**Notes for 2022:**

**UN Women’s interactive dashboard on SDG indicators** [**https://data.unwomen.org/data-portal/sdg**](https://data.unwomen.org/data-portal/sdg)

**\UN Women country fact sheets:** [**https://data.unwomen.org/countries**](https://data.unwomen.org/countries)

**UNW omen data Hub:** [**https://data.unwomen.org/**](https://data.unwomen.org/)

Dashboards/ Data on Gender

·       Global Entrepreneurship Monitor [2020/2021 Global Report](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=https*3A*2F*2Fwww.gemconsortium.org*2Freport*2Fgem-20202021-global-report&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781148349*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=0Y4HpjSBZailawJ5Z774nlen4qbbDkoNdP9xB9*2FJomw*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJQ!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUJJcT0R8$) including data on gender and entrepreneurial activity based on interviews with nearly 140,000 people from 46 economies.

·       [Global Findex database](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=https*3A*2F*2Fglobalfindex.worldbank.org*2F&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781148349*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=Iw3j3WhurR7hNr95zHR7iF3iLhwaN*2BcuoQLkh4DGA9g*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUl!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUDqxVfCl$) includes sex-disaggregated data on financial inclusion (account ownership, savings, credit, and payment behavior), as well as up-to-date cross-country data useful for benchmarking.

·       GSMA Mobile Gender Gap report [2020](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=https*3A*2F*2Fwww.gsma.com*2Fmobilefordevelopment*2Fwp-content*2Fuploads*2F2020*2F05*2FGSMA-The-Mobile-Gender-Gap-Report-2020.pdf&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781158344*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=4LgOs5qNYKSXiuZqXzNU45XQw*2FY*2BlE8AfF*2FJOEDTfrk*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJSUlJSUlJQ!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUEJe20Cl$) and [2021](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=https*3A*2F*2Fwww.gsma.com*2Fr*2Fgender-gap*2F&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781168336*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=5Wrn5cEEWLO5UQEEkeBnVvwCUTh4pW7vqxz*2BasfnuCs*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJSU!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUF3f_I8Y$) explores the key barriers preventing women’s equal access to mobile ownership and mobile internet use, as well as the rise of women’s smartphone ownership.

·       [ILO stat](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=http*3A*2F*2Fwww.ilo.org*2Filostat&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781168336*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=wxODfCuADELyap*2FR*2BykkswrIZ2CddbJJsQWr*2BV1*2FD7Q*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJSUl!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUPD4x-Q7$) has country data on labor statistics including indicators on female employment by age, education, economic activity, occupation, status in employment (incl. management), institutional sector etc.

·       [OECD Gender Data Portal](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=https*3A*2F*2Fwww.oecd.org*2Fgender*2Fdata*2F&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781168336*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=QcwaTPi4*2BCgiLPJAcq7OOjWdP5w4PKxaO26THHLQcZ8*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJSU!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUN3euaK7$) includes select sex-disaggregated indicators on education, employment, entrepreneurship, health, and development. The data covers OECD member countries, as well as Brazil, China, India, Indonesia, and South Africa.

·       [UN Gender Statistics](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=https*3A*2F*2Fgenderstats.un.org*2F*23*2Fhome&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781178334*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=pmLAODitK3gSuWZbkVFQlVYaoSjKWJldiUi*2BlwgV3Kk*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJSU!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUBCJPUrS$) – includes a collection of quantitative and qualitative indicators addressing relevant issues related to gender equality and/or women’s empowerment.

·       [USAID's Women's Economic Empowerment and Equality Dashboard](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=https*3A*2F*2Fidea.usaid.gov*2Fwomen-e3&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781178334*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=JdWu2S4scI2w*2B9iudu9569aHNcOtTcRKzd4o2l4HO2Y*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUl!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUMNQXWeT$) – includes data related to women’s economic, social, and political inclusion. It allows users to assess the extent to which women participate in their respective economies, and compare the selected economy to regional, income group, and global averages.

·       [Women Business and the Law](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=https*3A*2F*2Fwbl.worldbank.org*2Fen*2Fwbl&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781188327*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=PkkXVicWSYJr1gOxrmzL1WJ9U5DCFjhCOxEeCzjSKWw*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUl!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUDDALCfq$) report and data for country data on the legal environment – reviews how laws in 189 economies restrict women’s full economic participation.

·       [World Bank Enterprise Surveys](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=https*3A*2F*2Fwww.enterprisesurveys.org*2Fen*2Fdata*2Fexploretopics*2Fgender&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781188327*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=QT5ewrNJtcHEY1Ad0M6FV30hoYUueZbWA5bZaTBpNtw*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJSU!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUFGCsLAn$) provides information on women’s entrepreneurship and economic participation in the labor force by benchmarking female participation in firm ownership, management, and the workforce.

·       [World Bank’s Gender Data Portal](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=http*3A*2F*2Fdatatopics.worldbank.org*2Fgender*2F&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781198321*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=XF7s94NlU9v*2FqTzpZlBWdUpy86FpxbxbqKUuHMgoHls*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJQ!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUGNnB6rg$) – includes the latest sex-disaggregated data and gender statistics covering demography, education, health, access to economic opportunities, public life and decision-making, and agency.

·       World Economic Forum [Global Gender Gap Index 2020](https://urldefense.com/v3/__https:/nam10.safelinks.protection.outlook.com/?url=http*3A*2F*2Freports.weforum.org*2Fglobal-gender-gap-report-2020*2F&data=04*7C01*7Claura.turquet*40unwomen.org*7C8c29d706720b4a2b81be08d96673c87a*7C2bcd07449e18487d85c3c9a325220be8*7C0*7C0*7C637653469781198321*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C1000&sdata=V0bBEtPNe*2FrmL05QxlPmh4JDfhwbLhhRiCerBswvCz8*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJQ!!BhJSzQqDqA!VKPAZu1Gnrv9LMiBxx2gXJYnS8jGCiSWuofyEdbqSaQzL7KHqve8mp7xsxOpNAafwIsKzaJVj8yDUPzwyXfa$) benchmarks 153 countries on their progress towards gender parity across four dimensions: Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment.

**New York University SPS**

**M.S. in Global Affairs**

**Gender and Development: Policy and Politics**

**GLOB1-GC 2385 sec.001**

**Fall 2021**

**3 credits**

**Wednesdays 3:30 – 6:15 pm**

**Woolworth Building Room 412**

**Anne Marie Goetz**

**Office Hours (room 442): Wednesdays 9am – 3 pm;**

**Thursdays 12:30 – 6 pm, or by appointment**

**any time during the week**

[**amg22@nyu.edu**](mailto:amg22@nyu.edu)

**Course Overview**

Women’s rights, their access to resources, ability to control their fertility, their political participation, have improved tremendously around the world over the past century, with a striking acceleration between 1989 – 2010. However, even before the COVID\_19 pandemic, there were signs of a growing backlash against women’s rights, often connected to rising authoritarianism and ethno-nationalism in some parts of the world. The pandemic has exposed, like an x-ray, the profound gender, race and other inequalities in our societies, and lockdown responses to the pandemic have created specific care labor burdens for women and amplified the risks they face of intimate partner violence.

This course examines how gender inequalities exacerbate poverty and impede development. Women’s condition (health education, well-being) and position (status in relation to men) has tended to be worse in poorer countries, although today, given widening inequalities around the world, some women in industrialized countries experience ‘developing country’ levels of deprivation. The maternal mortality rate of African American women in the USA, for instance, is strikingly higher than the national average. Very significant areas of gender discrimination have yet to be fully addressed, particularly in relation to the prevention and punishment of gender-based violence, access to abortion, maternal mortality, and women’s rights to land and other property.

Women’s low levels of education, poor health, lack of control of property or access to credit, lack of political influence, and lack of independent livelihoods is part of the cycle of underdevelopment and state fragility, and women’s empowerment has therefore been recognized globally – including in the 2015 Sustainable Development Goals (SDGs)– as an international priority for peace, good governance, and development. This course explores the challenges of promoting gender equality in developing countries, and the role that women’s rights and empowerment play in advancing economic, social and political development.

**Course Prerequisites**

No prerequisite for the course.

**Course Structure:**

A combination of lectures and discussions form the backbone of the course but this course also includes a workshop on results-based project design, guest speakers who work on gender and development at the UN and in women’s organizations, and critical analysis of advocacy material. You will be expected to deliver a class presentation, participate in structured debates based on the readings in every class, keep abreast of relevant news reports on women’s empowerment (or discrimination) and on gender equality, and the other assignments are discussed in detail below. You should constantly check the course site on NYU Classes for updates on readings, information about relevant events in NYC, updates on assignments and due dates, announcements from me, and postings from classmates.

**Learning objectives:**

This course will provide a basic grounding in a very rich policy field. Students will emerge with an understanding of why it is vital to address gender inequality in development policies. They will understand the core causes of gender-based inequality, as well as some of the most prominent approaches to reversing inequality and addressing injustice. This will include the long-standing ‘states versus markets’ debates in political economy and development studies. Students will become familiar with some current policy debates such as the decisions over the new post 2015 Sustainable Development Goals (SDG) framework, and efforts to earmark more significant amounts of bilateral aid for women’s empowerment. It will consider the conditions under which gender equality policies are successful. For instance, it will ask whether more women in public office make a difference to advancing gender equality policies, or how ‘gender mainstreaming’ in international development and security institutions works.

