**New York University SPS**

**M.S. in Global Affairs**

**Gender and Development: Policy and Politics**

**GLOB1-GC 2385 sec.001**

**Wednesday 12:30pm – 3:10 pm**

**Spring 2018**

**3 credits**

**Anne Marie Goetz**

**Office Hours: Tuesdays 9am - 3 pm;**

**Wednesdays 9am - 12; 3:30 – 6pm**

**and by appointment any time during the week**

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**Course Overview**

There is a general impression in developed economies that women and men are becoming more equal. However, this impression does not take into account the serious distance between women and men’s rights and resources in developing countries. Moreover, even in developed countries persistent inequalities and injustices persist between women and men. In fact, according to the World Economic Forum’s Global gender Gap Index, progress on closing the gap in resources and rights between women and men has stalled and started to go backward in 2017 for the first time since the index began tracking this in 2006. According to the Gap index: [“ On current trends, the overall global gender gap can be closed in exactly 100 years across the 106 countries covered since the inception of the Report, compared to 83 years last year. The most challenging gender gaps remain in the economic and health spheres. Given the continued widening of the economic gender gap, it will now not be closed for another 217 year](http://www3.weforum.org/docs/WEF_GGGR_2017.pdf)s.” What is more, the size of the gap is widening in some of the world’s wealthiest countries – apparently it will take 168 years to close the gender gap in north America compared to 62 years in South Asia. Of course, perceptions and measures of these matters depend on relative and absolute standards of well-being, as well as on what exactly is measured – levels of violence against women, for instance, are not analyzed in the WEF’s gender gap index.

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 recognised globally – including in the 2000 Millennium Declaration and the global Millennium Development Goals and the new post 2015 Sustainable Development Goals – 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.

This course examines the contemporary gender and development policy field. It will give close attention to the current global policy debate over the post 2015 development framework and the place of gender equality in it. This will include a practical look at the design of effective universal targets and indicators in the challenging area of gender equality and women’s empowerment. There will also be a practical focus on designing projects and programs to promote gender equality.

**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, and a simulation game that demonstrates the extreme labor constraints – as well as vulnerabilities to vagaries of climate and the market – faced by subsistence farmers. 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 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. It will ensure that students have a basic understanding of the premises of ‘gender in development’ policies. It will review the core approaches to advancing gender equality in public and private life, entering into the long-standing ‘states versus markets’ debates in political economy. It will familiarize students with some current policy debates such as the decisions over the new post 2015 Sustainable Development Goals (SDG) framework. 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 achieve the following learning outcomes:

1. Understand the basics of gender analysis (identifying gender-specific roles, relations, power asymmetries and their consequences) in the field of gender and development policy and can apply this analysis to some development policy areas (such as education, health, security, livelihood support).
2. Understand the basics of some gender and development policies including how they aim to promote women’s empowerment or gender equality.
3. Know about key current policy frameworks for economic and social development such as the SDGs, or conditional cash transfers, or microfinance.
4. 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 readings are good anchors for the course, and available online:

1. Anne Coles, Leslie Gray and Janet Momsen, 2015, *The Routledge handbook of Gender and Development*, available online at Bobst:

<http://ezproxy.library.nyu.edu:2271/action/showBook?doi=10.4324/978020383117>

This book is a great resource but far too expensive to purchase. DO NOT BUY IT.

1. World Bank.2012. *World Development Report: Gender Equality and Development*, Washington: World Bank. <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:23004468~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html>
2. UN Women, 2015, 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

Please obtain ONE of the following two popular texts. We will read these throughout the course and hold a ‘book club’ session towards the end to analyse them. These are not purely academic texts but either one 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) (currently also a play off Broadway)
2. Nicolas Kristof and Sheryl WuDunn, 2009, Half the Sky: Turning Oppression into Opportunity for Women Worldwide, Alfred A Knopf, New York. ($9.96)
3. Manal al-Sharif, 2017, Daring to Drive: A Saudi Woman’s Awakening, Simon and Schuster
4. Baby Halder, 2007, A Life Less ordinary: A memoir, HarperCollins.
5. Mariama Ba, 1981, So Long a Letter Heineman

Students who do not have a background in development studies should catch up with the Willis text, below. Students who have not attempted gender or women’s studies before should look at the Connell or Ridgewqay text.

