the Developing World* (Washington, D.C.: National Research Council, 1999).

**Recommended Readings:**

Dorothy Chiffriller Venditto, *Gender Equity in Elementary Schools* (Lanham: Rowman & Littlefield, 2020), ch. 1, 2.

**WEEK 13 (11/26): MEASUREMENT AND IMPLEMENTATION MECHANISMS**

**Required Readings:**

Monique Cohen, “A Road Map for Measuring Development Impact: A Woman’s and Family Perspective,” *Review of Social Economy* 55(2), 19997.

Shahidur Khandker, Baqui Khalily and Zahed Khan, “Grameen Bank: Performance and Sustainability,” *World Bank Discussion Papers*, 1995.

Lourdes Beneria, *Gender, Development and Globalization*, ch. 5.

Caroline Moser, *Gender Planning and Development*, ch. 7.

**Recommended Readings:**

Caroline Moser, *Gender Planning and Development*, ch. 8, 9.

**WEEK 14 (12/03): SOCIAL CHANGE: SOCIAL MOVEMENTS AND THE STATE**

**Required Readings:**

Amy Lind, “Gender, Development and Urban Social Change: Women’s Community Action in Global Cities,” *World Development* 25(8), 1997.

Caroline Moser, *Gender Planning and Development*, ch. 3, 4, 9.

**Recommended Readings:**

Irene Tinker, *Persistent Inequalities*, ch. 11-15.

Arlene Elowe MacLeod, “Hegemonic Relations and Gender Resistance: The New Veiling as Accommodating Protest in Cairo,” *SIGNS* 17(3), 1992.

**WEEK 15 (12/10): FINAL EXAMINATION**