**Learning Outcomes:**

Students are expected to be able to:

1. Understand the basics of gender analysis (identify gender-specific roles, relations, power and resource asymmetries and their consequences) in the field of gender and development policy.
2. Apply this analysis to some development policy areas (such as education, health, security, livelihood support).
3. Understand the basics of prominent gender and development frameworks including their theories of change.
4. Know about key current policy frameworks for economic and social development such as the SDGs, or social protection systems.
5. Articulate an evidence-based policy position or analysis in relation to gender and development policy or practice, and present an argument well in oral and written form.

**CORE TEXTS:**

There is no CORE required text although the following reading is a good anchor for the course, and available online:

UN Women, 2015, , ***Transforming Economies, Realizing Rights***, *Progress of the World’s Women*, New York, <http://progress.unwomen.org/en/2015/pdf/UNW_progressreport.pdf>

DO NOT BUY THIS – all of it is available online.

Also a terrific book, if you are interested in feminist economics, is:

Folbre, N., 2021. ***The Rise and Decline of Patriarchal Systems***. Verso Books. $16.39 on Amazon.

If you are not familiar with gender-based injustices, or of the lack of data about women’s lives and how this distorts the world, PLEASE consider buying and reading (or reading the Bobst Library e-book):

**Caroline Criado-Perez, 2019, *Invisible Women: Data Bias in a World Designed for Men*, Harry N. Abrams Press, London. ($17.00 Amazon)**

This is easy to read and a real eye-opener about what we cannot see because the world is built around men’s preferences and perceptions.

Please obtain ONE of the following popular texts. We will read these throughout the course and hold a ‘book club’ session towards the end to analyze them. These are not purely academic texts but they will give you a much more intense understanding of gender and poverty than many academic texts. We will read these in small groups – one per group, then have a ‘book club’ discussion of the books at the end of the course.

1. Katherine Boo, 2012, Behind the Beautiful Forevers: Life Death and Hope in a Mumbai Undercity, Random House. ($18.67)
2. Manal al-Sharif, 2017, Daring to Drive: A Saudi Woman’s Awakening, Simon and Schuster
3. Baby Halder, 2007, A Life Less ordinary: A memoir, HarperCollins.
4. Leslie T. Chang, 2009, *Factory Girls from Village to City in a Changing China*, Spiegel and Grau, ($13.97)

Students who do not have a background in development studies should catch up with the Willis text:.

Willis, Katie. 2005. *Theories and Practices of Development*. New York: Routledge. ($53.95)

You can easily access analytical documents from international organizations with contents relevant to the course, for instance:

Institute of Development Studies: 10 year project ‘Pathways to Women’s Empowerment’ – Voice, Bodily Integrity, and Work -- dozens of papers available on: <http://www.ids.ac.uk/project/pathways-of-women-s-empowerment-research-programme-consortium>

UNIFEM and UN Women produce a major flagship report called ‘Progress of the World’s Women’ that addresses major themes in women’s rights and policy like:

UNIFEM, 2008, ‘Who Answers to Women? Gender and Accountability’, *Progress of the World’s Women*, New York

And

UN Women, 2001, In Pursuit of Justice, *Progress of the World’s Women*, New York,

and

UN Women, 2015, UN Women 2015, *Transforming Economies, Realizing Rights*, *Progress of the World’s Women*, New York.

UN Women, 2019, Families, New York.

You can access them all here:

[Progress of the World’s Women, New York,](file:///Users/annemarie/Documents/2016%20files/GAD%20course/Progress%20of%20the%20World’s%20Women,%20New%20York,)

The Oxfam Journal: *Gender and Development* <http://www.genderanddevelopment.org/>

Is a fantastic resource for the course and is available in the Bobst library.

**DATA on GENDER:**

You should familiarize yourself with important **indices and databases** on gender like:

UNDP Human Development Report Gender Inequality Index: <http://hdr.undp.org/en/content/gender-inequality-index-gii>

Georgetown University Women peace and Security Index: <https://giwps.georgetown.edu/the-index/>

WomanStats: <http://www.womanstats.org/>

World Bank Gender Data Portal: <http://datatopics.worldbank.org/gender/>

World Economic Forum Global Gender Gap Report, <http://www3.weforum.org/docs/WEF_GGGR_2018.pdf>

Women Deliver: <https://womendeliver.org/publication-database/>

Women Count – the UN Women data Hub, <https://data.unwomen.org/women-count>

**THE COURSE AT A GLANCE:**

|  |  |  |
| --- | --- | --- |
| **Date** | **Week** | **TOPIC** |
| 8 Sept | 1 | Gender and Development – Introduction, Overview and Basic Concepts: plus key data about gender-based inequalities |
| 15 Sept | 2 | Race, Imperialism, and Development |
| 22 Sept | 3 | Globalization and the changing nature of gender roles in paid and unpaid work  Guest Lecturer: Jennifer Olmstead, Drew University |
| 29 Sept | 4 | Poverty reduction, and the policy evolution from ‘women in development’ to ‘gender and development’ |
| 6 Oct. | 5 | Violence Against Women as a governance and development issue |
| 13 Oct | 6 | HUMAN CAPITAL: Education and health |
| 20 Oct | 7 | PHYSICAL CAPITAL: Employment/micro-finance/livelihoods/ property rights |
| 27 Oct | 8 | POLITICAL CAPITAL: Increasing women’s political representation – from numeric to strategic representation |
| 3 Nov | 9 | Project design and monitoring (developing viable gender-relevant goals, outcomes, and indicators) |
| 10 Nov | 10 | POST-2015 SUSTAINABLE DEVELOPMENT GOALS: Meaningful Goals, Targets and indicators on women’s status and rights |
| 17 Nov | 11 | Social Protection |
| 24 Nov | 12 | Gender mainstreaming in development institutions (advocacy and accountability) |
| 1 Dec. | 13 | Gender-Responsive Budgets – Guest Speaker: Zohra Khan |
| 8 Dec. | 14 | Review and wrap up |

**Communication Policy:**

The first element of my communication policy is my expectation that you will come and consult with me at least twice, ideally more often, during the semester to tell me about your own particular subject interests in the course (whether geographic or thematic) and also to discuss assignments. I have office hours on Tuesdays) and Wednesdays (see the top of the syllabus), and am also available by appointment at other times that might be more convenient to you. NYU Classes course-mail supports student privacy and FERPA guidelines I will respond to emails within 24 hours of receiving them, unless for some reason it is physically impossible to do so ie when travelling.

My expectations:

I expect students to communicate to me any challenges they may be facing that need my attention. By this I mean any difficulties you face in accessing course materials, understanding course content, or researching a topic for an assignment. I expect that when I ask students to submit proposed topics for the term paper and a proposed outline that they will take advantage of this opportunity for support through reflection on the topic and ways to develop it.

I expect that communications in both directions will be respectful and constructive.

**NYU SPS Policies**

“NYUSPS policies regarding the Family Educational Rights and Privacy Act (FERPA), Academic Integrity and Plagiarism, Students with Disabilities Statement, and Standards of Classroom Behavior among others can be found on the NYU Classes Academic Policies tab for all course sites as well as on the University and NYUSPS websites. Every student is responsible for reading, understanding, and complying with all of these policies.”

The full list of policies can be found at the web links below:

* University: <http://www.nyu.edu/about/policies-guidelines-compliance.html>
* NYUSPS: <http://sps.nyu.edu/academics/academic-policies-and-procedures.html>

**Student Assignments and Assessment**

The final grade is based on five components.

**Course Requirements and Grading:**

One book/article review (1500 words) 15% October 15

Five letters to the editor (max 200 words each) 15% every other week starting September 22

Analytical paper (3000 to 4000 words) 40% December 3

Seminar Participation and Preparation 15%

Class presentation 15%

**NB**: All written assignments must use a standard referencing system (even Op Eds and speeches and blogs) – either MLA, Harvard, Chicago, or APA style.

**1. Analytical Book or Article Review**

Please submit a 1500 word critical book review or article review of a resource used for this course. You will have plenty of opportunity to practice. During the course you will engage in the author/critic presentation process (see below). You may develop your written book review out of this exercise if you wish or you may write a review of any of the resources used for this course (if you wish to use something external to the course just please check beforehand with Prof. Goetz). You will be expected to ‘engage critically’ with the reading and either point out applications of the argument (for instance useful policy applications not anticipated by the author), limitations of the argument, or inconsistencies in the evidence or methodology. It is fine to be totally appreciative of the reading but you must add something to the reading experience in the form of observations about its utility or relevance. Your book review will be expected to demonstrate knowledge of the subject area gained from reading other relevant texts.