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

Connell, Raewyn. 2009. *Gender in World Perspective* (2nd.ed.). Malden, MA: Polity Press.($19.35).

Cecilia L. Ridgeway. *Framed by Gender: How Gender Inequality Persists in the Modern World*. New York: Oxford University Press, 2011. ($26.95)

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

Institute of Development Studies: 6 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, 2008, ‘Who Answers to Women? Gender and Accountability’, *Progress of the World’s Women*, New York

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

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

Minimum expected reading is indicated for each class, and additional recommended reading is supplied for further learning and to support term paper preparation.

**THE COURSE AT A GLANCE:**

|  |  |  |
| --- | --- | --- |
| **Date** | **Week** | **TOPIC** |
| 31 Jan | 2 | Gender and Development – Introduction, Overview and Basic Concepts: gender, triple roles, empowerment, plus key data about gender-based inequalities |
| 7 Feb | 3 | Globalization and the changing nature of gender roles in paid and unpaid work |
| 9 Feb | 3 | African Farmer Simulation |
| 14 Feb | 4 | Poverty reduction, and the policy evolution from ‘women in development’ to ‘gender and development’ |
| 21 Feb | 5 | Violence against women as a governance and development issue |
| 28 Feb | 6 | POST-2015 SUSTAINABLE DEVELOPMENT GOALS: Meaningful Goals, Targets and indicators on women’s status and rights |
| 7 March | 7 | Project design and monitoring (developing viable gender-relevant goals, outcomes, and indicators) |
| 14 Mar | 8 | **NO CLASS** |
| **21 Mar** | **9** | PHYSICAL CAPITAL: Employment/micro-finance/livelihoods/ property rights |
| 28 Mar | 10 | HUMAN CAPITAL: Education and health |
| April 4 | 11 | Political influence: Increasing women’s political representation – from numeric to strategic representation |
| April 11 | 12 | Social Protection/conditional cash transfers |
| April 18 | 13 | Guest lecturer Jennifer Olmstead: Social Sustainability |
| April 25 | 14 | Gender Mainstreaming in International Organizations |
| May 2 | 15 | 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 ~800 word op-ed/speech/blog 15% February 15

One book/article review (1500 words) 15% March 9

Analytical paper (3000 to 4000 words) 40% April 19

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. Op-Ed**

Please write an 800 word op-ed or speech of publishable quality on a current gender and development issue. The topic choice is yours – for instance women and nationalist or democracy movements (women in the Arab Spring!), engaging men in the project of women’s empowerment, violence against women in India/Brazil/South Africa and elsewhere, race or class as it affects the experience of being gendered, indigenous women’s activism, gender equality policy debates in international organizations, the absence of gender in some of the Post – 2015 Sustainable Development Goals, gender and climate change, girls’ education – is it worth it if women can’t get jobs, reproductive health and rights – is this the main stumbling bloc to full gender equality, etc. Please clear your topic with Professor Goetz by the third week of class. Indicate in your heading the imagined/intended publication for the blog (NYT; Le Monde; Washington Post; Financial Times; BBC Global News; The Guardian; Huffington Post; Open Democracy; Institute for War And Peace; International Crisis Group; etc). Your Op Ed should take issue with a policy position or should shine a new light on popular certainties and challenge them. It should not be descriptive. It should be provocative and indicate a grasp of the issues in the area that you are addressing.

**DUE: Feb 16. Worth 15% of the final grade**

**2. 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: March 9, Worth 15% of the 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 March 21; the final paper is due April 19. 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).

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 work in pairs and to prepare 15 minute presentations about gendered aspects of the developmental or poverty reduction situation in a particular context.

