

California State University San Marcos
Department of Economics
ECON 445, GENDER AND DEVELOPMENT

SUMMER 2019

Instructor(s):	Ranjeeta Basu
Email:	rbasu@csusm.edu
Online Office Hours:	Mondays 8pm to 9pm; Thursdays 9am to 10am
Prerequisites and/or co-requisites:	None

Course Description

Gender and Development is an interdisciplinary field with its roots in the social sciences. Although economics is the focus of the readings, political science, sociology, anthropology and history are all invoked to assist in the analysis of the critical issues facing women in development. In this course, we ask four overarching questions:

1. How and in what historical context are the terms “Gender and Development” socially constructed?
2. Why and in what way can gender analysis be used to re-examine development theories and policies?
3. What is the relationship between patriarchy and capital accumulation? Who gains from this system and why?
4. How can we use this analysis to imagine and reconstruct alternative visions of the future?

Course Learning Objectives

Program Student Learning Outcomes (PSLOs): Of all the student-learning outcomes for the Economics major, these are the ones that will be achieved in this course:

PSLO 2: Describe, explain, and employ the economic way of thinking.

PSLO 4: Define, describe, and employ the scientific method to answering economic questions.

PSLO 6: Apply the knowledge and methods in PSLOs 1- 5 to both formulate and answer economic questions.

Course Student Learning Outcomes (CSLOs):

1. Analyze historical legacies and systems of oppression based on gender, class, race and national identity in a global context using economic tools of analysis.
2. Analyze the economic relationship between patriarchy and capital accumulation and the way in which these two economic systems have perpetuated oppression of women and other marginalized groups domestically and globally using economic methods of inquiry.

3. Identify the ways in which these systems of oppression continue to manifest themselves in the economic lives of women, men and children in the workplace and in the household today.
4. Develop respect, empathy, and compassion for difference in a global context.
5. Develop the ability to advocate and be an agent of change for global justice and equity.

Course Format

Online

Necessary Technical Competency Required for Students

1. Ability to navigate Cougar Courses;
2. Use office applications such as Microsoft Word;
3. Communicate in a discussion forum;
4. Download, save, and upload files.

Required Texts/Readings

Textbook

Maria Mies. *Patriarchy and Accumulation on a World Scale*. UK: Zed Books.

Other Readings

Several chapters from Nalini Visvanathan, Lynn Duggan, Nan Wiegersma, Laurie Nisonoff (Eds). *The Women, Gender and Development Reader*. 2nd edition. UK: Zed Books, 2011 (CSUSM Library E-book access, hereafter referred to as WGDR in the syllabus).

<https://ebookcentral.proquest.com/lib/csusm/detail.action?docID=765182>

There are also other articles, book chapters and video documentaries in electronic form found in Cougar courses.

Course Requirements

Activity Sets (120 points): For each set of readings/videos, you will be expected to complete a set of activities per week for the first four weeks. The activities will be a combination of exam questions that will require theoretical analysis of the readings; real world applications and personal reflections. Detailed instructions will be provided at the beginning of each week.

Criterion I, Criterion II: K1, D2

Discussions (40 points): For each set of readings/videos, you will be expected to participate in group discussions. Each student in the group will be assigned a task that will change with every discussion entry. You will share your assigned task with your group. In addition, you will read and respond to posts by other students in your group. Detailed instructions will be provided at the beginning of each week. **Criterion II: K1, D2**

Action Project (40 points): You will plan an action project to address any one aspect of social injustice that you studied in this class. You will connect it to the theories and policies that we will discuss throughout the course. Detailed instructions will be provided. **Criterion II: S2**

Grading Standards

Letter Grade	Points
A	200 - 186
A-	185 - 180
B+	179 - 174
B	173 - 166
B-	165 - 160
C+	159 - 154
C	153 - 146
C-	145 - 140
D+	139 - 134
D	133 - 126
D-	125 - 100
F	BELOW 100

Policy on Late/Missed Work

Assignments not turned in by the assigned date will not be accepted. Exceptions will be considered only in the event of a documented emergency. Problems with technology are not an acceptable excuse for late submission of your assignments. You **MUST** assume that technology will fail you at some point. You cannot and should not assume that everything will go smoothly when it comes to computers. It is incumbent upon you to **PLAN AHEAD** and not leave your assignments/projects for the last possible moment.

Credit Hours Policy

According to CSUSM credit hour policy, students are expected to spend a minimum of 45 hours per credit unit for each course. For a 3 unit course summer course that translates to 135 hours over 5 weeks or an average of almost 4 hours every day including weekends !!! Be sure that you have set aside at least that much time in your schedule. If you don't have the time, you are setting yourself up for failure.