**DUE: October 15, Worth 15% of the final grade**

**2. Letter to the Editor**

Every other week starting September 22, submit a ‘letter to the editor’ that is a reaction/commentary on a specific aspect of an article or pattern of reporting that is relevant to a topic linked to gender and development. A ‘letter to the editor’ should be 150 words, never more than 200. That only allows for making one striking point or observation. You need to get straight to your point, and think of ways of framing your concern/argument extremely tightly and in ways that will be ‘catchy’ to the reader. The best way to get into the hang of this is to read other letters to the editor eg here: <https://www.nytimes.com/section/opinion/letters>

And most Newspapers have instructions on how to write one and how to submit it 9we will submit some of these for publication):

<https://help.nytimes.com/hc/en-us/articles/115014925288-How-to-submit-a-letter-to-the-editor>

**DUE: every two weeks starting September 22, to a total of 5 letters. Worth 15% of final grade**

**3. Final Project: Analytical Paper**

For your final project you are asked to write an analytical paper to a maximum of 4000 words length (excluding bibliography, Annexes and footnotes/endnotes).

My expectations about quality and structure of an analytical paper are spelled out in the Annex to this syllabus.

Your paper should address an issue relevant to the course and should contain a clear expression of the problem or mystery or contradiction that you are investigating (for instance: Why is it that although women were at the frontline of the Arab Spring democracy protests their presence diminished substantially in the process of institutionalizing these democracy revolutions in Egypt or Tunisia? Or: Are the indicators to measure progress in women’s empowerment in the SDG framework adequate? What is missing? Or: Do conditional cash transfers simply reinforce women’s traditional gender roles? Or: How can micro-finance programs significantly shift women’s rate of market engagement? Or: Does the US government (or other major aid donors) spend as much on women’s development as their rhetoric suggests? Or: Does the new policy against domestic violence in xx country go far enough in ending impunity for intimate partner violence? Or: Will the Special Economic Zone in xx country ensure equal opportunity employment for women? etc).

**Essay topics and brief outline must be submitted to Prof. Goetz by November 6; the final paper is due December 3. Worth 40% of the final grade**

**4. Seminar Attendance, Participation, Author/critic presentations and preparation**

a) Class participation is a key element of the course and can take several forms: making informed comments, asking or responding to questions, and generally showing that you have thought about a topic or a case. During every class students will be asked to mention current events in the past week that are of relevance for the course and you are invited to post links to articles or your own commentary on the NYU Classes Forum page for the class. It is a good idea to read a major international newspaper daily (NYT, The Guardian, Le Monde or similar) and I expect everyone to listen to a global news podcast once a day (Al Jazeera and BBC offer excellent daily news summaries that you can listen to on your phone, but you should also listen to public intellectuals such as Kimberle Crenshaw, ‘Intersectionality Matters! <https://podcasts.apple.com/us/podcast/intersectionality-matters/id1441348908>

b) in **ADDITION**, there is a **weekly ‘author/critic’ debate** in which students will prepare and present summaries of a key reading and a critique of that reading. Each week a different pair of students will take this role, one as author, one as critic. Every student in the class will have a role once as the author and once as the critic.

* *Roles/Process*: One student will be the author, and give a five to ten minute summary of her/his article/chapter/report (doing his/her best to “sell” the document’s key arguments). The other student is the (friendly, collegial, but still incisive) critic, and gets five minutes to critique some portion of the author’s work. The author then gets several minutes to rebut the charges. The rest of the class, which should have been taking notes (and will have read the article/chapter anyway), will then join in the debate on the merits of the reading(s) under discussion.
* *Partnership*: The nature of the assignment requires the two students to coordinate in advance. Begin communicating with your presentation collaborator as soon as possible. Get email addresses from one another in class. An important planning consideration is that the author cannot develop a rebuttal until s/he discusses the critique with the critic.

**Class participation is worth 15% of the final grade**

**5.Presentation:** students are asked to prepare 15 minute presentations about gendered aspects of the developmental or poverty reduction situation in a particular context. You will be asked to decide on a country of focus at the beginning o the course and every week I expect you to have investigated how the topic of the week relates to/played out in, that particular country.

Eg if you pick India – I would expect you, week on week, to have looked into its history of colonialism and racial oppression, the stats on women’s condition and position in the country, projects to improve girls education and women’s health, employment policies to favor women, micro-finance projects, women’s political participation, etc. You can pick any one of these areas for your presentation.

All presentations should include basic essential data on women’s condition, welfare, and status in relation to men in your country of focus, using the latest data from relevant indices such as the global Gender Gap Index, the feminist mobilization index, the gender development index, the gender empowerment measure, gender inequality index, etc..

Countries for the presentations (and some suggested policy areas) are:

**This presentation contributes 15% of the final grade**

**Evaluation Criteria**

* ***Research Paper: Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.***
* ***Op Ed:: Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate, succinct and persuasive writing.***
* ***Article review: succinct and accurate summary of the article, identification of several points of concern/dispute/agreement. Raise fair challenges to the evidence or the interpretation in the article in question.***
* ***In-Class Exercises: Contributions of insight to the analysis; raising questions showing insight into the implications of the analysis; accurate work.***
* ***Presentation: Clear understanding of the issues at hand; ability to present them in an interesting, lucid and professional manner appropriate to the audience.***
* ***Class Participation: Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.***

**SPS Statement on Academic Integrity and Plagiarism**

“*Plagiarism is presenting someone else’s work as though it were one’s own. More specifically, plagiarism is to present as one’s own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgement of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. Penalties for plagiarism range from failure for a paper or course to dismissal from the University.”*

**NYU Classes**

All written work must be submitted via the Assignment Tool on NYU Classes to be scanned through Turnitin.

**CGA Attendance and Lateness Policy**

All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. Any more than two (2) absences (with an explanation or not) will likely lead to a need to withdraw from the course or a failing grade.

**Incomplete Policy**

Incompletes are only granted in extreme cases such as illness or other family emergency and only where almost all work for the semester has been successfully completed. A student’s procrastination in completing his/her paper is not a basis for an Incomplete.

**SPS Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter** | **%** | **Quality Points** | **Descriptions** |
| A | 95-100 | 4.0 | Exceptional |
| A- | 90-94 | 3.7 | Excellent |
| B+ | 87-89 | 3.3 | Very Good; exceeds course standards |
| B | 83-86 | 3.0 | Good; meets course standards |
| B- | 80-82 | 2.7 | Somewhat Satisfactory; meets some course standards and requires improvement |
| C+ | 77-79 | 2.3 | Less than Satisfactory; requires significant improvement |
| C | 73-76 | 2.0 | Unsatisfactory; requires substantial improvement |
| C- | 70-72 | 1.7 | Unsatisfactory; requires extensive improvement |
| F | Below 70 | 0.0 | Fail |

http://sps.nyu.edu/academics/academic-policies-and-procedures/graduate-academic-policies-and-procedures.html#Grades

**Week-by-Week readings**

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| **Date** | **Week** | **TOPIC** |
| **September 8** | **1** | **Gender and Development – Introduction, Overview, Basic Concepts (what is development? What is gender?), plus key facts about gender-based inequalities** |
| According to the 2021 World Economic Forum’s [Global Gender Gap Index](http://www3.weforum.org/docs/WEF_GGGR_2020.pdf), progress on closing the gap in resources and rights between women and men started to stall in 2017 for the first time since the index began tracking this in 2006. The areas with the most significant gender gaps are economic and political empowerment. On average about 78% of adult men (15–64) are in the labour force, while only 55% of women of the same cohort are actively engaged in the labour market. Employment and access to an independent income are vital for empowerment. With the pandemic, women’s access to jobs will shrink further. Data from last year suggested that it will take 267.6 years to close the gender gap in employment – but as economies shrink, jobs for men are likely to be prioritized, with damaging consequences for women’s economic independence. The gap is largest when it comes to political empowerment of women: 85 of the 153 countries covered by the Gender Gap Index have never had a woman in charge, and yet one of the success stories emerging from the pandemic has spotlighted the greater effectiveness of women national leaders in containing COVID-19.  Why are women’s economic rights, social freedoms, and access to justice persistently weaker than men’s, even within the same racial/socioeconomic category, even in the very same family? What are the differences in status and power between women according to race, class, and other features of social organization even in the same community? Why are these inequalities a problem for development, justice, peace and environmental sustainability?  In this session we outline the course, we discuss our expectations and concerns, we look at the assessment methods, and we get to substance: we begin to examine ways of describing and measuring gender-based inequality. We also situate our subject-matter in the context of the COVD-19 pandemic and ask how this global crisis has affected gender relations and inequalities. | | |
| **Required reading** | UN Women et al, 2020, ‘WILL THE PANDEMIC DERAIL HARD-WON PROGRESS ON GENDER EQUALITY?’,  <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/spotlight-on-gender-covid-19-and-the-sdgs-en.pdf?la=en&vs=5013>  World Economic Forum, The Global Gender Gap Report 2021, World Economic Forum. <http://www3.weforum.org/docs/WEF_GGGR_2021.pdf>  page 5 - up to page 31  (please identify developing countries in which you are particularly interested and look at their ranking on the *gender gap index. Read country summaries – for the specific countries you are interested in -- that come in the sections after page 31. C*onsider whether the indicators that are measured are adequate in assessing the gap in power and resources between women and men).  Compare those same countries with how they rank in the Social institutions and Gender Index (SIGI): <http://www.genderindex.org/>  Watch:  UN Women: ‘Join US!’ 2016  <https://www.youtube.com/watch?v=xie9pF8_Hmg>  Nike Foundation: The Girl Effect:  <https://www.youtube.com/watch?v=WIvmE4_KMNw> | |
| **Recommended** | Institute of Development Studies, 2000, *Gender and Development: Concepts and Definitions* , Prepared for the Department for International Development (DFID) for its gender mainstreaming intranet resource by Hazel Reeves and Sally Baden February 2000 BRIDGE (development - gender) Institute of Development Studies  http://www.bridge.ids.ac.uk/sites/bridge.ids.ac.uk/files/reports/re55.pdf | |
| **Other resources** | **CARE, 2020, COVID-19 Could Condemn Women to Decades of Poverty: Implications of the COVID-19 Pandemic on Women’s and Girls’ Economic Justice and Rights’,**  [**https://reliefweb.int/sites/reliefweb.int/files/resources/CARE\_Implications\_of\_COVID-19\_on\_WEE\_300420.pdf**](https://reliefweb.int/sites/reliefweb.int/files/resources/CARE_Implications_of_COVID-19_on_WEE_300420.pdf)  **CEDAW: Substantive Equality:**  **https://www.youtube.com/watch?v=XB3H3FZyjOM**  ***CEDAW: Non-Discrimination***  [*https://www.youtube.com/watch?v=bslMn\_MM5xk*](https://www.youtube.com/watch?v=bslMn_MM5xk)  *Short TED talk about gender: ‘I've lived as a man & a woman -- here's what I learned | Paula Stone Williams | TEDxMileHigh’*  <https://www.youtube.com/watch?v=lrYx7HaUlMY>  Cansfield, B and Brown, L (2016), *More Than a Roof: Documenting the work of specialist women’s organizations providing holistic shelter services in Ethiopia and Zimbabwe* <https://www.womankind.org.uk/docs/default-source/resources/reports/womankind-report-more-than-a-roof.pdf?sfvrsn=0> | |