These presentations can provide an overview of women’s roles in national economic development, or they can pick out a specific feature of women’s experiences of development in a particular country. For instance they can explore gender-sensitive poverty reduction innovations such a microfinance or cash transfer or land re-titling programs. The presentations can chose to focus on specific aspects of women’s disprivilege (e.g. child marriage, FGM, guardianship laws, unequal pay and work conditions) and how they are fighting it. All presentations should include basic essential data on women’s condition, welfare, and status in relation to men.

Countries for the presentations are:

Chile

Bangladesh

Cambodia

Ghana

Senegal

Niger

Zambia

Cuba

Philippines

Guatemala

**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**

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| **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** |
| **31 January** | **1** | **Gender and Development – Introduction, Overview and Basic Concepts: gender, triple roles, empowerment, plus key facts about gender-based inequalities** |
| What is the Gender and Development ‘problem’? 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? Why is this a problem for development, justice, peace and environmental sustainability?    In this session we begin to examine ways of describing and measuring gender-based inequality. We also examine problems in the enterprise of ‘women’s empowerment’, and in particular 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. We question our motives and we try to surface some of the politics behind the project of seeking to empower others. | | |
| **Required reading** | WDR 2012, Section 2: ‘The Persistence of Gender Inequality’, pages 72-88.  Pages 3 – 37 of The Global Gender Gap Report 2017, World Economic Forum  <http://www3.weforum.org/docs/WEF_GGGR_2017.pdf>  (please identify developing countries in which you are particularly interested and look at their ranking on the *gender gap index* and consider whether the indicators that are measured are adequate in assessing the gap in power and resources between women and men). | |
| **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>  Cansfield, B and Brown, L (2016), *More Than a Roof: Documenting the work of specialist women’s organisations 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> | |
| **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  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. | |
| **Other resources** | **Short video:** The Girl Effect  **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)  Social institutions and gender index:  <http://www.genderindex.org/> | |

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| **Date** | **Week** | **TOPIC** |
| **February 7** | **2** | **Globalization and the changing nature of gender roles in paid and unpaid work** |
| 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** | Diane Elson, “Gender and the Global Economic Crisis in Developing Countries: A Framework for Analysis,” *Gender and Development*, Vol. 18, No. 2 (2010).  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.  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). | |
| **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** | 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** |
| **February 9 (TBC)** | **2** | **AFRICAN FARMER simulation exercise** |
| In this class (which is scheduled this week to make up for missing the January 24 class) we will spend the entire class conducting a simulation exercise. You will be assigned a ‘family’ in a rural village in an African country and you will determine how it will allocate its resources for the purposes of care work, farming, and paid labor in the nearby town. You will work in pairs. Please bring laptop computers to class for this exercise and review this website in advance: http://www.africanfarmergame.org/ | | |
| **Required reading** | Handouts on the simulation game | |

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| **Date** | **Week** | **TOPIC** |
| **February 14** | **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’ 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’ 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 -- including 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.  Chapter 20 in the Routledge handbook of Gender and Development: Sylvia Chant: ‘Gender and Poverty in the Global South’  Deniz Kandiyoti, 1988, ‘Bargaining with Patriarchy’, *Gender and Society*, Vol. 2, No. 3, pp. 274-290 | |
| **Author/critic reading (required)** | Chapter 3 of **The Routledge Handbook of Gender and Development**, Jane Parpart ‘Men, Masculinities and Development’ | |
| **Recommended** | 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’  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’ – unpublished mimeo.  Andrea Cornwall and Nana Skua Anyidoho, 2010, ‘Women’s Empowerment: Contentions and Contestations, *Development,* Vol. 53 no. 2, 144 – 149.  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). | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **February 21** | **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)** | For and against the airing of the ‘India’s Daughter’ film. | |
| **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  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>  Watch: ‘India’s Daughter’, the 2015 film by Leslee Udwin (trigger warning – this is explicit and terribly upsetting) | |