Academic Honesty

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the [Student Academic Honesty Policy](#). All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

ADA Statement

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the [Office of Disability Support \(DSS\)](#). This office is located in Craven Hall 4200, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Email inquiries can be sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Contact Information for Technical Support Assistance

For questions or assistance with a technical part of the course, your campus username/password, your campus email, etc., please contact the [CSUSM Student Technology Help Desk](#). Email inquiries can be sent to sth@csusm.edu.

SCHEDULE OF READING AND WRITTEN ASSIGNMENTS

WEEK 1: Introduction to Gender and Development and Social Justice

(Criterion I, Criterion II: K1, D2) In this module, you will understand the way in which the concept of development has been socially constructed and colonized to justify a global system of oppression based on gender, class, race and national identity. This module provides the conceptual underpinnings of the first CSLO. In this module, you will also learn to develop respect and compassion for difference as part of the fourth CSLO.

Reading: Maurianne Adams & Lee Anne Bell, Chapter 1, *Teaching for Diversity and Social Justice*, Third edition, Routledge, 2016

https://csusm-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA71485216150002901&context=L&vid=01CAL5_USM&search_scope=EVERYTHING&tab=everything&lang=en_US

This reading will help you understand the basic concepts of social justice and the nature of oppression. It will provide a common baseline understanding of these concepts, which we can then apply to the specific topic of gender and development.

Reading: World Bank, *Gender at Work*, 2014, pgs. 1-31

http://www.worldbank.org/content/dam/Worldbank/document/Gender/GenderAtWork_web.pdf

This reading provides us with evidence of existing gender disparities in jobs, education, income and poverty. In this reading, the authors make the argument that gender disparities not only lead to worse outcomes for women and children but they also lead to lower GDP and productivity. These readings provide evidence of social injustice on the basis of gender, race and national identity.

Reading: Arturo Escobar, Chapter 1, *Encountering Development*, New Jersey: Princeton University Press, 1995.

In this reading, Escobar asks how and when was the concept of development socially and politically constructed. Escobar argues that starting with the Truman doctrine the concept of development was constructed by using the economic model that developed in the United States and in Western Europe as the golden standard to which all countries must aspire regardless of the specific historical, social, cultural and economic conditions existing in these countries. Over time, this view of the world became legitimized as the only way of looking at the world and other worldviews were effectively silenced or marginalized as the discourse of development became the dominant paradigm.

Video: *Ecuador: Divided Over Oil*. Princeton, N.J.: Films for the Humanities & Sciences, 2006.

https://mvcc-video.mvcc.edu/app/plugin/plugin.aspx?insideIFrame=true&styleSheetUrl=http%253A%252F%252Fmvcc-video.mvcc.edu%252Fapp%252Fplugin%252Fcss%252FensemblePlugin.css&q=www.mvcc.edu&destinationID=no0t7hZkV0eZoP1_7oMeIw&contentID=qtx_35oaU0io3RyvF0M02w&isResponsive=true&orderBy=vide&pageIndex=11&pageSize=10

ACTIVITY SET #1 (Criterion I, Criterion II: K1)

Follow the instructions and submit your response by July 11th.

DISCUSSION #1 (Criterion I, Criterion II: K1, D2)

Follow the instructions and submit your discussion task by July 12th and respond to others by July 14th

WEEK 2: Gender and Theories of Development

(Criterion II: K1, D2) In this module, you will understand the way in which the concept of gender has been socially constructed and colonized to justify a global system of oppression based on gender, class, race and national identity. You will also analyze how theories and policies of development are gendered and help perpetuate a system of oppression. You will understand how the false dichotomy between developed and underdeveloped creates a hierarchy that infantilizes one group of countries and valorizes another group of countries. This module provides the theoretical underpinnings for the first CSLO.

Reading: Chandra Mohanty “Under Western Eyes: Feminist Scholarship and Colonial Discourses”, chapter 11 in WGDR.

Reading: Lila Abu-Lughod “Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others”, chapter 12 in WGDR.

These readings focus on how the concept of the “Third World Woman” or the “Muslim Woman” was constructed by Western feminists based on their own experiences and worldview. Third world women are universally considered to be ignorant, backward and victims of oppression as opposed to first world women who are liberated, forward thinking and have control over their own lives. These readings provide an analysis of the colonization of the feminist discourse.

Reading: Lourdes Beneria, Chapter 1, *Gender, Development, and Globalization: Economics as if all People mattered*, Routledge Publishers, 2015.

Reading: Cynthia Scott, Chapter 2, *Gender and Development*. Boulder: Lynne Rienner Publishers, 1995.

These readings provides a re-reading of theories of development from a gendered perspective. They explain how modernization theory (equate with classical/neoclassical theories of development) is gendered by using public/private dichotomy, object relations theory and use of metaphors.