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| **Date** | | **Week** | **TOPIC** |
| **September 15 2020** | | **2** | **Race, Imperialism, and Development** |
|  | What lies behind the commitment to ‘women’s empowerment’ in poor countries? In this session we query the stability of assumptions about the differences between the ‘developed’ and ‘developing;’ worlds, given, for instance, the rise of middle-income countries, and the deepening inequalities within post-industrial economies, resulting in, for instance, higher rates of maternal mortality of African-American mothers in the USA compared to White mothers.  We question our motives in studying gender and development and we try to surface some of the politics behind the project of seeking to empower others. This involves checking our privilege and recognizing the pitfalls of critiquing other cultures. The author/critic reading is important for this, as is the video ‘Unprotected’ **which you should watch before the class.** | | |
|  | **Read:**  Kate Cronin-Furman, Nimmi Gowrinathan, & Rafia Zakaria, 2017,  Emissaries of Empowerment  <http://www.deviarchy.com/wp/wp-content/uploads/2017/09/EMISSSARIES-OF-EMPOWERMENT-2017.pdf>  Mohanty, Chandra Talpade. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham, NC: Duke UP, 2003. 17-42.  Degan Ali and Marie-Rose Romain Murphy, 2020 ‘Black Lives Matter is also a reckoning for foreign aid and international NGOs’, Open Democracy, July 19 2020  <https://www.opendemocracy.net/en/transformation/black-lives-matter-also-reckoning-foreign-aid-and-international-ngos/>  **Watch**:  **Unprotected** – the ProPublica documentary on the ‘More than Me’ charity founded by Katie Myler in Liberia.  And:  [Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers (50:48)](https://youtu.be/eV3nnFheQRo) | | |
| **Author/critic reading (required)** | Kate Cronin-Furman, Nimmi Gowrinathan, & Rafia Zakaria, 2017,  Emissaries of Empowerment  <http://www.deviarchy.com/wp/wp-content/uploads/2017/09/EMISSSARIES-OF-EMPOWERMENT-2017.pdf> | | |
| **Recommended** | **Short video:** <https://features.propublica.org/liberia/unprotected-more-than-me-katie-meyler-liberia-sexual-exploitation/>  Article on the way More than Me ended up reproducing serious sexual abuse is here:  <https://features.propublica.org/liberia/unprotected-more-than-me-katie-meyler-liberia-sexual-exploitation/>  also see:  [Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers (50:48)](https://youtu.be/eV3nnFheQRo)  **Or watch:**  Raewyn Connell: Decolonizing Gender  <https://www.youtube.com/watch?v=bgOXXqR09RU>  **Taking the power out of empowerment – an experiential account**  [**Srilatha Batliwala**](https://www.tandfonline.com/author/Batliwala%2C+Srilatha)  **Pages 557-565 | Published online: 18 Nov 2010.**  **Development in practice Vol 17,** <https://www.tandfonline.com/doi/abs/10.1080/09614520701469559>  Nandy, Ashish, 2009, *The Intimate Enemy: Loss and Recovery of Self Under Colonialism,* Oxford India paperbacks, New Delhi.  Christens, B.D., 2019. Community power and empowerment. Oxford University Press. (the concept of ‘em-ment’)  Schutz, A., 2019. Empowerment: a primer. London: Routledge. Available from: <https://doi.org/10.4324/9780429279324>  Andrea Cornwall and Nana Skua Anyidoho, 2010, ‘Women’s Empowerment: Contentions and Contestations, *Development,* Vol. 53 no. 2, 144 – 149.  Errol A Henderson (2013) ‘Hidden in plain sight: racism in  international relations theory’, Cambridge Review of International Affairs, 26:1, 71-92,  https://doi.org/10.1080/09557571.2012.710585 | | |

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| **Date** | **Week** | **TOPIC** |
| **September 22** | **3** | **Globalization and the changing nature of gender roles in paid and unpaid work**  **Guest speaker: Professor Jennifer Olmstead, Drew University** |
| How has the globalization of production and trade affected gendered roles and relationships? What is the ‘care economy’ and how does the gender division of care labor affect women’s empowerment?  What is the driver of change in women’s lives? Will more growth and economic development trigger changes in attitudes towards women’s rights? Or is a social and attitudinal revolution needed first to respect women’s rights so that they have equal access to economic or political opportunities? | | |
| **Required reading** | Naila Kabeer, 2013, ‘The Rise of the Female Breadwinner: Reconfigurations of Marriage, Motherhood, and Masculinity in the Global Economy’, in *New Frontiers in Feminist Political Economy*, (eds) Shirin Rai and Georgina Waylen, Routledge.  UN Women 2015, Progress of the World’s Women: Transforming Economies, CHAPTER 2  Listen to this podcast:  Talking Politics: ’Whose Work is it Anyway?’ – July 29 2020, <https://play.acast.com/s/talkingpolitics/whoseworkisitanyway-> | |
| **Author/critic reading (required)** | Esther Duflo, 2013, ‘Women’s Empowerment and Economic Development’, Journal of Economic Development, 50:4, 1051-1979 -- on <http://economics.mit.edu/files/7417>  And Naila Kabeer’s critique of Duflo (it is very short): <http://feministeconomicsposts.iaffe.org/2013/12/19/esther-duflo-on-womens-empowerment-and-economic-development-a-must-read-for-feminist-economists/> | |
| **Recommended** | Diane Elson, “Gender and the Global Economic Crisis in Developing Countries: A Framework for Analysis,” *Gender and Development*, Vol. 18, No. 2 (2010).  World Bank WDR 2012 Chapter 6: ‘Globalization’s impact on gender  equality: What’s happened and what’s needed’  Chapter 46 in The Routledge Handbook on gender and Development, Faranak Miraftab, ‘Crisis of capital accumulation and global restructuring of social reproduction’  David L. Richards and Ronald Gelleny, “Women’s Status and Economic Globalization,” *International Studies Quarterly* 51 (2007), pp.855–876.  Shirin Rai and Georgina Waylen, 2013, ‘Feminist Political Economy: Looking Back, Looking Forward’, in *New Frontiers in Feminist Political Economy*, (eds) Shirin Rai and Georgina Waylen, Routledge.  Naila Kabeer, “Globalisation, Labor Standards, and Women’s Rights: Dilemmas of Collective (In)action in an Interdependent World.” *Feminist Economics*, Vol. 10, No. 1 (March 2004).  Kabeer and Natali, “Gender Equality and Economic Growth: Is There a Win-Win?”(2013).  Sengupta, “The Gender Dynamics of Trade and Investment and the Post-2015 Development Agenda: A Developing-Country Perspective,” *Third World Network* (2013). | |
| **Other resources** | **Video: Gender Equality Works (World Bank):** [**https://www.youtube.com/watch?v=misYmpr925o**](https://www.youtube.com/watch?v=misYmpr925o) | |