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| **Date** | **Week** | **TOPIC** |
| **Feb. 28** | **6** | 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>  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>  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)** | Valeria Esquivel, 2016, Power and the Sustainable Development Goals: a feminist analysis, Gender and Development, Vol 24 issue 1 | |
| **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>  Naila Kabeer, 1999, ‘Resources, Agency, Achievements: Reflections on Measuring Women’s Empowerment’ in *Development and Change* Vol. 30.  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.  Pathways of Women’s Empowerment Research Programme Consortium, *Empowerment: A Journey Not a Destination* (2012), pp. 1-11.  OECD, Social Institutions and Gender Index website [http://genderindex.org/]  World Economic Forum, *Global Gender Gap Report 2013* | |
| **Other resources** | Skim the UN Website on the Sustainable Development Goals:  <http://sustainabledevelopment.un.org/post2015>  Or try your hand at designing indicators for the targets for which UN Member States have been unable to agree on a viable measure. This quiz was issued by the UN Inter-agency and expert group on the SDG indicators in November 2015:  http://unstats.un.org/sdgs/iaeg-sdgs/open-consultation-3/ | |

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| **Date** | **Week** | **TOPIC** |
| **March 7** | **7** | 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 bring a laptop of tablet 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 | |
| **Other resources** |  | |