ACTIVITY SET #2 (Criterion 1, Criterion II: K1, S2)

Follow the instructions and submit your response by July 18th.

DISCUSSION #2 (Criterion II: K1, D2)

Follow the instructions and submit your discussion task by July 19th and respond to others by July 21st

WEEK 3: Patriarchy and the Sexual Division of Labor

(Criterion I, Criterion II: K1, D2) In this module, you will analyze how patriarchy and capital accumulation have historically relied on each other to create and sustain systems of oppression based on gender, class and national identity. This module provides the theoretical foundations for the second CSLO.

Book: Maria Mies, Chapters 1, 2, 3 and 4

In chapters 1 and 2, Mies analyzes the social origins of the sexual division of labor and explains how the systems of patriarchy and capital accumulation work together to oppress women. In chapters 3 and 4, Mies focuses on the history of the related processes of colonization and housewifization and its current manifestation in terms of the new international division of labor.

Video: *China The Women's Kingdom In China, How free can a woman be?* Frontline World: Rough Cut, July 19, 2005.

http://www.pbs.org/frontlineworld/rough/2005/07/introduction_to.html

Reading: Mathieu, "Afterword" pgs. 265 – 287 in *Leaving Mother Lake: A Girlhood at the Edge of the World*. Yang Erche Namu and Christine Mathieu. Back Bay Books, Little, Brown and Company, 2003.

ACTIVITY SET #3 (Criterion I, Criterion II: K1)

Follow the instructions and submit your response by July 25th.

DISCUSSION #3 (Criterion II: K1, D2)

Follow the instructions and submit your discussion task by July 26th and respond to others by July 28th

WEEK 4: Women's Role in the Global Economy and Their Responses to Current Trends (Criterion I, Criterion II: K1, D2) In this module, you will identify the ways in which patriarchy and capital accumulation continue to manifest themselves in the workplace and in the household as sites of oppression in contemporary times. This module provides the underpinnings for the third CSLO.

Reading: Lourdes Beneria, Chapter 3, *Gender, Development, and Globalization: Economics as if all People mattered*, Routledge Publishers, 2015.

Beneria discusses the impact of global economic integration (increased reliance on market forces) on gender relations within and outside the household. She argues that globalization has disproportionately affected the most vulnerable segments of the economy.

Reading: Amartya Sen, "Gender and Cooperative Conflicts," pgs. 123 – 149 in *Persistent Inequalities*. Ed. Irene Tinker. Oxford University Press, 1990.

Reading: Ruth Pearson, "Reassessing Paid work and Women's Empowerment: Lessons from the Global Economy," pgs. 201-213 in *Feminisms in Development: Contradictions, Contestations and Challenges*. Eds. Andrea Cornwall, Elizabeth Harrison and Ann Whitehead. Zed Books, 2007.

Sen and Pearson focus on whether women's inclusion in wage employment has led to women's empowerment. Engels argued that women need to enter wage employment in order to escape oppression. Sen provides arguments in favor of this position whereas Pearson argues against it.

Video: *Mexico Maquilapolis: City of Factories*. Princeton, N.J.: Films for the Humanities & Sciences, 2006.

<https://www.youtube.com/watch?v=WUQgFzkE3i0>

Video: *Cambodia Cambodia: The Silk Grandmothers*. Frontline World: Rough Cut.

http://www.pbs.org/frontlineworld/rough/2007/06/cambodia_the_si.html

ACTIVITY SET #4 (Criterion II: K1)

Follow the instructions and submit your response by August 1st.

DISCUSSION #4 (Criterion II: K1, D2)

Follow the instructions and submit your discussion task by August 2nd and respond to others by August 4th

WEEK 5: Alternative Visions

(Criterion II: S2) In this module, you will learn to imagine and reconstruct alternative visions of the future based on principles of equity and social justice. The readings below will help you develop the capacity to be an agent of change within your own spheres of influence. This module provides the foundations for the fifth CSLO.

Book: Maria Mies, Chapter 7

Reading: Lidia Farré, *The Role of Men in the Economic and Social Development of Women : Implications for Gender Equality*. Policy Research Working Paper; No. 6323. World Bank, Washington, DC. © World Bank, 2013.

<https://openknowledge.worldbank.org/handle/10986/12171>

Reading: Ayesha Imam “Birthing and growing the African Feminist Forum”, chapter 41 in WGDR.

Reading: Jennifer Fluri “Feminist nation building in Afghanistan: An examination of the Revolutionary Association of the Women in Afghanistan (RAWA)”, chapter 43 in WGDR.

ROUGH DRAFT OF ACTION PROJECT

Follow instructions and share rough draft with request for feedback by noon on August 8. Response to request for feedback due by noon on August 9.

ACTION PROJECT (Criterion II: S2)

Due by August 11.