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| **Date** | **Week** | **TOPIC** |
| **September 29** | **4** | Poverty Reduction and the policy evolution from ‘women in development’ to ‘gender and development’ |
| Development in practice is about designing policies – from macro-economic frameworks (tax policies, fiscal policies, public expenditure management, trade policies), to industrialization and agricultural plans (production credits and regulation and taxation, infrastructural development, technology subsidies) , to social policies (education, health, social protection) – that will enable poor countries to reduce poverty and grow their economies to ensure employment and welfare for all. Women and their specific needs as well as potential contributions have tended to have been excluded from these policy frameworks, with devastating consequences for women’s capacities to establish the economic autonomy and political influence needed in order for them to make the best decisions for their own welfare and for the needs of their families, communities, environments, nations.  ‘Women in Development’ (WID) policies emerged in the 1970s to address this problem, but they sometimes failed to address the complex social relations between women and men, as well as between different groups of women depending upon class, caste, race, age, etc. ‘Gender and Development’ (GAD) policies emerged to address the complexities of gender relations and intersectionality. A focus on ‘human development’ in the broader development field ushered in greater receptivity to women’s needs and interests and a recognition of the imperative of ensuring that development policies serve people, not markets or private corporations. The ‘human development’ focus however requires strong and capable states, but neo-liberal policies promoted by international financial institutions have responded to problems of weak governance and corruption by shrinking states and promoting market-driven growth, with consequences for gender equality in contexts where women and men have asymmetrical endowments for market competition (education, property, credit access, time, mobility).  Today we are seeing a backlash against globalization – and feminism -- even from women who stand to benefit from equal rights. ‘Culture’ is invoked to defend discrimination and abuse. Religion and tradition are also seeing a renewed lease of social and political life. We will discuss what the ‘turn’ to ‘post secular’ feminism might mean. | | |
| **Required reading** | Caroline O. Moser, 1991, ‘Gender Planning in the Third World: Meeting Practical and Strategic Needs’, in Rebecca Grant and Kathleen Newland (eds), *Gender and International Relations*, University of Indiana press, Bloomington.  Deniz Kandiyoti, 1988, ‘Bargaining with Patriarchy’, *Gender and Society*, Vol. 2, No. 3, pp. 274-290  Caroline Criado-Perez, 2019, Chapter 1 ( The Male Default) in *Invisible Women: Data Bias in a World Designed for Men* | |
| **Author/critic reading (required)** | Chant and Sweetman, “Fixing Women or Fixing the World? ‘Smart Economics’, Efficiency Approaches, and Gender Equality in Development,” *Gender and Development*, Vol. 20, No. 3 (2012). | |
| **Recommended** | Video:  Rawyn Connel on ‘masculinities’ (interview at Women's Worlds 2011)  <https://www.youtube.com/watch?v=1U03DIXQfo8#action=share>  Chapter 6 in The Routledge Handbook on Gender and Development**,** Maia Jaschok, “Gender-Critical Turns and other turns in post-religious and post-secular feminisms’  Chapter 20 in the Routledge handbook of Gender and Development: Sylvia Chant: ‘Gender and Poverty in the Global South’  Gary Barker, Marcos Nascimento, Christine Ricardo, Marianna Olinger and Marcio Segundo, 2004, ‘Masculinities, Social Exclusion and Prospects for ChangeReflections from Promundo’s Work in Rio de Janeiro, Brazil’ *(16) (PDF) Introduction: Politicizing masculinities in development*. Available from: <https://www.researchgate.net/publication/286143033_Introduction_Politicizing_masculinities_in_development> [accessed Jul 25 2020].  Alan Grieg, Michael Kimmel and James Lang, 2000, ‘Men, Masculinities & Development: Broadening our work towards gender equality’, Gender and Development Discussion Series #10, UNDP.  <http://menengage.org/wp-content/uploads/2014/06/Men_Masculinities_and_Development.pdf>  Mary Amuyunzu-Nyamongo and Paul Francis, 2006, “Collapsing Livelihoods and the Crisis of Masculinity in Rural Kenya,” in Ian Bannon and Maria Correia, *The Other Half of Gender: Men's Issues in Development* , World Bank, pp.219-244.  World Bank, WDR 2012, Chapter 5, ‘Gender differences in employment and why they matter’.  Anne Marie Goetz, 1991, ‘Fishy Business: Misunderstanding Gender and Social relations in a Fish Smoking project in Guinea’ –mimeo.  Wyrod, “Between Women’s Rights and Men’s Authority: Masculinity and Shifting Discourses of Gender Difference in Urban Uganda,” *Gender & Society*, Vol. 22, No. 6 (2008).  AWID, “Intersectionality: A Tool for Gender and Economic Justice.” AWID Primer No. 9 (August 2004). | |

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| **Date** | **Week** | **TOPIC** |
| **October 6** | **5** | **Violence Against Women as a governance and development issue** |
| On December 16th 2012, a 23 year old medical student was gang raped on a private bus in the early evening in Delhi on her way home from a film with a male friend. Both were beaten brutally (she was eviscerated) and left by the roadside. She died two weeks later. The subsequent protest brought women and men onto the streets across the country, protesting police complicity with serious human rights abuses of women, judicial diffidence in prosecutions of gender-based crimes, and state failure to protect women. Violence against women was redefined as a governance problem and linked to corruption and inequality – major national concerns -- to an extent not ever seen before either in India or most other countries. This incident represents an unusual moment in the politics of translating culturally tolerated or excused abuses of women’s rights into a national concern. It has triggered a change in party politics and the repercussions are still felt today in the evolution of improved legal frameworks and policing practices to address VAW/G.  VAW/G is a global phenomenon (there are almost 100,000 rapes a year in the US, for instance, and one in three women around the world can expect to experience intimate partner violence in their lives). VAW/G includes not just sexual and domestic violence but harmful traditional practices such as FGM/C and child marriage. Yet VAW/G has tended to be seen as a private matter, sometimes excused as a feature of ‘culture’. As a result the perpetrators enjoy impunity, and women bear the stigma and health costs of this violence. VAW/G has not been integrated sufficiently to development frameworks, nor to security and good governance approaches. We will examine the conditions under which effective public action against gender-based violence takes place. | | |
| **Required reading** | Mala Htun and S. Laurel Weldon, 2012, ‘The Civic Origins of Progressive Policy Change: Combating Violence against Women in Global Perspective, 1975 – 2005’, American Political Science Review, 106:3, 548-569.  <http://journals.cambridge.org/abstract_S0003055412000226>  Naila Kabeer, 2013: ‘Grief and rage in India: making violence against women history? , Open Democracy: <http://www.opendemocracy.net/5050/naila-kabeer/grief-and-rage-in-india-making-violence-against-women-history>  S. Laurel Weldon, 2002, *Protest, Policy and the Problem of Violence against Women*, University of Pittsburgh Press, Chapter 6 | |
| **Author/critic reading (required)** | Watch: ‘India’s Daughter’, the 2015 film by Leslee Udwin (trigger warning – this is explicit and terribly disturbing)  A discussion and critique of ‘India’s Daughter’, including positions for and against its airing in India. | |
| **Recommended** | Charles, Nickie, and Fiona Mackay, (2013), "Feminist politics and framing contests: Domestic violence policy in Scotland and Wales", Critical Social Policy*,* 33 (4): 593-615.  Oxfam, 2014, ‘Close the Gap: How to eliminate violence against women beyond 2015’, Policy briefing, <http://policy-practice.oxfam.org.uk/publications/close-the-gap-how-to-eliminate-violence-against-women-beyond-2015-313828>  S. Laurel Weldon, 2002, *Protest, Policy and the Problem of Violence against Women*, University of Pittsburgh Press, Part I  ICRW with UNFPA, “Masculinity, Son Preference and Intimate Partner Violence.”  UNIFEM: Violence Against Women: Facts and Fiction  <http://www.unifem.org/attachments/gender_issues/violence_against_women/facts_figures_violence_against_women_20060126.pdf>  Kristof, Is Delhi so Different from Steubenville?  <http://www.nytimes.com/2013/01/13/opinion/sunday/is-delhi-so-different-from-steubenville.html?gwh=A7E29EB0422CF3DA815DC25C3925B21B>  Pushing Back the Boundaries: Social Policy, Domestic Violence and Women's Organizations in Peru Authors(s): Jelke Boesten Source: Journal of Latin American Studies, Vol. 38, No. 2 (May, 2006), pp. 355-378  AMIE FERRIS-ROTMAN, 2018, ‘Russia’s Disappearing Women’, Elle.  <https://www.elle.com/uk/life-and-culture/longform/a40924/russia-domestic-violence-victims-fight-for-their-lives/>  (12,000 Russian women killed by partners every year = 1 every 40 minutes)  You can read about other landmark cases that triggered legislative, policy and practical reforms for instance the Maria de la Penha case and law in Brazil (http://progress.unwomen.org/landmark-court-cases/), the less successful Bhanwari Devi case in Rajasthan (<http://www.youtube.com/watch?v=HWTiHyOAJYQ>), and potential changes to domestic relations and criminal law in Kenya on the basis of a group case of rapes of young girls: <http://www.cbc.ca/strombo/news/girls-win-landmark-decision-against-police-in-kenya-rape-case.html>.  Here are a series of articles on the Nirbaya rape film (India’s daughter) showing the back and forth amongst India’s feminists about whether the film should be aired domestically:  <http://feministsindia.com/activists-discuss-concerns-over-indias-daughter/>  the letter from some Indian feminists asking for the postponement in airing doc to head of NDTV  <http://kafila.org/2015/03/08/indian-feminists-indias-daughter-and-sexual-violence-the-issues-at-stake/> Nidiveta Menon's response  <http://foreignpolicy.com/2015/03/06/not-monsters-but-men-indias-daughter-women/>  written by Lauren Wolfe  <http://scroll.in/article/711369/Rape,-rape-culture-and-the-debate-over-India's-Daughter>    written by [**Kavita Krishnan**](http://scroll.in/authors/862)  <http://scroll.in/article/711425/indias-daughter-must-be-telecast-it-forces-us-to-admit-that-anti-women-attitudes-are-ubiquitous>  <http://scroll.in/article/711705/outrage-over-indias-daughter-sound-familiar-in-1927-us-authors-book-irked-many-even-gandhi>  - comparison on how "Mother India" was received in India in 1927 with the outrage on India's Daughter  <http://scroll.in/article/711488/India%E2%80%99s-Daughter,-the-act-of-documentary-and-our-obsession-with-true-crime> OpEd on watching true crime docs and sensationalism  <http://www.vox.com/2015/3/5/8156881/india-rape>  <http://www.hindustantimes.com/india/govt-serves-legal-notice-to-bbc-over-delhi-gang-rape-documentary-ban-fails-as-film-goes-viral-on-youtube/story-8tp2tVPeTfhLcH966yczUO.html> - what happened with the ban (now available on NetFlix)  <http://www.thehindu.com/news/national/india-trying-to-muzzle-free-speech-leslee-udwin/article6963335.ece> when the doc aired on BBC | |
| **Other resources** | Video: Browse the collection of videos on UN Women’s you tube site for the ‘UNITE’ Campaign against violence against women:  <http://www.youtube.com/watch?v=fL5N8rSy4CU&list=PL4ABo9CdOrDfNiAx6X8EIrmi2lF2jfXMZ> | |