**WEEK 8: MARCH 14 – NO CLASS**

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| **Date** | **Week** | **TOPIC** |
| **March 21** | **9** | **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>  Chapter 10 in : The Routledge Handbook on gender and Development, Michael Kevane, ‘Changing Access to Land for Women in Sub Saharan Africa’ | |
| **Author/critic reading (required)** | ISABELLE GUE´RIN, SANTHOSH KUMAR & ISABELLE AGIER, 2013, ‘Women’s Empowerment: Power to Act or Power over Other Women? Lessons from Indian Microfinance’, *Oxford Development Studies*, 2013  Maclean, “Capitalizing on Women’s Social Capital? Women-Targeted Microfinance in Bolivia,” *Development and Change*, Vol. 41, No. 3 (2010).  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>  Chapter 11 in The Routledge Handbook on gender and Development, Susie Jacobs ‘Agrarian reform and Land Rights;  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  Duffy-Tumasz, “Paying Back Comes First: Why Repayment Means More Than Business in Rural Senegal,” *Gender and Development*, Vol. 17, No. 2 (2009).  Grameen Foundation, *Women, Mobile Phones, and Savings: A Grameen Foundation Case Study* (2012).  Linda Mayoux, “Women’s Empowerment through Sustainable Microfinance: Rethinking ‘Best Practice’” (2006).  Moodie, “Microfinance and the Gender of Risk: The Case of Kiva.org,” *Signs*, Vol. 38, No. 1 (2013).  Agier and Szafarz, “Microfinance and Gender: Is There a Glass Ceiling on Loan Size?” *World Development*, Vol. 42 (2013).  Ashraf, Karlan and Yin, “Female Empowerment: Impact of a Commitment Savings Product in the Philippines,” *World Development*, Vol. 38, No. 3 (2010).  Bureau of Applied Research in Anthropology, University of Arizona, and Innovations for Poverty Action. 2013. *Final Impact Evaluation of the Saving for Change Program in Mali, 2009-2012*, pp. 1-26 and 112-124.  ICRW, *Financial Services for Low-Income Women: Opportunities for Economic Empowerment?* (2012)  Women’s World Banking, *Gender Performance Indicators: How Well Are We Serving women?*  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> |   Corner, L. and Repucci, S., 2009, 'A User's Guide to Measuring Gender-Sensitive Basic Service Delivery', United Nations  Development Programme and United Nations Development Fund for Women, Oslo  One-page summary: http://www.gsdrc.org/go/display&type=Document&id=3810  Unsworth, S., 2010, 'Mobilizing for Better Public Services', in An Upside Down View of Governance, Centre for the Future  State, Institute of Development Studies, Brighton, ch. 4  One-page summary:  http://www.gsdrc.org/go/display&type=Document&id=3007  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** |
| **March 28** | **10** | **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 realise area of women’s rights. | | |
| **Required reading** | World Bank, WDR 2012, Chapter 3, ‘Education and health: Where do  gender differences really matter?’  Chapter 26 of The Routledge Handbook of Gender and Development, Barbara Parfitt, ‘Gender and Health’ | |
| **Author/critic reading (required)** | 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 | |
| **Recommended** | This is hugely dated and at times politically incorrect, but it was the book that started the whole gender and development field and in particular the focus on girls’ education. It is a classic:  Esther Boserup, 1970, *Women’s Role in Economic Development*, chapters 7 (The Educated Woman) and 12 (The Design of Female Education), George Allen and Unwin Ltd, London., NYU Classes resource page  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/>  Elaine Unterhalter, 2013, ‘The MDGs, girls’ education and gender equality’, UN Women, Mexico City,  http://www.unwomen.org/~/media/headquarters/attachments/sections/csw/58/ep4-elaine-unterhalter%20pdf.pdf  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>  Chapter 29, in The Routledge Handbook of Gender and Development, “Gender Equality and Developing World Toilet Provision”, Clare Greed  Sebastian Edwards, 2014, ‘Is Education Improved by Making it a Legal Right? World Economic Forum’, https://agenda.weforum.org/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.  Guerrero et al., “Rapid Ethnographic Assessment of Breastfeeding Practices in Periurban Mexico City,” *Bulletin of the WHO*, Vol. 77, No. 4 (1999).  OECD, “Gender and Social Protection,” in *Promoting Pro-Poor Growth: Social Protection* (2009), pp. 167-82.  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).  Brown et al., “Uniting Indigenous Communities in Cambodia to Claim the Right to Maternal Health Care,” *Gender and Development*, Vol. 14, No. 2 (July 2006).  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).  Mookerjee, “Nowadays Who Wants Many Children? Balancing Tradition and Modernity in Narratives Surrounding Contraception Use Among Poorer Women in West Bengal, India,” *Journal of International Women’s Studies*, Vol. 7, No. 1 (Nov. 2005).  Aikman et al., “The Education MDGs: Achieving Gender Equality Through Curriculum and Pedagogy Changes,” *Gender and Development*, Vol. 13, No. 1 (March 2005).  Da Costa, “‘Spoiled Sons’ and ‘Sincere Daughters’: Schooling, Security, and Empowerment in  Rural West Bengal, India,” *Signs*, Vol. 33, No. 2 (2008).  Fiona Leach, “Researching Gender Violence in Schools: Methodological and Ethical Considerations,” *World Development*, Vol. 34, No. 5 (2006).  Müller, “Education for Social Change: Girls’ Secondary Schooling in Eritrea,” *Development and Change*, Vol. 37, No. 2 (2006).  Thomas and Parayil, “Bridging the Social and Digital Divides in Andhra Pradesh and Kerala: A Capabilities Approach,” *Development and Change*, Vol. 39, No. 3 (2008). | |

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| **Date** | **Week** | **TOPIC** |
| **April 4** | **11** | Political influence: 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** | Drude Dahlerup, ‘About Quotas’, The Quota Project, International IDEA  http://www.quotaproject.org/aboutQuotas.cfm | |
| **Author/critic reading (required)** | Li-Ju Chen, Female policymakers and educational expenditures: Cross-country evidence, January 2009.  Esther Duflo and Petia Topalova, Unappreciated service: Performance, perceptions, and women: Leaders in India, MIT economic faculty paper, October 2004. | |
| **Recommended** | 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. | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **April 11** | **12** | Social Protection/conditional cash transfers |
| There is growing attention to the need to provide ‘social safety-nets’ – systems of social insurance that can enable people to survive periods of livelihood stress caused by financial or food crises, environmental disasters, and other disruptions in income flows such as divorce in cases where women are dependent on a male income. 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 programmes such as conditional cash transfers and other types of social protection have been designed to help women survive these crises. | | |
| **Required reading** | UN Women, 2016: ‘Making National Social protection Floors Work for Women’, file:///Users/annmariegoetz/Documents/2016%20files/GAD%20course/59237\_UNWOMEN\_Brief%201\_R1%20(1).pdf | |
| **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).  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** |
| **April 18** | **13** | **Gender and Sustainability** |
| **Guest speaker: Professor Jennifer Olmstead from Drew University, Department of Economics** | | |
| **Required reading** | Care Labor, Intergenerational Equity, and (Social) Sustainability  Working paper by Jennifer C. Olmsted  (on NYU Classes) | |