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| **Date** | **Week** | | **TOPIC** |
| **October 13** | **6** | | **Human capital: education and health** |
| Girls’ education is the key to resolving a wide range of social ills – as long as it is supported by other conditions such as freedom of speech and assembly for women’s organisations, and opportunities for employment. Girls’ education is now (belatedly) recognised as absolutely essential for poverty reduction and human development, and yet there are still a number of obstacles to gender parity in schooling. There are serious problems in ensuring gender equality in curricula, subjects taught, and vocations promoted for girls and boys. In addition there are problems of sexual harassment of girls in school including outright assault.  Women’s health needs differ from men in particular in the area of reproductive and sexual health. This is one of the most severely neglected areas of health policy and investment – and this is clear in the high rates of maternal mortality in some countries. Women’s reproductive and sexual rights are highly controversial and women’s rights to control their reproduction and sexual decisions are seriously contested—this remains the most difficult to realize area of women’s rights. This is the area where there has been serious abuses of women’s rights – both in efforts to prevent pregnancies either for reasons of eugenics or population control, and in efforts to elevate women’s fertility, a matter which is becoming a social policy crisis in countries with plummeting birthrates.  Women and men have different health vulnerabilities. More men than women have died in the COVID-19 pandemic. But more women have been infected, reflecting the fact that their care roles are essential, cannot be suspended or neglected, and care involves contact, and contact risks infection. Women also dominate the lower and more hands-on, less protected areas of health sector work (nursing, cleaning, feeding etc). | | | |
| **Required reading** | | World Bank, WDR 2012, Chapter 3, ‘Education and health: Where do  gender differences really matter?’  Amnesty International USA, ‘Deadly Delivery: The maternal Healthcare Crisis in the USA’, <https://www.amnestyusa.org/files/deadlydeliveryoneyear.pdf>  (you could also review, and identify analysis for the country of most interest to you, Amnesty’s regularly updated global report on Maternal Mortality: <https://www.amnestyusa.org/themes/womens-rights/maternal-health/> ) | |
| **Author/critic reading (required)** | | New York Times, December 28 2018, ‘Abortion: A woman’s Right’ <https://www.nytimes.com/interactive/2018/12/28/opinion/pregnancy-women-pro-life-abortion.html?mtrref=undefined&gwh=3F151CED46C29792D2156E3309486FCA&gwt=pay> | |
| **Recommended** | | You should look at back copies of UNESCO’s annual report on education for all; all of them have a strong focus on gender issues. See especially the volume for 2003/4:  <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/>  Nyemba-Mudenda, Mphatso, and Wallace, Chigona. "M Health outcomes for pregnant  mothers in Malawi: A capability perspective."*Information Technology for*  *Development* 24, no.2 (2018): 245-278.s  Dia a Costa, “‘Spoiled Sons’ and ‘Sincere Daughters’: Schooling, Security, and Empowerment in Rural West Bengal, India,” *Signs*, Vol. 33, No. 2 (2008).  Liz Ford ,December 2018 ‘Families, Fertility and Feminism: Landmarks in Women’s Rights’ , The Guardian  <https://www.theguardian.com/global-development/2017/jul/27/families-fertility-feminism-landmarks-in-womens-rights-timeline>  Population Reference bureau 2018 population report: <http://www.worldpopdata.org/?utm_source=PassBlue+List&utm_campaign=ac3e101053-PassBlue_Fordham_Nov18&utm_medium=email&utm_term=0_4795f55662-ac3e101053-54990549>  Charts on skewed (young and old) global population distribution and its consequences.  Akosuah Darkwah, 2010, ‘Education: Pathway to Empowerment for Ghanaian Women?’, *IDS Bulletin*, March 1  http://ezproxy.library.nyu.edu:15490/ehost/pdfviewer/pdfviewer?vid=2&sid=58d05238-7329-499c-98fc-cdfa47660717%40sessionmgr111&hid=123  Sivananthi Thanenthiran, 2013, ‘Have the MDGs fostered progress on women’s SRHR? Effective policies and remaining challenges’ Expert paper, UN Women, Mexico City,  <http://www.unwomen.org/~/media/headquarters/attachments/sections/csw/58/ep9-sivananthithanenthiran%20pdf.pdf>  Sebastian Edwards, 2014, ‘Is Education Improved by Making it a Legal Right? World Economic Forum’, <https://www.weforum.org/agenda/2015/01/is-education-improved-by-making-it-a-legal-right/?utm_content=bufferc41be&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer>  Barbara Herz and Gene B Sperling,2004, *What Works in Girls Education: Evidence and Policies from the Developing World*, Council on Foreign Relations (NYU Classes)  - read as much of this as you can, but do focus on areas of specific interests such as the case studies or the impact on reproductive health or the impact on future income.  Nikièma et al., “Women Bargaining to Seek Healthcare: Norms, Domestic Practices and Implications in Rural Burkina Faso,” *World Development*, Vol. 36, No. 4 (2008).  Ryan, “The Introduction of Assisted Reproductive Technologies in the ‘Developing World’: A Test Case for Evolving Methodologies in Feminist Bioethics,” *Signs*, Vol. 34, No. 4 (2009).  Earth, “Diversifying Gender: Male to Female Transgender Identities and HIV/AIDS Programming in Phnom Penh, Cambodia,” *Gender and Development*, Vol. 14, No. 2 (July 2006).  MacDonald et al., “Promoting Male Involvement in Family Planning in Vietnam and India: HealthBridge experience,” *Gender and Development*, Vol. 21, No. 1 (2013). | |

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| **Date** | **Week** | **TOPIC** |
| **October 20** | **7** | **Physical Capital:** Employment/micro-finance/livelihoods/ property rights |
| Women need money. Economic dependence on men is the foundation of unequal gender relations. However, women do not enter the market on a level playing field with men. Not only do they tend to have a weaker educational endowment, not only do their responsibilities for unpaid care work restrict their time for paid work, but gender biases mean outright discrimination, denying them equal pay for equal work, excluding them from better-paid occupations, undervaluing their skills sets. Micro-finance programs have been developed to address some of these constraints and to enable women to obtain loans for productive enterprises even though they lack the immovable property needed as collateral. However, there are significant limitations to the extent to which these programs help women shift their rate of market engagement. We will also look at other types of livelihood support programs, including agricultural extension programs, conditional cash transfers, employment guarantee programs (notably India’s National Rural Employment Guarantee Act), as well as patterns of industrial development that take into account women’s need for incomes. | | |
| **Required reading** | Anne Marie Goetz and Rina Sen Gupta,1996, 'Who Takes the Credit? Gender and Power in Rural Credit Programs in Bangladesh', *World Development*, Vol. 27, No. 1, January. NYU Classes resource Page  Maxine Molyneux and Marilyn Thomspon, ‘Do Conditional Cash Transfers really Empower Women? A look at CCTs in Peru, Ecuador and Bolivia’, CARE Learning and Policy Series, Issue 2, <http://insights.careinternational.org.uk/media/k2/attachments/6524_CCT-Briefing_final.pdf>  [Esteban Ortiz-Ospina and Max Roser](https://ourworldindata.org/team), 2019, “Economic inequality by gender”, Our World in Data, https://ourworldindata.org/economic-inequality-by-gender | |
| **Author/critic reading (required)** | Vasuki Nesiah 2017, ‘Indebted, The Cruel Optimism of Leaning Into Empowerment’, in  Janet Halley, Prabha Kotiswaran, Hila Shamir and Rachel Rebouch, eds,  *Governance Feminisms: Notes from the Field,*   Univ. of Minnesota Press (Forthcoming)  <https://www.academia.edu/35537349/Indebted_The_Cruel_Optimism_of_Leaning-In_to_Empowerment> | |
| **Recommended** | Naila Kabeer et al, 2013, ‘Paid work, women’s empowerment and inclusive growth: Transforming the structures of constraint’, part of the Pathways to Women’s Empowerment project, IDS Sussex. <http://www.unwomen.org/~/media/headquarters/attachments/sections/library/publications/2013/1/paid-work-womens-empowerment-and-inclusive-growth2%20pdf.pdf>  Maclean, “Capitalizing on Women’s Social Capital? Women-Targeted Microfinance in Bolivia,” *Development and Change*, Vol. 41, No. 3 (2010).  Alexandra Bernasek, “Banking on Social Change: Grameen Bank Lending to Women” *International Journal of Politics, Culture and Society*, 16, 3 (2003), pp. 369-385.  Naila Kabeer 2011. ‘Contextualising the Economic Pathways of Women’s Empowerment Findings from a Multi-Country Research Programme’. Pathways Policy Paper  Chapter 10 in : The Routledge Handbook on gender and Development, Michael Kevane, ‘Changing Access to Land for Women in Sub Saharan Africa’  Duffy-Tumasz, “Paying Back Comes First: Why Repayment Means More Than Business in Rural Senegal,” *Gender and Development*, Vol. 17, No. 2 (2009).  Moodie, “Microfinance and the Gender of Risk: The Case of Kiva.org,” *Signs*, Vol. 38, No. 1 (2013).  Ashraf, Karlan and Yin, “Female Empowerment: Impact of a Commitment Savings Product in the Philippines,” *World Development*, Vol. 38, No. 3 (2010).  ICRW, *Financial Services for Low-Income Women: Opportunities for Economic Empowerment?* (2012)  Women’s World Banking, *Savings: A Gateway to Financial Inclusion*   |  | | --- | | Intro/overview to, then focus on one of the country cases in: World Bank, 2010, ‘Gender and Governance in Rural Services:  Insights from India, Ghana, and Ethiopia , | | The World Bank, International Food Policy Research Institute,  <https://publications.worldbank.org/index.php?main_page=product_info&cPath=0&products_id=22997> |   Joshi, A., 2008, 'Producing Social Accountability? The Impact of Service Delivery Reforms', IDS Bulletin, vol. 38, no. 6, pp. 10-17  One-page summary: <http://www.gsdrc.org/go/display/document/legacyid/1270>  MacPherson, E., 2008, 'Invisible Agents: Women in Service Delivery Reforms', IDS Bulletin, vol. 38, no. 6, pp. 38-46  One-page summary: <http://www.gsdrc.org/go/display&type=Document&id=3015> | |

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| **Date** | **Week** | **TOPIC** |
| **27 Oct** | **8** | Political Capital: Increasing women’s political representation – from Numeric to strategic representation |
| Women’s relative absence from formal arenas of political competition and decision-making is virtually institutionalized in the sense that it is such a common feature of politics that we hardly even notice it. Regardless of political system, the percentage of women in national parliaments around the world is low, and growing slowly -- from 9 per cent in 1995 to about 20 per cent today. Does it matter that there are so few women in prominent decision-making roles? Would it make a difference if there were? A central concern of the Beijing Platform for Action was to improve women’s representation in decision-making forums, particularly in politics, but also in state bureaucracies and in market institutions. There have clearly been obstacles to women’s participation in these arenas. Formal politics has been particularly resistant to women’s participation, even in supposedly democratic states. Clearly a key to promoting women’s interests in development and in other policy spheres is an enhanced role for them in policy-making, and an enhanced exercise of leadership *in women’s interests*. We shall examine how ‘temporary special measures’ including gender quotas work and look into whether more women in public office produce more gender-sensitive policy-making. | | |
| **Required reading** | Goetz, 2009, ‘Governing Women or Enabling Women to Govern: Gender and the Good Governance Agenda’, Chapter 12 of Anne Marie Goetz, *Governing Women*, Routledge. | |
| **Author/critic reading (required)** | Esther Duflo and Petia Topalova, Unappreciated service: Performance, perceptions, and women: Leaders in India, MIT economic faculty paper, October 2004. | |
| **Recommended** | Drude Dahlerup, ‘About Quotas’, The Quota Project, International IDEA  http://www.quotaproject.org/aboutQuotas.cfm  Li-Ju Chen, Female policymakers and educational expenditures: Cross-country evidence, January 2009.  Annamaria Milazzo and Markus Goldstein , 2017, ‘Governance and Women’s Economic and Political Participation: Power Inequalities, Formal Constraints and Norms’ Background paper for the *2017 World Development Report* on Governance and the Law, World Bank, June 13, 2017  <http://documents.worldbank.org/curated/en/506661497953688370/pdf/WDR17-BP-Governance-and-Womens-Participation-Milazzo-Goldstein.pdf>  Htun, Mala, ‘Is Gender like Ethnicity? The **Political** Representation of Identity Groups’, American Political Science Review, Vol 2, No. 3, September 2004  Introduction to: Mona Lena Krook, QUOTAS FOR WOMEN IN POLITICS: GENDER AND CANDIDATE SELECTION REFORM WORLDWIDE, (Oxford University Press 2010) (and if there is time please read especially chapters 6 and 7)  Shirin Rai, 2002 ‘Political representation, democratic institutions and women’s empowerment: the quota debate in India’, in Jane Parpart, Shirin Rai, and Kathleen Staudt (eds), Rethinking Empowerment: Gender and development in a local/global world, Routledge, London. | |

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| **Date** | **Week** | **TOPIC** |
| **3 Nov** | **9** | Project design and monitoring |
| This week we explore the nuts and bolts of project design and monitoring using the ‘results-based management’ system. You will learn about logical frameworks, differences between goals, outputs and activities, and methods for designing indicators that can generate data for monitoring progress. | | |
| **Required reading** | Handouts will be supplied for preparation in advance of the class. Please be prepared to work in a team with one partner for the group planning exercise. | |
| **Author/critic reading (required)** | None this week | |
| **Recommended** | USAID, May 9 2014, Toolkit for Monitoring and Evaluating Gender-Based Violence Interventions along the Relief to Development Continuum  https://www.usaid.gov/sites/default/files/documents/2151/Toolkit%20Master%20(FINAL%20MAY%209).pdf | |

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| **Date** | | **Week** | **TOPIC** |
| **10 Nov** | | **10** | POST-2015 SUSTAINABLE DEVELOPMENT GOALS: Meaningful Goals, Targets and indicators on women’s status and rights |
| As a set of time-bound targets, the 2000 – 2015 Millennium Development Goals played a critical role in mobilizing integrated international action on global poverty issues. They have now given way to the ‘Post 2015’ ‘Sustainable Development Goals’. The assessment of the MDGs reveals a mixed picture that points to success in some areas (including reducing extreme poverty, improving access to education and access to safe drinking water), but less progress in others (e.g. reducing hunger, maternal mortality, improving access to sanitation), and regression in important areas that were omitted from the goals, targets and indicators (e.g. inequality, environmental sustainability, good governance, conflict prevention, respect for planetary boundaries). In this session we assess how gender has been addressed across the new ‘Sustainable Development Goals’.  The SDGs targets and indicators are often fixated on narrow – or statistically expedient – measures of human development. A clear example of this from the past is the way the MDG3 gender equality goal was measured merely by tracking gender parity in education, at the expense of major gender-specific injustices such as unequal wages, women’s unpaid work burden, violence against women, extremely limited control over assets and property, and unequal participation in public decision-making. Without attention to these issues, the gender-based differences in power and resources that block the realisation of women’s rights are rendered invisible. The structural causes of discrimination and harm on the grounds of gender are left unchanged.  In this session we will learn about how hard it is to measure meaningful changes in gender relations that contribute to gender equality – and in particular how hard it is to do this in a way that is ‘universally’ relevant ie, meaningful in all contexts and countries. We will analyse some of the proposed indicators for some of the targets and assess the degree to which they are adequate in measuring the change the target proposes. We will learn about why the SDGs contain a gender-specific goal (Goal 5) and some gender-specific targets across other goals. | | | |
| **Required reading** | United Nations, 2015a, Transforming our World: the 2030 Agenda for Sustainable Development, New York, <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>  UN Women, 2013, A Transformative Stand-Alone Goal on Achieving Gender Equality, Women’s Rights and Women’s Empowerment’, New York, <http://www.unwomen.org/~/media/headquarters/attachments/sections/library/publications/2013/10/unwomen_post2015_positionpaper_english_final_web%20pdf.pdf>   And the response from the ‘Women’s Major Group’ to the SG’s report on the SDGs:  <https://docs.google.com/a/nyu.edu/document/d/1zcUSe4ZZaj1bYYyO50UolHvJyRyS72buI4FWGihLMmY/edit>  Hunt, A (2016*) Implementing the Sustainable Development Goals to advance women’s rights and gender equality: An advocacy guide* <https://www.womankind.org.uk/docs/default-source/resources/sdg-implementation-advocacy-toolkit.pdf?sfvrsn=4> | | |
| **Author/critic reading (required)** | Christiane Struckman, 2018, ‘**A postcolonial feminist critique of the 2030 Agenda for Sustainable Development: A South African application’, Agenda, Vol 32,**<https://www.tandfonline.com/doi/full/10.1080/10130950.2018.1433362?src=recsys> | | |
| **Recommended** | Naila Kabeer, 2013, ‘Rights, capabilities and collective action: the ‘missing ingredient’ in the MDGs’, expert paper, UN Women, Mexico City,  <http://www.unwomen.org/~/media/headquarters/attachments/sections/csw/58/ep13-nailakabeer%20pdf.pdf>  Valeria Esquivel, 2016, Power and the Sustainable Development Goals: a feminist analysis, Gender and Development, Vol 24 issue 1  United Nations, 2015b, Report of the Inter-agency and Expert Group on Sustainable Development Goal Indicators, E/CN.3/2016/2, <http://unstats.un.org/unsd/statcom/47th-session/documents/2016-2-IAEG-SDGs-E.pdf>  Post-2015 Women’s Coalition, 2015, Response to the Outcome Document, “Transforming Our World: the 2030 Agenda for Sustainable Development”, <http://www.post2015women.com/response-to-outcome-document/>  Golla et al., “Understanding and Measuring Women’s Economic Empowerment: Definition, Framework and Indicators” (2011). ICRW Publication.  OECD, Social Institutions and Gender Index website [http://genderindex.org/]  World Economic Forum, *Global Gender Gap Report 2018* | | |
| **Other resources** | Skim the UN Website on the Sustainable Development Goals:  <http://sustainabledevelopment.un.org/post2015> | | |