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| **Date** | **Week** | **TOPIC** |
| **April 25** | **14** | 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?”  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. | |
| **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.  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** |
| **May 2** | **15** | **Review** |
| 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).

ANNEX

**Final assignment: Analytical paper**

Please submit a paper on a research question you have discussed and cleared with Dr Goetz on a subject relevant to the course.  The paper should be an analytical exploration of an issue that interests you.  The paper should be between 3,500 - 5000 words (15 - 25 pages) and must of course conform to academic standards regarding ethical use of sources.  Papers that will exceed the word length are not advised and must be cleared with Dr. Goetz at least a week prior to the due date.

**Structuring an Analytical Paper**

This is an analytical paper, which means that it is more academic than the two writing exercises so far. ‘More academic’ not only means correct use of citations and resources (in fact this is the least of the elements of relevance); it means that what is expected is a structured argument that does the following:

**Introduction**: Establishes what you are discussing and why it matters (matters politically, philosophically, legally, practically etc).

I.e.: what is the problem you want to address (can include a gap in the literature, gap in knowledge, unexplained phenomenon, a hypocrisy, a neglected area of policy, etc.)

It is useful to either outright state or hint at conclusion – in a tantalizing way, a ‘hook’ indicating something exciting, unexpected, controversial, or disturbing.

You can also provide a brief ‘roadmap’ to the structure and progression of the argument covered in the paper.

**Context-setting**: Show you know what you are talking about – where does your discussion fit in the context of literature in this area, or in the context of current policy debates or current political developments. This is to help your audience understand what you are talking about in case they do not know already

**Methodology**: This **is rarely needed for a term paper** but definitely needed for a thesis and you can consider adding a few points on how you generated or gathered evidence (ie: your sources).

*Hypothesis*: what is your postulated explanation for the problem or issue you are analyzing?

Who and what did you study?

Where and when?

Why did you pick that sample?

What tools did you use to collect data, and why? (include tools like an interview questionnaire in appendix)

Carefully describe how you used the tools.

Describe the analytical procedures (your own judgment? Double blind analysis? Initial simple coding and aggregation of similar responses? Coding and statistical analysis?)

**(If you have developed an investigation, generated evidence then you should have a section on):**

**Findings/results:**

Do not present raw data. Present a distilled version but by ALL MEANS DO use data if relevant, aggregated and assembled in charts/tables/graphs.

If you have used hypotheses – this is where you review and accept or reject/revise them

Bring in analysis to help sort/classify findings and lead towards broader observations/analysis in the next section.

**Discussion/ policy implications**

Do not repeat what is the in the findings

Offer principles, generalizations, broad patterns, relationships

Show how your findings or analysis is confirmed by or is contradicted by other studies

Discuss impact of your thoughts/analysis on theory or policy or practice

*Answer the question: so what?*

Identify points that cannot be explained and need more research

**Conclusion**

Re-state very briefly: How did you address the ‘problem’, knowledge gap, data gap, contradiction, legal issue, etc.?

Are there remaining gaps in knowledge?

What were the limitations of your study?

What can be done with the ideas you have offered?

(remember to check back with the introduction – and it is even good practice to re-write it – when you get to this stage)