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| **Date** | **Week** | **TOPIC** |
| **17 Nov** | **11** | Social Protection |
| The 2020 CoVID-19 crisis has revealed the importance of ‘social safety-nets’ – systems of social insurance that can enable people to survive periods of livelihood stress caused by financial or food crises, unemployment, environmental disasters, and other disruptions in income flows such as divorce in cases where women are dependent on a male income (few anticipated a global pandemic but that too has highlighted the need for social protection systems). Most such systems – for instance social security or pensions -- are built upon the idea of contributions from cash incomes made regularly over time. However, women’s unpaid work generates no such income, leaving some of them lacking any safety-net system when their sources of income are disrupted. Innovative programs such as conditional cash transfers and other types of social protection have been designed to help women survive these crises.  We will look in particular this week at Uruguay’s impressive social protection system – designed by feminists – and how it has helped the country ride out the COVID-19 crisis more effectively than others in the region. | | |
| **Required reading** | UN Women, 2016: ‘Making National Social Protection Floors Work for Women’,  <http://www.unwomen.org/en/digital-library/publications/2015/12/making-social-protection-floors-work-for-women> | |
| **Author/critic reading (required)** | 2006, Maxine Molyneux**, ‘**Mothers at the Service of the New Poverty Agenda:  Progresa/Oportunidades, Mexico’s Conditional Transfer Programme’ in Social Policy and Administration, Vol 40, No 4, pp 425 – 449 | |
| **Recommended** | UNIFEM 2008, ‘Who Answers to Women’ Chapter 6 ‘Aid and Security’  Huijsmans, “’Doing Gendered Age’: Older Mothers and Migrant Daughters Negotiating Care Work in Rural Lao PDR and Thailand,” *Third World Quarterly*, Vol. 34, No. 10 (2013).  OECD, “Gender and Social Protection,” in *Promoting Pro-Poor Growth: Social Protection* (2009), pp. 167-82.  UN Women, 2016, “EXPANDING HEALTH-CARE ACCESS IN THE UNITED STATES: Gender and the Patchwork ‘Universalism’ of the Affordable Care Act”, file:///Users/annmariegoetz/Documents/2016%20files/GAD%20course/expanding%20healthcare%20access%20in%20the%20US%20SalasAlbelda-Fin.pdf | |

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| **Date** | **Week** | **TOPIC** |
| **24 Nov** | **12** | Gender Mainstreaming in International Organizations |
| **Hilary Charlesworth: ‘*Women, so often on the margins of the international arena, are more likely to drown in, than wave from, the mainstream, unless they swim with the current.’***  Grand commitments to gender equality in international organizations like the World Bank and the UN are rarely matched by financial and human resource commitments. For the insider ‘femocrats’ challenges remain intense as they have to struggle to raise gender issues in every new policy development. The creation of UN Women (United Nations Entity for Gender Equality and Women’s Empowerment) in mid-2010 was designed precisely to combat the marginalization and trivialization and dilution of the gender equality agenda that accompanies gender mainstreaming in international organizations. Has UN Women achieved this goal? | | |
| **Required reading** | Hilary Charlesworth and Christine Chinkin, 2013, ‘The Creation of UN Women’, Australian National University, REGNET Research Paper, No 2013/7.  Chapter 4 **The Routledge handbook of Gender and Development:**  Caroline Sweetman, “Gender Mainstreaming : Changing the Course of Development?” | |
| **Author/critic reading (required)** | John McMahon (CUNY Graduate Center), 2013, ‘Depoliticization, Essentialization, or Transformation? UN Women’s Representations of Men and Masculinity’, Prepared for (and winner of best graduate student paper 2013 in) *International Studies Association Annual Convention*, San Francisco. | |
| **Recommended** | Torild Skard, 2008, ‘Getting our History Right: How were the equal rights of women and men included in the Charter of the United Nations?’ Forum for Development Studies, no. 1, 37-60.  Jane Parpart, 1995, ‘Deconstructing the Development ‘Expert’: Gender, Development and the ‘vulnerable groups’. In *Feminism, Postmodernism Development*, Marianne Marchand and Jane Parpart (eds), Routledge, London.  Goetz, Anne Marie, 2000, ‘Lobbying for Economic Justice: Women’s Movements and the World Bank’, in Robert O’Brien (ed), Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements, Cambridge University Press, Cambridge.  A.M. Goetz and Sally Baden, ‘Who Needs [Sex] when you can have [Gender]? Conflicting Discourses on Gender at Beijing’, in Kathleen Staudt (ed.), 1997, *Women, International Development, and Politics: The Bureaucratic Mire*, Philadelphia: Temple University Press, 2nd Edition.  World Bank, 2016, *Gender Equality, Poverty Reduction, and Inclusive Growth*  <http://documents.worldbank.org/curated/en/820851467992505410/pdf/102114-REVISED-PUBLIC-WBG-Gender-Strategy.pdf> (executive summary) | |

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| **Date** | **Week** | **TOPIC** |
| **December 1** | **13** | **Gender responsive budgeting and public expenditure analysis**  **Guest lecturer: Zohra Khan** |
| A key component of gender mainstreaming and gender-responsive public policy is gender-sensitive spending. Gender-Responsive Budget analysis is a technique that has been developed to help anticipate the impact on women and men, girls and boys, of national spending plans. Gender-responsive budget analysis has been helpful in demonstrating where public authorities under-invest in women’s needs when allocating resources for public services. | | |
| ***Required Reading:***  Cristina Bloj, 2009 ‘The budgeting process and the implications on social policies and poverty reduction: Alternatives to traditional models’, background paper for UNRISD Flagship report on poverty, [**http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/D8B6BCCC8E330C50C12575FB00375576/$file/draftBloj.pdf**](http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/D8B6BCCC8E330C50C12575FB00375576/$file/draftBloj.pdf) | | |
| ***Recommended:***  *D. Budlender et al. (2002), Gender Budgets Make Cents, CommSec, IDRC, UNIFEM.* | | |

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| **Date** | **Week** | **TOPIC** |
| **Dec 18** | **14** | **Review and wrap up** |
| In this class we will pull together the course by revising some of the questions with which we started and seeing how much we have learned on the way. | | |

***Instructor***

Dr. Anne Marie Goetz, who joined CGA in January 2014, previously served at the United Nations since 2005 as Chief Advisor on Governance, Peace and Security, for UNIFEM and then UN Women. Prior to joining UNIFEM in 2005, she was a Professor of Political Science at the Institute of Development Studies, University of Sussex where she worked since 1991. She also served the United Nations Development Programme in Chad and Guinea in the mid-1980s. While at the UN over the past decade Dr. Goetz spearheaded initiatives to promote women’s empowerment in the UN’s peace building work in post-conflict situations, to build peacekeepers’ capacities to detect and prevent sexual violence in conflict, and to support women’s organizations’ efforts to participate in peace talks and post-conflict decision-making.

Dr. Goetz is a political scientist who specializes in research on development policies in fragile states to promote the interests of marginalized social groups, particularly poor women. She also researches conditions for democratization and good governance in South Asia and East Africa. This has included research on pro-poor and gender-sensitive approaches to public sector reforms, anti-corruption initiatives, decentralization, and state building in fragile states and post-conflict situations.

Professor Goetz is the author of eight books on the subjects of gender, politics and policy in developing countries, and on accountability reforms - the latest is a 2009 edited volume: *Governing Women*: *Women in Politics and Governance in Developing Countries* (Routlegde). In 2017 she was named by the Hague-based ‘Women’s Initiatives for Gender Justice’ as one of 151 individuals who over the past 125 years have advanced the cause of gender justice internationally (see: <http://4genderjustice.org/gender-justice-legacy-wall/>).

*‘Cuz I have had something to prove as long*

*as I know there’s something that needs improvement,*

*and you know that every time I move*

*I make a woman’s movement.’*

Ani DiFranco, ‘Hour Follows Hour’ (1995).